**Academic Senate Executive Committee Minutes**

**MONDAY, January 24, 2022**

**Approved**

***Call to Order***

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

***Approval of Executive Committee minutes from 01/10/22***

Motion by Senator Cline, seconded by Senator Small, to approve the minutes. The motion was unanimously approved.

***Oral Communication:*** None

***Distributed Communications:***

***Mental Health Trends:***

***01.13.22.02 From Martha Horst: New York Times Article on Mental Health Trends
01.20.22.22 From Vice President Johnson: Senate presentation on mental health***

Senator Horst: This relates to an email exchange that Senator Stewart and I had over the break. Can you tell everybody the original topic that you sent me?

Senator Stewart: I was contacted by one of my constituents, an academic advisor. We had a couple of student deaths in the Philosophy department this last semester, which was especially shocking because we’re a very small department. We noticed that the advisor was not actually getting notices that a student had died. Given that advisors play a very active role in interacting with students and supporting student health, it seemed like advisors ought to be notified. So, I asked a series of questions related to what the policy is in terms of when a student death will be recognized on campus. Some deaths seem to get a lot of attention and are brought up at Senate meetings. Others not at all. So, I just asked for some clarification. This morphed into more of a general query about student mental health on campus, and in particular, in this very difficult time, if there has been an increased need for mental health support; if so, what ISU is doing to try to provide some extra resources.

Senator Horst: Very good. So, we had some initial conversations and Vice President Johnson did immediately address the concern about notifying advisors. So, there’s some protocols that Student Affairs has, and he has a team that’s working on revising it. But as we were doing this, again, we started having a conversation that it might be important to bring up this general topic to the Senate. And then at the same time, the IBHE-FAC rep Lane Crothers informed me of an open letter that they were putting out in response to the Mental Health Action on Campus Act; I believe this is an unfunded mandate. The IBHE- FAC is a group of faculty that advise the IBHE; it seems somewhat related to this desire to have more attention to this topic, and also to get more action regarding student health. So, my general question to you is, Vice President Johnson is willing to come to the Senate and do a presentation on what Illinois State is doing to address this. He can come on the 16th. Is there interest in having such a presentation?

Senator Garrahy: Yes.

Senator Spranger: Are there new things that are happening or is he just presenting on what’s going on right now? I haven’t heard of that Act that you are talking about.

Senator Horst: I had not either, sometime today I printed out the Act. We might want to include this. The other idea I had is that we have not had an IBHE-FAC report in some time, so we could have Professor Crothers come on February 2nd and potentially talk about FAC’s work, show this Act that I believe passed, but there’s this clause at the end that says, “Funding. This Act is subject to appropriation.” So, in my understanding it’s not official until it’s officially funded completely. But he could talk about that Act, his FAC report, and this letter on the 2nd. And then we could have Vice President Johnson talk about what Illinois State is doing, and he provided a statement about what he would be comfortable sharing.

Senator Garrahy: Martha, I don’t know if it would be L.J. that would address this, but I took a course through ISU called Mental Health First Aid, and it was outstanding. I will say in 36 years of education it was the best workshop I have ever taken. So, I don’t remember the office that coordinated it. It was held at CTLT.

Senator Cline: Yeah. Actually, the director of it just wrote me not long ago, so I can dig it out.

Senator Garrahy: Just as a resource.

Senator Cline: It was in conjunction with the McLean County Health Department. They put it on, and I took it as well. I think it would be very important for L.J. to come and speak about, because oftentimes not everybody knows everything that is being done. Sort of let everybody know what’s being done because some of it is not as obvious. But also, to have Lane come and talk about any of the things that are happening at the state level and how we can get involved. But I’ll send to you what I have from the Mental Health First Aid group. But it’s in conjunction with the Health Department.

Senator Garrahy: Yeah. And it is the equivalent of when people go and get First Aid training; you are registered with their organization. I think mine goes until 2023. This was all before COVID, so I don’t know if they’re doing more or if they are overtaxed. But it was well worth my time.

Senator Horst: Yes. I had a class like that in college as well. I thought it was interesting this discussion of peer mentors and whether or not that would be a good thing. So, we could even include the Act as well.

Senator Spranger: Yeah. I’m reading it right now. It’s interesting.

Senator Horst: Yeah. It is interesting and it is one of these things, the way I understand it, it’s not happening because the money hasn’t been appropriated. So, it’s certainly something that we could speak out against.

Senator Spranger: Yeah. SGA has been talking with Dr. Lackland about how they did the one for K-12. Like about 5 mental health days off and if we could do the same thing for public universities, at least public. I’m not sure how all the semantics of that will work out. But if they did it for K-12…, so we’ll see. We’ve been working on that. Maybe that could be in conjunction.

Senator Otto: I was thinking, while you were talking, that maybe the Senate needs to plan kind of a unit around this idea given that there is legislation, given that we know that students are more in need than ever. I don’t think there’s anyone that I know that hadn’t had a big uptick in students disclosing to them that they are struggling with mental health issues. And then we get so many notices of things to do. I think a testimonial like Dr. Garrahy was talking about from faculty to talk about the value of something like that could be powerful and bring more people in to get that kind of training.

Senator Horst: Yeah. Stacy, that’s what I was thinking. Having the two sessions on it to talk about the state work and then have—it would be nice to have them on the same night or in reverse order but L.J. cannot attend on the 2nd. Then the other complicating issue is—and Cera can fill us in—but there are presentations that we have to have. Cera can you give us a list of ones that are coming up?

Ms. Hazelrigg: We are going to have AVP Albrecht give the Recruitment and Retention of Underrepresented Students, Dr. Houston will speak to Diversity, Equity and Inclusion, and then we have the Academic Plan at the May meeting.

Senator Horst: But it could almost be something that we send to Planning and Finance as a topic and develop maybe a strategy for addressing mental health at ISU. I’m just throwing out ideas. And they could certainly have an extended testimonial in that situation. Okay. So, it sounds like everybody likes that idea.

Senator Otto: Can I add one more thing, Martha? I know there is a considerable cost associated with mental health services; but if we could also figure into that somehow what expanding might cost so that people have a bigger picture. That might be something to think about if not now further down the road with this kind of unit and rollout.

Senator Horst: Yeah. I asked Vice President Johnson to address the Act and he didn’t know if he could do that much in his presentation. It has a lot of ideas as to how the public higher education could address mental health. But then like I said, it was unfunded.

***From Faculty Affairs Committee: (Information Item 02/02/22)***

***01.20.22.01 Policy 3.2.8 Sabbatical Leave Current Copy***

***01.20.22.02 Policy 3.2.8 Sabbatical Leave Mark Up***

***01.20.22.03 Policy 3.2.8 Sabbatical Leave Clean Copy***

Senator Nikolaou: This is the policy that we saw three years ago. It was on the floor and there were lots of comments. It went to the full Senate and then we did Faculty Caucus only, and from there we had a list of like 20 items to address. Then (I was still in the Academic Affairs Committee at that point) COVID happened so they couldn’t move forward with that, and they started working on the Integrity policy. Oh, and actually it came to Exec a year ago with changes, but we told them that they hadn’t addressed all the comments from the floor, so we sent it back to them. So, this version that you see includes all the different 21 comments that we got from the floor. It has also been run through Human Resources, Legal, and Roberta Trites. I’m not going to go into details for each section because it’s going to be a lot. But when we were talking with Martha, one of the questions is if we have a summary document that list what the comments were from three years ago, and it’s more like a guideline, well you can find the response to this comment is in that section of the policy, so that when I’m talking about it senators can go and check it. So, I don’t know if we want to include that in the documents.

Senator Horst: So, maybe we should just start with the policy itself. Are there any issues, problems that people see that might be able to be addressed before it goes to the floor?

Senator Otto: I’m hearing a lot from constituents, in multiple places, like in my college, that we really want to see the disaggregated data for folks that are taking sabbaticals and applying for sabbaticals because there is a lot of suspicion that this is—and this is supported by the research of course—that this is skewed by gender. I think people would really appreciate seeing what that disaggregated data looks like.

Senator Horst: The Board gets a report every year.

Senator Otto: Yes. I’m talking about analyzing those reports wholesale, or for the last 10 years or whatever.

Senator Horst: Analyzing sabbatical reports based on gender? Or college? Or?

Senator Otto: People were asking about gender and they were also asking about minoritized status.

Senator Horst: Okay. I think that’s something you can mention on the floor and then we could send it to PRPA. We could ask for that.

Provost Tarhule: If I may comment. Just so you know. There is a fixed number of sabbaticals that we are allowed to award a year. That’s a state law. I don’t know how far back we go, but I think in any given year (please don’t quote me on this) but I think in any given year only about three people who apply for sabbatical don’t get it. Most times the number of people asking for sabbatical is well within the number that we’re allowed to approve, so we just approve it. In any given year there’s less than, I would almost guess, I haven’t seen five people not get a sabbatical. It’s one, two or three. So, I’m trying to understand what the issue here is. Right. If we’re trying to analyze how many people are not getting it. It’s a surprise to hear this because it seems like most people are getting it. And the ones that are not getting it is usually ineligibility or something comes up that is so glaring… something has to be very glaring for you to not get a sabbatical. In most cases, if you look at the data on the application, it’s very clear that this person shouldn’t get a sabbatical. It’s not a judgment of them. It’s not like we have seventy requests and we’re giving out 55. It’s almost always around 50 to 56 and we’re giving out about 55 or something. So, if you can elaborate on this, what the issue here is for me, I’m really curious.

Senator Otto: Yes. And thank you for that clarification. I think, and maybe I’m not expressing myself well, I think that people are concerned that, especially in small departments, because of the numbers, you know, you can only have one sabbatical per 25, the number is in the policy, that that ends up putting people off farther down. So, some people are spending more time waiting for sabbatical. And then, my understanding is there’s also concern about particularly for women that these get put off. They put off asking or they change, they say no I can’t do this this year because I’ve got too many responsibilities in these other areas. So, some people are going a lot longer times without being able to take advantage of sabbatical, even though they may have earned it, and even though as you say, Provost Tarhule, that there may be space for them to take that opportunity. I’m just relaying constituent concerns.

Provost Tarhule: In that case, you’re not going to get that information by analyzing the awards. You’re going to get that by analyzing departments, people who are eligible but have not applied, how long they are waiting. If you analyze the ones that are getting it, like I said, almost everybody who applies is getting it. In cases that I have seen that are not getting it are just really so clear. A sabbatical is something you earn, right, once you have served 6 years or 12 semesters, whatever the time is, you are entitled to it. So, it’s not something that somebody holds up to judge that you have to meet. You are entitled to it. So, you’re going to get it, except if you don’t follow the rules and you don’t meet certain processes. But if people are waiting in the queue for a long time and not applying, then that’s a different set of data that we should be able to get at the department level.

Senator Otto: Yes. I appreciate that.

Senator Horst: I just want to focus everybody on whether or not this should go to the floor? We can certainly open up this conversation on the floor.

Senator Villalobos: I know we’re obviously looking at this and I’m just thinking of the question at hand. Forgive my ignorance, Provost, but why would someone be ineligible for a sabbatical? What are the reasons why someone might be ineligible?

Provost Tarhule: If you haven’t served correct number of semesters. You are supposed to make a certain fixed number of semesters. Sometimes one of the easiest that we had to look at, for example, is sometimes most people take a sabbatical after they get tenure. Now sometimes people go up for tenure early and then apply for sabbatical, but they don’t realize that it’s not just getting tenure; you have to meet a certain fixed number of semesters before you’re eligible. So, in those type of situations they are denied and told to wait for one more semester. So, if we have to absolutely, let’s say we get 57, I believe it’s 20% or 25% of the faculty that can get sabbatical in any given year by state law. So, if 57 apply and we can only award 55, now two have to be denied. Sometimes you can think of the best possible scenario where they are all eligible; in that case, the people who have been waiting on the queue longer will be approved. So, these other people, even though they are eligible, cannot get it. So, my point is, in general, if you don’t get a sabbatical it’s almost always a strong overriding reason to start a judgement raising of somebody saying you shouldn’t get it. But I think what you are saying here is a very different type of issue and that’s not a sabbatical data. That’s something we would have to work with the chairs to figure out. I would say if you ask me, if this is an issue that is coming back, let’s work with the chairs, do some research, and figure out how many people are applying for sabbatical, how long are they waiting on average before they get it.

I will add one more scenario in which sometimes we encourage department chairs to ask somebody to hold off. Let’s take a department that has seven faculty. Four people in that department are eligible for sabbatical and they say, “We want to take sabbatical.” They are all eligible, but they are four people that the department can’t deliver its mission. In those scenarios we will tell one or two people to wait for another year. But it’s almost always something like that. It’s never that we don’t want to give you a sabbatical.

Senator Cline: So, if the question is do I think it’s ready for the floor, yes. I just have a quick comment. For me, again as a single woman with responsibilities, one of the biggest barriers to my applying for a sabbatical has been fixed in this revision, which has to do with being able to take external grant support and not reduce my salary because of the external grant support. Right. So, I am someone who, like many single women, in that I am the one financially responsible for my house. And I can’t stop paying for my house if I have to go get an apartment in Rome. So, having that prior rule was actually a serious barrier for me. I think one of the things that has been done in this revision is actually going to help some of these people with that current restriction.

I just wanted to ask, I don’t know who the person is to ask from a constituent concern. Just to be sure I am clear, it’s still if a person wants to take a one semester sabbatical (full time tenured faculty) for 4.5 months of full pay. And now you’re extending administrators for 4 months to 4.5. Because currently it’s 4 months. Is that correct? In the current policy an administration who takes a sabbatical gets 4 months of full pay. In this new one it seems to read 4.5.

Senator Nikolaou: It is a semester of pay.

Senator Cline: Right. But the semester of pay has been defined for administrative faculty as 4 months not 4.5. This is a good thing. I’m just clarifying it.

Senator Nikolaou: Yeah. When you say it has been defined…?

Provost Tarhule: So, I’m looking at page 3 in the revision, “total sabbatical leave period for a Chairperson/School Director may not exceed a period of 4.5 months.”

Senator Horst: Is that what you are talking about, a chair?

Senator Cline: Correct, a chair. So, that’s being extended to 4.5 months and not 4 months? May I just ask for that clarification on the floor then?

Senator Nikolaou: Yes. You can, but we were always thinking of it in terms of a semester, which is 4.5 months.

Senator Cline: Sure. My chair has told me today that it was for him defined as 4 months. So, for him this was a great day, right. He just wanted to make clarification.

Senator Nikolaou: Was he talking about this sabbatical? Because we were talking about something similar with Martha because as an administrator they can also apply for an administrative leave through their dean. Was it the sabbatical or was it the administrator leave?

Senator Cline: He said it was the sabbatical. I can clarify with him for sure.

Senator Horst: And you can do it on the floor.

Senator Cline: Okay. We can do it on the floor. I just wanted to ask the question.

Senator Nikolaou: Yeah. And Janice is going to be there. Because I think that this is one of the changes that Human Resources made.

Senator Cline: Yeah. I just wanted to check, because the legal language is a little tight. I just wanted to make sure for faculty it’s still 4.5 or half salary for the whole year.

Provost Tarhule: Dimitrios, have you talked to Dan Elkins about this policy?

Senator Nikolaou: Dan, no. But Roberta was there.

Senator Horst: He’s more concerned about how the sabbatical money is transferred, right?

Provost Tarhule: Well, there’s a cost involved that is currently not calculated. So, we said to calculated it differently here. Because when you have an administrator, let’s say a department chair goes on sabbatical. They have the administrative salary for that time. Then we hire somebody else and currently all of that money is coming from the AIF. That’s not the way the AIF was structured to be. The AIF is instructional. And so, we’re taking out more money that we could be using for instruction.

And actually, in many places administrators don’t take sabbaticals. I don’t know if you have benchmarked, checked with other places, but in many places, administrators don’t take sabbatical strictly for that reason. So, when you take a sabbatical you step down, or you take an administrative leave. Here people can take both. So, administrators are taking a sabbatical and then they are taking an administrative leave. So, they are getting one year salary at administrator pay taken out of the AIF. You can’t spend a dollar twice. That’s money meant for instructional purposes. So, actually administrators are double dipping, getting the benefit out of this, and it would be very helpful to have Dan Elkins explain the implications of this to you financially. It’s not that we want to deny people what they are due, but if you look at what administrators are making… It’s actually worse than that, because when they take a sabbatical, we have to hire somebody on interim. That person makes more money. That person has a course release. Then the department comes back to us to ask for money to pay for somebody to teach those classes. So, it’s a triple cost to the same budget that is supposed to cover instructional cost.

Senator Horst: So, certainly if it’s increasing from 4 to 4.5 the implications on the AIF we should know about. So, if you could contact Dan Elkins.

Senator Nikolaou: I’m looking at the specific language. Are we worried about the sabbatical aspect or the administrative leave aspect? Because if it’s the administrative leave, we are talking about a different policy.

Senator Cline: But if administrators can currently take either, we have to be prepared in policy for them to take either.

Provost Tarhule: Is the intention of the policy that they take both? So, let’s say that an administrator says I want to take a sabbatical and an administrator leave. What’s the policy’s intention about that? Because they can take a sabbatical for a semester and then they take an administrator leave for a semester. Now they have a full year paid at the administrator salary. Is that anticipated in the policy?

Senator Nikolaou: So, I’m looking at the policy that talks specifically about chairperson and directors, it says “incumbents usually will not be recommended or approved for extended leaves or sabbaticals, except under unusual circumstances.” So that one says unless it is something special you will not be getting an extended sabbatical.

Senator Horst: And that’s what policy?

Senator Nikolaou: That’s 3.3.6 which specifically is about the…

Provost Tarhule: What’s an extended sabbatical? One year?

Senator Horst: One year.

Provost Tarhule: So, if they take a regular sabbatical for one semester, and then they take an administrative leave for one semester, they still have one year. Let’s not take too much time here. Let’s talk to Dan Elkins so that we can explain part of what we are seeing.

Senator Horst: But we want to explain it to the entire Senate, right? So, that while we are seeing what the committee did, we can think about the financial implications. We don’t necessarily do it here.

Senator Cline: No. Do we think you want to work that out before you take it to the floor?

Senator Nikolaou: I think we need to take it to the floor because it’s already with us for too long.

Senator Cline: Okay.

Senator Nikolaou: And if we decide that we just want to remove the language about chairperson directors on sabbaticals, that’s fine, we can just remove it.

Senator Horst: Okay. Any other comments about the policy as it stands? Is there any sort of suggestions for Chairperson Nikolaou?

Senator Nikolaou: Yeah. If you have anything that we can do before we see it on the floor.

Senator Horst: I spoke to Dimitrios before about whether or not Milner could count for a quarter. We talked about 3.3.1, which defines academic personnel with faculty associates. So, you were going to think about that. We talked about the date it goes into effect because I do know chairs that are getting full year sabbaticals, but it might be a leave as Provost Tarhule described. We talked about Mennonite and Milner and the problem of the language there. It’s always talking about the chairperson/director approving it and Mennonite and Milner they have a dean; they don’t have a chairperson/director. We discussed addressing that language. Those are the things I brought up to you about 30 minutes ago. Anything else? Because there are so many changes there’s probably going to be a lot of questions, but I do really appreciate the work that the committee did to get it to this shape because it’s been hanging around for at least four years. I think I remember working on this when I was Faculty Affairs chair.

Senator Nikolaou: Yeah. It says the second time that we saw it was 2020.

Senator Horst: So, thank you for doing that work.

***From Faculty Affairs Committee: (Information Item 02/02/22)***

***01.20.22.04 Policy 3.2.3 Academic Notice of Appointments Current Copy***

***01.20.22.05 Policy 3.2.3 Academic Notice of Appointments Mark Up***

***01.20.22.06 Policy 3.2.3 Academic Notice of Appointments Clean Copy***

Senator Nikolaou: We saw that last semester. We voted it on the floor. But then Human Resources had some language changes, and that’s exactly what you see. They just wanted to clarify what promoted immediately means. Then the addition of faculty and staff members. Otherwise, there were no other changes.

***From Planning and Finance: (Information Item 02/22/22)***

***01.20.22.09 Policy 7.1.10 Fundraising Current Copy***

***01.20.22.10 Policy 7.1.10 Fundraising Mark Up***

***01.20.22.07 Policy 7.1.10 Fundraising CLEAN COPY***

Senator Horst: This policy was sent to Vice President Vickerman and the subcommittee received comments and they incorporated those changes. That’s the mark up you see here recommended by Vice President Vickerman.

Senator Nikolaou: Do they indeed call it the development department or is it the fundraising department? Because I went to the website and they refer to the fundraising department. So, I don’t know if the policy is correct or if the website is accurate. In that same paragraph, where they say small, italicized donations what is small suited by? I’m assuming it’s the same thing that they specify in the procedures where is says under $5,000 that it is small, just to clarify if that is the case. And then the last one was do we need—at the very bottom where it says University Policy Links, and it has five—because the links might change and also the last link is not a policy. It is a link to the University Advancement website and Vice President of University Advancement.

Senator Horst: If you could forward those to Senate Vogel and she’ll probably talk with the fundraising people. Perhaps next time we could consider whether or not we want to keep this as a Senate policy.

***From Academic Affairs Committee: (Information Item 02/22/22***

***01.20.22.19 Policy 2.1.12 Pass No Pass - Credit No Credit Current Copy***

***01.20.22.20 Policy 2.1.12 Pass No Pass - Credit No Credit Mark Up***

***01.20.22.18 Policy 2.1.12 Pass No Pass - Credit No Credit Clean Copy***

Senator Cline: We’re bringing 2.1.12 Pass/No Pass Credit/No Credit policy. As you can see from the mark up, it’s a pretty major change and adjustment. Essentially, what we did is we tried to make this a little bit more student friendly in giving students the option. If you all remember during the COVID year, students were given the ability to switch between Pass/No Pass and a grade. While some of that is doable, some of that will actually make all of our Registrar’s staff quit. So, we are finding a place where that’s administratively possible. What we’ve come up with is the idea that students must within registration or within the first 10 days of the semester choose the Pass/No Pass option, and they can, up until the end of the withdrawal period which is now the twelfth week of class, they can now revert back to the regular graded, but they can’t go into this semester as graded and then switch at the last minute to Pass/No Pass. So, if you end up doing really well in the class and you think you’d like to take the grade you can do that.

Senator Horst: Then the Credit/No Credit is in a separate area.

Provost Tarhule: Can I ask a question? Is this for the pandemic period or is this in general?

Senator Cline: This is to be permanent. This is sort of taking one part of what people really liked that they could do and see if we couldn’t make it on a permanent basis. So, in other words, when you register right now you can choose a Pass/No Pass option, but you cannot change it without a particular petition to the Registrar’s office. When we submit our grades, we don’t know if our student has selected Pass/No Pass we just give them the A, B, C, D, whatever they earn, and the Registrar’s office codes it. The grade is retained if a student ever has to make a reversal for any reason; that is, retained and can be recovered. But what we have added to this policy is the potential for a student to go from a Pass/No Pass at registration to a graded option within the withdrawal period, so up until the end of the twelfth week. So, it gives some students a little bit more leeway without sticking exactly with the way it was during pandemic times, because that was very, very stressful in the Registrar’s office. So, trying to select some moveability for students without, you know, blowing up the whole system.

Senator Horst: It’s not a possibility for the graded? Like if I select graded and then I can’t revert to Pass/No Pass?

Senator Cline: Correct. After the tenth day, yeah.

Senator Horst: After I’ve made my selection on the tenth day. Okay.

Provost Tarhule: Do we have enough education about the implications for graduation? Because if you collect a lot of those no passes…

Senator Cline: Well, there are some limits on how many Pass/No Pass classes you can take; 25 hours, I think, is the cap.

Senator Otto: Yes.

Senator Cline: The thought, Provost Tarhule, was that the reason for a Pass/No Pass option was to get students to enroll in classes they may not otherwise, without the fear of getting into trouble. And in this case, by having them be allowed to put it to a grade, if they show success, then they have those twelve weeks to say, “You know what? I’m going to make it a grade.” But it doesn’t say, “I’m failing miserably and I’m hanging out with my girlfriend too much, I need to go to Pass/No Pass,” or whatever. So, it’s trying to still keep with the spirit of the policy, which is to give students less fear in enrolling in different things without enabling that academic behavior.

Provost Tarhule: I like the flexibility. The only thing I want to be sure we’ve taken into account is courses that are essential, for example, there’s only a limited number. So, if that’s covered, then…

Senator Cline: Yeah.

Senator Otto: A student can’t take a Pass/No Pass course in their major.

Senator Cline: Or their minor.

Senator Otto: Or their minor. So, it’s really quite limited. This policy really does speak to, as Senator Cline says, this sort of exploration spirit that we want to put out there to students, and not feel like they’re going to lower their GPA if they don’t do well.

Provost Tarhule: Sounds good.

Senator Spranger: All the restrictions are still in the policy.

Senator Cline: Yeah.

Senator Horst: But I also do appreciate how you shifted the grades that involve the letter C to the second half of the policy so that it’s a lot cleaner to understand.

Senator Cline: Yeah. I hope so.

Senator Horst: Any other questions?

Senator Nikolaou: The main one was what you just mentioned. I was thinking, if maybe there is a clearer… because when I read the sentence, where you separated the Pass/No Pass and where you say, “Students may elect to switch their enrollment to P/NP for eligible courses already in progress, or from P/NP back to traditionally graded, until the end of the twelfth week of the term.” I read it that you can go both directions.

Senator Cline: Wait, you can go both directions. Did I misremember that, Senator Otto?

Senator Otto: You are right. You can go both directions.

Senator Nikolaou: So, if it is that you can go the twelfth week of classes, it’s only for… So, maybe we need to split it into two sentences to be.

Senator Cline: You can go back and forth; I just misspoke a minute ago.

Senator Otto: Within the time limit.

Senator Cline: Within the time limit.

Senator Nikolaou: Within the twelve weeks?

Senator Cline: Um-hum.

Senator Nikolaou: So, I can choose Pass/No Pass and then from No Pass to grade?

Senator Cline: But after twelve weeks you can’t. You can’t get class credit.

Senator Nikolaou: So, until the twelfth week of classes I can move from A, B, C to Pass/No Pass?

Senator Cline: Yes. But only once. You can’t toggle. You’d have to go to the Registrar’s office to change it. Is this correct, Stacy? Am I remembering this right?

Senator Otto: Yes. You’re right.

Senator Cline: You can’t just toggle back and forth, because the big issue that the Registrar’s office had was going back and forth, which is what was allowable in the COVID year, and so long as you do this within the withdrawal period.

Senator Nikolaou: So, this is not consistent with what is included on page 2, where it says, “Registration for (P/NP) option.” The second sentence says, “Students may not elect the option after the tenth day of classes in the semester.” So, this is what we said earlier that until the tenth day, you can switch from A, B, C to Pass/No Pass, but after the tenth day you cannot. If you have Pass/No Pass you can choose A, B, C until the twelfth week of classes. Because then I’m thinking, if it is that they have twelve weeks to go both ways does this create problems with… are there any financial aid concerns that say you need to have a certain letter grade?

Senator Cline: Classes that are taken Pass/No Pass are not included in student’s GPA calculation.

Senator Nikolaou: Yeah. But are there any financial aid or scholarships that they say you need to be taking three courses that are going to count towards your GPA?

Senator Horst: Did you run it by Bridget Curl?

Senator Cline: No.

Senator Nikolaou: The other thing I was thinking, because you know where it says that you can change from Pass/No Pass to A, B, C, that makes perfect sense to leave the twelve weeks. But if it is the other way round, I’m also thinking, usually students are going to meet with their advisors over the beginning of the semester. They’re going to tell them that they need to get a C in this specific class, etc., etc., etc., but then now we allow the possibility that a student can go in and change into Pass/No Pass without meeting with their advisors. They might not be familiar with if this is a major or a minor course, and then we are pushing back their graduation because they changed to Pass/No Pass. It was going to be counted towards their minor but now it cannot count towards their minor.

Senator Horst: Can they do it in the system or do they need the advisor?

Senator Cline: I don’t remember from our conversation.

Senator Small: I think we can.

Senator Nikolaou: I think you can because I’ve seen students. I’m an advisor.

Senator Small: It’s in the registration portal. You can just go back in and there’s a little dropdown menu and you can change it. You don’t need your advisor.

Senator Nikolaou: So, without your advisor knowing.

Senator Spranger: Is the computer smart enough to limit you? If I went in and changed my Poli Sci class Pass/No Pass will it say, no, this is your major? Is the computer smart enough for that?

Senator Otto: Some boo boos have happened. I think it was just part of the general chaos of pandemic stuff, and having that option suddenly, but it could constrain you. We are also in the process of getting out a whole new system for that too. What we constrain and what we don’t, this might not be the best time for that, if we’re going to have a new system. But it doesn’t always constrain. The thing is, is that even if it doesn’t constrain you, instructors always have to put in a letter grade. It’s not like the instructor clicks pass or no pass when it comes to grading, because we have to go back to our original roll to see if someone’s Pass/No Pass. It doesn’t come up in the grading roster basically. And then the changeover happens at the Registrar’s office, is the way Jess explained it to me, or the change back.

Senator Cline: Right. So, if a student erroneously switches to a Pass/No pass on a major course, that will get caught in an audit and the grade is still recorded and the student’s grade will be recorded as such.

Senator Horst: Ah. So, there would be a recorded grade and it could be adjusted.

Senator Otto: There is always a recorded grade.

Senator Cline: Yes, there is always a recorded grade. So, faculty never know whether a student is Pass/No Pass. The only time you might know if it’s a Credit/No Credit course, and that’s part of the structure of the course.

Senator Nikolaou: So, for majors, it’s going to be more straight forward. For minors, the system doesn’t know what courses you take for your minor.

Senator Cline: Right.

Senator Nikolaou: So, it has the possibility of messing up the minor courses if someone decides to switch to Pass/No Pass.

Senator Cline: It could. Jess also brought this other issue up. Say, you’re in ECON and you want to take an Art History class because you just think it’s really interesting. And you take it as a Pass/No Pass course. But then you really get into it and decide later on to take more Art History classes, and you take a minor in Art History. You can petition to go back into the system, and they will switch it from a Pass/No Pass course to a graded course in order to help accommodate you in your new minor because you weren’t a minor when you first started taking that class. But the grade is recorded so that that can happen retroactively. As Jess said, it would come out in the audits, right, that if the student is working with their advisor and sees that they have taken a Pass/No Pass and it’s a class that they need for their major or their minor, that they can petition the Registrar’s office to switch it back because the grade is recorded. This doesn’t change the fact that we have this glaring problem, which will go back to committee. I think my notes say that what the committee wanted was to go both directions, but I don’t want to make a decision without the entire committee.

Senator Horst: Go both directions only if you were Pass/No Pass person, right?

Senator Cline: Pass/No Pass up to the twelfth week of class. You can go either direction.

Senator Horst: Right. But if you were grade you wouldn’t after the tenth day. You couldn’t go switch to the Pass/No Pass?

Senator Cline: That’s what I need to double check and see. My memory was that it was after the tenth day it would have to be done through the Registrar’s office, you’d have to choose one direction or the other. But let me double check that.

Senator Horst: Okay. And you’re going to check with Bridget Curl.

Senator Cline: Yes. How many courses you need to be taking… does it matter if you are taking Pass/No Pass classes? But I do know that Pass/No Pass just don’t get calculated, but you still get full enrollment status if you’re taking a class Pass/No Pass. It still counts for your enrollment status.

Senator Nikolaou: I have a few smaller ones too. The very last sentence where it says “cannot be counted towards graduate program requirements”, are we talking specifically about graduate program? Are we talking about accelerated programs?

Senator Cline: This is the language that Noel, the new Director of the Graduate School, provided for me. And she used this language to be intentionally broad. That no graduate level courses and no courses counting towards a graduate level. So, if you are taking a course at the 300 level to be applied to a graduate degree, you also cannot take that course as a Pass/No Pass. So, anything you’re counting towards a graduate degree cannot be Pass/No Pass.

Senator Nikolaou: Okay. The other one is the very last page where it talks about workshops, institutes. Here I’m wondering if we want to keep it consistent. One case talks about the Graduate Curriculum Committee, and maybe we want to add curriculum processes for graduate courses. To add “for graduate courses.” Or “through the Office of the Provost for undergraduate courses.”

Senator Horst: Oh, through the Graduate Curriculum Committee for graduate courses; just a friendly amendment.

Senator Nikolaou: The main thing that I had for that, do we want, because the one talks about the GCC, the other one talks about the Office of the Provost. Is it indeed the GCC or is it the Graduate Council? Because the Graduate Council is eventually the one that approves. And is it the Office of the Provost or are we thinking in terms of Amy?

Senator Cline: We’re talking Amy.

Senator Nikolaou: Yeah. So, I don’t know if we want to make it a bit more specific because the Office of the Provost, is the Provost who is going to take care of all these?

Senator Cline: So, this is very specifically about which courses are approved to be offered on a Credit/No Credit basis, which is an entirely different beast than the Pass/No Pass. And this currently is the Graduate Curriculum Committee in the Graduate School who makes those decisions about whether a course can be offered as a Credit/No Credit. In the undergraduate world, it’s Amy’s office that decides -- it’s not the UCC that decides. So, this is accurate to the current procedure, but it may change obviously as the Graduate School’s curricular process changes.

Senator Nikolaou: Yeah. That’s why the other thing that I had was in the very top there was a sentence that was saying see C/NC courses must be approved through the appropriate curricular process. It was in the very first page. I thought that maybe we want to bring it over here exactly for what it said, yeah, for right now it might be the GCC and the Office of the Provost. But if the process changes, well, at least we are still covered; because there is the sentence which says that these courses must be approved through the appropriate curricular process.

Senator Cline: I don’t see on the first page the sentence about that.

Senator Nikolaou: I’ll find it and send it to you. And the other is if we mean Amy for the contact, so we need to put AVP for Undergraduate Education, but, in that case, should we also add the Graduate Council?

Senator Cline: You mean at the bottom?

Senator Nikolaou: Yeah. The contact part. Because if it’s graduate, they wouldn’t contact...

Senator Cline: Sure.

Senator Horst: So, it sounds like you have some questions to follow-up with and some language things that Dimitrios can forward to you.

***\*\*Approval of Proposed Senate Agenda – See pages below\*\****

***Proposed* Academic Senate Meeting Agenda**

**Wednesday, February 2, 2022**

**7:00 P.M.**

**OLD MAIN ROOM, BONE STUDENT CENTER**

***Call to Order***

***Roll Call***

***Public Comment: All speakers must sign in with the Senate Secretary prior to the start of the meeting.***

***Presentation: IBHE FAC report (Lane Crothers)***

***Approval of the Academic Senate minutes of 01/19/22***

***Chairperson's Remarks***

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

***Administrators' Remarks***

* ***President Terri Goss Kinzy***
* ***Provost Aondover Tarhule***
* ***Vice President of Student Affairs Levester Johnson***
* ***Vice President of Finance and Planning Dan Stephens***

***Action Item:***

***From Academic Affairs Committee:***

***09.14.21.03 Policy 7.7.8 Tuition and Fee Waivers Policy Current Policy***

***01.11.22.02 Policy 7.7.8 Tuition and Fee Waivers Policy Mark Up***

***01.11.22.03 Policy 7.7.8 Tuition and Fee Waivers Policy Clean Copy***

***From Rules Committee:***

***12.08.21.01 Policy 5.1.8 Skateboarding Activities policy Current Copy***

***01.11.22.07 Policy 5.1.8 Skateboarding Activities policy Mark Up***

***01.11.22.06 Policy 5.1.8 Skateboarding Activities policy Clean Copy***

***Information Items:***

***Faculty***

***From Faculty Affairs Committee:***

***01.20.22.01 Policy 3.2.8 Sabbatical Leave Current Copy***

***01.20.22.02 Policy 3.2.8 Sabbatical Leave Mark Up***

***01.20.22.03 Policy 3.2.8 Sabbatical Leave Clean Copy***

***Consent Agenda:***

[***Policy 7.1.4 Inspection, Examination, Use and Control of University Financial Records***](https://academicsenate.illinoisstate.edu/consent/CA%2012.01.21.04%20Policy%207.1.4%20Inspection%20Examination%20Use%20and%20Control%20of%20University%20Financial%20Records.docx)

***Academic Affairs Committee: Senator Cline***

***Administrative Affairs and Budget Committee: Senator Smudde***

***Faculty Affairs Committee: Senator Nikolaou***

***Planning and Finance Committee: Senator Vogel***

***Rules Committee: Senator Stewart***

***Communications***

***Adjournment or Hard Stop at 8:45 p.m.***

Motion by Senator Spranger, seconded by Senator Nikolaou, to approve the proposed Senate agenda. The motion was approved, as amended above.

***Policies up for policy review:***

* [3.5.2 Laboratory School Continued Service - Faculty Associate](https://policy.illinoisstate.edu/employee/3-5-2.shtml) (Dist. to Faculty Affairs Committee)

This policy was assigned to the Faculty Affairs Committee.

Senator Horst: I just noted the gender pronouns they should look at.

* [4.1.14 Laboratory Schools](https://policy.illinoisstate.edu/facilities/6-1-2.shtml) (Dist. to Administrative Affairs and Budget Committee)

This policy was assigned to Planning and Finance Committee.

Senator Otto: About the Lab School things. We heard today in College Council from the dean that they are moving in a slightly different direction with the Superintendent search and they’re thinking about making that a directorship rather than a superintendency. So, I’m putting that out there as folks go forward with working on these two policies that that’s something that’s in play.

Senator Horst: Can you just send that to me in an email, Stacy, because I might check out the Panel of Ten policy and that kind of thing. I’ll look into it.

Senator Otto: Absolutely. Happily.

Senator Horst: And I just noted that I was not quite sure about the “Other State Funded Public Schools,” what that meant and why it was capitalized. So that might be referring to some kind of classification, you might look at that.

* [2.1.17 Residency Status](https://policy.illinoisstate.edu/students/2-1-17.shtml) (Dist. to Academic Affairs Committee)

This policy was assigned to Academic Affairs Committee.

Senator Cline: There’s a lot of detail that needs to be made sure it’s correct.

Senator Horst: It seems to be poorly laid out, is my general comment. Like there’s bullets and then there’s bullets under the bullets.

Senator Cline: There’s a lot of legal language that has to be captured, so this will be kind of convoluted.

Senator Horst: Yeah. The formatting is off. I wrote down gender pronouns, bullet/colon structures, structure of determination sections. There’s Determination of Residency for dependent student, Determination of independent status, and the language is identical. I wasn’t sure.

Senator Cline: I’m guessing there are legal parameters.

Senator Horst: Yeah. And if you have staff or faculty in Iowa would they still get their resident status for their children? Those are some of the questions I had.

***01.20.22.21 From Susan Kalter: Course rosters and DFW calculations***Senator Horst: We have correspondence from Professor Kalter regarding course rosters and DFW calculations. I put this on both agendas because there’s also the question as to whether or not there’s some sort of ASPT evaluation going on with this report. So, that would be over in Faculty Caucus.

But the question here is do we want to send this issue—we have the response from Provost Tarhule—do we want to send this issue to probably either Academic Affairs or Faculty Affairs?

Senator Cline: Could you clarify what the issue would be that is being forwarded? Because I understand that the assertion was that there is an assumption of some nontransparent backdoor finagling, as it relates to DFW and a faculty status.

Senator Horst: Yes. So, I highlighted some of the questions I thought she was asking. One of them was a simple acknowledgement of the word withdrawal was at the top of the page, and that’s before the ten-day census and Charles Edamala corrected that.

Senator Cline: That was at the very bottom. At the very bottom there were images that said students who have withdrawn from class.

Senator Horst: Right. But that lead to this email. So, the question I have is, “Are these students counted as Ws in individual professors DFW rates that are often being used?” I think this is her question, “from the information I’ve received from fellow faculty-- secretly behind the scenes with mysterious metrics and approaches that are not transparent to most faculty?” So, I think the question was transparency. I was not able to receive the mysterious metrics part, although I did try. “Can the faculty as a whole get some better transparency as to DFW rates are being used among administrators?” We do have that statement from Provost Tarhule. I’m not sure where these questions are coming from. I have never heard these questions from fellow faculty.

Senator Cline: Is this a question that Senate should be addressing or is this an employment question that’s outside of shared governance? Or is it an ASPT? I’m not really sure where…

Senator Horst: Yeah. The ASPT part is interesting because there are two things. One is if faculty were being evaluated based on the grades they were giving to students, for instance, you would feel pressure to not give Ds or Fs because you felt as if your DFSC/SFSC is judging you on your DFW rates. So, that might be something we could address in the faculty evaluation Appendix I. That’s my one thought about that. And certainly, you should have the academic freedom to judge your students without the fear of reprisal. And then I did not quite understand her assertion about sort of curricular manifestations that maybe some courses were being changed because of this report. Provost Tarhule, do you have any other perspective?

Provost Tarhule: Well, like Lea, I don’t understand the issue. I would say that if a department is using DFW—first of all, I don’t know who is using the DFW rates. And if a department is using DFW rates for an ASPT evaluation, that’s flat out wrong. I don’t know how you fix it with a policy. The way we fix that is you report that up through the department or the Provost office, and we’ll tell that department that what you are doing is wrong, because this is not in policy. This is not something we should be doing. So, I’m not sure how you are going to fix it, because clearly there is somebody who doesn’t understand what they’re doing. This is somebody who should receive… a department should get a reprimand or education about how to use the ASPT policy. There’s a department that is misusing or does not understand how to use the ASPT policy.

Senator Horst: But that’s for the Faculty Caucus. For the Senate… I think her overall question is, is there mystery behind this term and should it be discussed in a broader context so that people understand what these reports are? I think that’s sort of the spirit of her email; that there’s, perhaps, a misunderstanding about what this report is.

Senator Otto: So, I think that there is, and I’m not sure exactly what Dr. Kalter, I’m not clear on her exact questions. But I think there is general concern among faculty, from my perspective, of these DFW rates and this algorithm that this firm that we’ve hired to help us understand DFW rates. What are those being used for? How are those being used? And my recollection—and please tell me if I’m wrong—is that DFW rates are feeding into the RERIP algorithm.

Senator Horst: They were, but then that was eliminated.

Senator Otto: Okay. So, maybe it’s possible that faculty remember that it was in there and don’t know that it’s not there. I mean, I just think more transparency all around, in terms of a presentation about what this data is, what it’s being used for, and that it has been disconnected from departmental funding on the RERIP side.

Senator Horst: Yeah. I agree with you, Stacy, that I don’t really think any particular committee could do any work that would be anything more than just uncovering what Provost Tarhule sent in that email. And I think the best course of action is that at some point in the future—we’ve got a full docket—but at some point in the future, we might try to schedule just a brief presentation, if you would be up for that, Provost Tarhule. You indicated that perhaps you would, just to say that we are doing these rates and maybe coupled with the student success pieces, discussing, in general, how you are using this data, and what it can show us about academic planning and that kind of thing.

Provost Tarhule: I’m more than happy to do that. The thing that worries me is if, again, I understand you say this is for Caucus, but I really wish she would say which department this has happened, because somebody is doing something wrong. Rather than go to Academic Senate and bother everybody who is not involved, I would much rather know where that is coming from so I could surgically address that problem. It means a DFSC or CFSC is using information incorrectly. But if it’s cloaked in mystery and a lack of transparency and we talk about it at Academic Senate, we still don’t know which department is doing it. And I don’t know how that leads to any change. They may not hear. They may not know that they needn’t… So, if she has a constituent who has a specific member that says DFW rates have been used in my ASPT, could you send me that information and I’ll tell the department that’s not how you are supposed to use the ASPT. This is where I really wish I would know where that problem is and deal with it. I’m not sure that talking about it at Senate solves the problem, because that department may still continue to do it and we won’t know, and then it just perpetrates the sense somewhere that something is not transparent.

Overall, I don’t know if you distributed the email I sent to you, we collect a ton of data on everything. With DFW rates, as I think I said in the email, we have classes where 60% of the students are failing. In my opinion, if you have a class where 60% of the students fail something is wrong. Either the class is not staged at the right level or the students don’t have the right preparation. So, those type of classes that are excessively failed rates needs somebody to look at it and say what’s going on? Are the students not prepared enough? Is the material too hard? Are the expectations realistic? But none of that goes into ASPT. That’s an entirely different conversation.

Senator Horst: Uh-huh. And Senator Nikolaou and I see some of that in Academic Planning, we see the results of that conversation. So, is everybody comfortable with the decision that this would not go to an internal committee? Unanimous. Okay. And perhaps in the future we’ll consider scheduling a presentation? Okay, very good.

***Adjournment***

Motion by Senator Villalobos, seconded by Senator miller, to adjourn. The motion was unanimously approved.

**Attendance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SENATE****REPRESENTATIVES** | **Attendance** | **MOTION:** | **MOTION:** | **MOTION:** |
| Name |  |  |  |  |
| Cline, Lea | Present |  |  |  |
| Garrahy, Deb | Present |  |  |  |
| Horst, Martha | Present |  |  |  |
| Kinzy, Terri\* | Excused | NV | NV | NV |
| Miller, Chloe | Present |  |  |  |
| Nikolaou, Dimitrios | Present |  |  |  |
| Otto, Stacy | Virtual |  |  |  |
| Small, Maddy | Present |  |  |  |
| Spranger, Avery | Present |  |  |  |
| Stewart, Todd | Present |  |  |  |
| Tarhule, Aondover\* | Present | NV | NV | NV |
| Villalobos, Rodrigo | Present |  |  |  |