

**Proposed Academic Senate Meeting Minutes**  
**Wednesday, November 8, 2023**  
**approved**

***Call to Order***

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

***Roll Call***

Academic Senate Secretary Mainieri called the roll and declared a quorum.

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

Steven Lazarov: Good evening, just going to read a press release here. Basically, regarding the Graduate Workers Union. I'm a member of the bargaining team. On October 30th, the GWU bargaining team received our employers last, best and final offer, and we agreed to take the contract to a membership meeting we are having on November 3<sup>rd</sup>; last best and final offer as a legal term designating that the person saying it believes there is no more to give. But anybody that has seen ISU's finances knows. They have plenty of money. We have plenty of money. It's so absurd that I would even think about it as if they.. but ...However, in month seven of bargaining, our second contract members agreed with the bargaining team and said the management offer was insulting and fell far short of what we need to bring 450 plus workers out of poverty. This is poverty that is caused by ISU's meager wages, which are (and you probably heard us say this before, but) 60% below the cost of living for Bloomington Normal, which is \$33,000 for one person with no children. And we have plenty of students that have children.

So unsurprisingly, this is connected with the mental health epidemic, right? Our workers are feeling anxiety and depressed. Why? Because they're paid terribly and they're struggling to eat, and they're struggling to pay rent. So on Friday, November 3<sup>rd</sup>, our membership took the bargaining team's recommendation and decided the following things. To not vote on this most recent final offer at this time. There are urgent contract issues still to be resolved at the bargain table, aside from wages; it does not come close to what we need to help folks who are going to food pantries, who are experiencing housing and security, who aren't going to the doctor. Membership decided to continue to develop a strike ready union and plan to strike if management isn't willing to continue to bargain on these unresolved issues. Thank you so much.

Senator Horst: Thank you, Our next public speaker this evening is Kendra Chaney

Kendra Chaney: Good evening everyone. My name is Kendra Chaney and I am the music education graduate teaching assistant. It is my first semester here and my first semester in

the position. There are things I enjoy about it and there are things that I do not, such as I love going to observe my student teaching candidates in public schools, getting that real hands-on experience, and helping them grow. What I do not appreciate is that there are there have been multiple weeks throughout this semester where the obligations that I have that I require my presence have put me at 10 hours or over. My GA is a .25 full-time equivalency, which is 10 hours a week. So that means that I am not getting financially compensated for administrative tasks that I have to complete, such as grading assignments, which I have 26 students in one class. These student teachers, they're submitting three assignments a week. If I were to grade those and give meaningful, constructive feedback on all of their assignments, that is going to take me hours on top of my in-person obligations. Not to mention setting up for lectures, traveling to these schools --- and I'm not getting mileage --- other administrative tasks and all of the GA's are dealing with situations such as these.

Now I'm pretty good about speaking up when my obligations, my in-person obligations reach 10 hours; but that doesn't mean that these administrative tasks don't still need to be completed. It is essential for my success in the classroom and my students. I have to work another job 20 hours a week in order to not cover my living expenses, but at least come close. On top of being a full-time student as well. I am just so tired, I am really struggling. I imagine that many others are as well. So how am I supposed to provide my best possible self as an educator, mentor, peer and student to this university when the very same institution is leaving me exhausted and underappreciated? Thank you.

***Presentation: Results of Campus Climate Survey -- Doris Houston, Chief Equity and Inclusion Officer***

\*The presentation is in Appendix I

Senator Blum: Reading this and reflecting and thinking about it, you know, often I think about it, that a lot of the action of things that we do are at the department level or at the school level. I just wanted to know how we're going to take the 10,000 foot view, and get it down to the folks that are working directly with students dealing day-to-day, the advisors, the faculty and get, for example, improving belonging, and getting those kinds of issues into our classes and where we have real a lot of action and things that are that can be changed so like how is that going to happen?

Professor Houston: You know I will say I it's no easy task. We're a large university. There are a number of divisions and units. So it will be a number of strategies. The one thing that is we work with our the chairs and the task force. One of the things that certainly seems to

make sense is we have many departmental level and college level diversity and inclusion councils now, and anti-racism councils. We actually have 45 Councils or committees throughout our campus; and these are committees that developed on their own, out of a commitment to diversity and inclusion. So certainly, at that level, because those committees are at the departmental and unit level it would be a very important place to look at this data... have further conversations within various departments, various divisions, and then with that, again, at the university wide level. Having the task force also bring together leaders. When we completed the prior campus climate action plan for each recommendation, there were specific implementation champions, if you will, whether that was the Office of Admissions, whether that was the multicultural center, whether that was a Student Affairs, there were specific items and actionable goals that were assigned to champions. So again, not to say that our new task force would use that exact same model, but I would say we would have to approach this both at a university wide level, but then digging deep within each departmental unit; certainly SGA, we really need your participation and your involvement as well.

Senator Midha: Thank you for sharing this report. Lot of data and a lot of analysis. One point that I'm not following is why are we comparing our numbers with peer institutions? For example like you mentioned, in certain categories we are at 70% but our peer institutions are 75%. So are we trying to raise our bar to 75? And why are we not worried or focused on the 30% who said they are not on this? So why are we comparing ourselves to peers as opposed to setting up a higher benchmark that focus on those who did not?

Professor Houston: Sure. That's that is a great point. I would say it doesn't eliminate the other. So certainly we have to determine within our own university what's good enough for us, what do we see? Is it good enough to only have X number of students who know where to file a report, or have that work or work life balance.

But then it's also important to know how we compare with other similar institutions, not to say that we should sit on our laurels because we did better in certain areas. I do agree; it does give us insight into how we compare with our peers, but certainly we shouldn't end there.

Senator Schmeiser: Can you do me a favor and just go back real quick to the graph that where you talked about psychological there, there are a number of categories ADHD earlier on. So if I'm reading it correctly, but I thought that ADD it was a term that was no longer used. I thought it was an antiquated term, and it's only as a diagnosis is only given ADHD. So because I see there's attention deficit disorder at 15%, right? But then there's attention deficit hyperactivity disorder, which is quite high already. And so, if I am correct, that it's an

antiquated term, my question would be, could we get rid of that because the numbers for ADHD might be even much high?

Professor Houston: Thank you. Actually that is a question that we asked because that was part of the standardized survey. There are differences between ADHD and ADD. So the ADHD there's a behavioral component along with the attention deficit, so that hyperactivity, where ADD they're they are distinct. Many times we see them combined, but they are distinct.

### ***Approval of the Academic Senate minutes of 09/27 and 10/11***

Motion by Senator Schoth, seconded by Senator Lummis, to approve the minutes. The motion was unanimously approved.

### ***Chairperson's Remarks***

Senator Horst: Good evening, everyone.

I want to start this evening by congratulating Student Government on the passage of the 12- hour advance notice requirement passed by the Normal Town Council Monday evening. I know that SGA has worked on this initiative for multiple years. Although the town did not pass the desired 24-hour notice requirement for landlords to enter a renter's apartment, it is none-the-less a great testament to the power of student government and representative government in general. So, as they say in the fine arts, bravo!

Also, I want to note the conversations going on regarding the rehabilitation of the Main Street/Center corridor from College Avenue to Olive Street in downtown Bloomington. This plan features bike lanes and sidewalks. I hope that the University will begin to consider developing a comprehensive pedestrian and bicycle infrastructure that can intersect with this future IDOT rehab of Main Street.

I wanted to update the faculty on some events related to the COACHE survey. COACHE task force members gave a summary of the report at three separate public forums. After these presentations, there was a general dialogue on issues related to faculty success. I thought they were very informative discussions. I am going to speak with some members of the task force and Faculty Caucus Executive Committee to see if there is interest in having a similar event with the Faculty Caucus.

Also, the Strategic Plan Taskforce has been holding information sessions on the draft of the proposed new strategic plan “Excellence by Design.” The Academic Senate will be involved in this review process in the near future.

I would also like to update everyone on some unfortunate news coming out of Bradley University. They have announced that they are considering the discontinuation of over 20 academic programs with plans to also cut 68 faculty positions. Bradley University is facing a \$13 million dollar budget shortfall. This news is another reminder that we all need to be vigilant in positioning Illinois State University for success in the future.

I wanted to follow up on an email you all received from Norsule Digema regarding curricular items and the Consent Agenda. In general, Consent Agenda curriculum items have been reviewed by multiple curriculum committees, including the University Curriculum Committee; for various reasons, they still require the approval of the Academic Senate. We place these items on what is called the “Consent Agenda.” If a senator wishes the Academic Senate to conduct a full review of one of these items via an internal committee review, an Information Item session, and an Action Item session, they must request this. Otherwise, after ten business days, these “consent agenda items” will be placed on a full senate agenda on the “consent agenda list.” Any item on a senate meeting consent agenda list will simply be voted up or down with no discussion. So, unless we hear from you, we are just going to vote yes or no on the curriculum items as a slate. Rules Committee, the Executive Committee did put in a request for the language regarding the Consent Agenda to be cleaned up in the Academic Senate bylaws. It would be great to get that cleaned up by the end of the academic year.

Finally, I want to welcome student senator Emma Meyers-Hoops. Emma, I will be doing an orientation session for a new CAST senator who also will be joining us in the near future. Please see me after the meeting if you would like to join us to go over how the senate works, etc.

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

Senator Monk: Good evening everyone. It's good to see you all again. I hope you are enjoying the last few days of warmth. We will have for this this fall weather. We're kind of hitting that lull before Thanksgiving breaks and a little bit of a shorter report for you all tonight. I want to send a massive congratulations to Senator Myers for successfully advocating for the passage of a town ordinance granting tenants in the town of Normal a 12-hour notice before non-emergency entries that was passed by the town council this past May. What has been a long, long effort at this point has finally come to fruition, and sharing tenants have a right to privacy in their own space, and it serves as a fantastic reminder of

the power that students can have in their local government. Thank you all to those who attended our Illinois Wesleyan joint event last Sunday during the IWU ISU exhibition basketball games. It's wonderful to finally open up that partnership with our cross-town counterparts, and we are hopeful with that relationship will simply become the norm for future associations. So I want to thank Senator Hartman and Athletics for their help and their organizing the event as well, as to President Tarhule and Athletics Director Jeri Beggs for joining us on for that wonderful event. The Mental Health Days Commission is currently organizing the lobbying team that will leave the lobbying phase, launching in January, alongside the General Assembly's spring session. We are currently coordinating with the Northeastern University, University of Illinois Chicago, Southern Illinois University Edwardsville and Southern Illinois University Carbondale to get ourselves set on a statewide lobbying campaign for members of the higher education committees in the House and Senate. Legislators with public schools in their district, sponsors of the K through 12 law SB 1577 that was passed for mental health days for K-12 students a couple years ago, and Senate and House of leaderships to request their vote their support, their vote and potentially a sponsorship. So we are currently on standby for the time being as we wait for Brad Franke to get some of those meetings set up with legislator. The Student Caucus last week hosted Janice Blair, Jens Stephenson and Donald Reed from Student Code of Conduct to discuss our review of the Anti Hazing policy 5.1.13. We will be concluding our review of the policy at our next caucus meeting next Wednesday. Finally, I'd also like to welcome Emma Myers Hoops to the association. She will be representing the College of Business, which leaves the College of Education -- it's our only vacancy in the association. With that I will happily accept any questions.

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

- ***Interim President Aondover Tarhule***

Interim President Tarhule: Thank you so much I, too, would like to begin by congratulating the Student Government for their successful advocacy in getting the 12-hour notice. Civic engagement is one of the values at Illinois State and this is civic engagement in action, where the students identify an issue and advocate for it and interact with the relevant Council members and get a vote passed that will benefit not just them, but many other students for years to come. So I think it's absolutely phenomenal what they did. I know many, many students worked on this for many hours. But the two I seemed to speak most frequently with Braxton Myers and Eduardo Monk on this, and I'd like to especially congratulate them on their leadership for this huge win. So thank you for doing that. We ran a search for the Chief Equity and Inclusion Officer, that is Doctor Doris Houston's position, who just spoke. Unfortunately, I have declared that search failed. We were unable to get the candidates that we

wanted. And so I'm going to have to appoint an interim person in that position and wait for the permanent president to make the permanent hire. So I want to thank everyone who worked on that search, who participated in interviews and provided feedback. Unfortunately, we were not able to get a candidate.

I know that we are well aware that Vice President for Finance and Planning Dan Stephens also announced his retirement, effective January 1 of 2024. I'm sure many of you are keen to hear what the plans are for that position going forward. I have requested a meeting with the leadership of that division, the Division of Finance and Planning, and we'll be having a discussion about how we want to handle the next best plans ; I'll be announcing what we'll do as shortly after that, so please stay tuned. We continue to work on this behind the scenes.

Several meetings ago, I announced that I had formed a President Forum, which comprised a diverse selection of leadership from across the University. This is my attempt to try and improve transparency and communication and information flow. The 2nd President Forum is going to take place tomorrow. It will be focused on facilities and renovations across campus, so I'm hoping that individuals invited to participate in those will come with the expectation that they will then take that information and what they learn to the rest of their units and their constituents across campus. So if you are invited, I look forward to seeing you tomorrow morning.

Finally, we know that conflicts, plural, continue to happen in the Middle East and also in Ukraine. We know we have several students who have relations and people affected in those areas, plus other students who are just traumatized by seeing the agony and the suffering and the deaths that it is taking place. So I want to remind everyone to continue to lead with kindness and be thoughtful. If you know of an individual student who is impacted, please notify one of our many counselors and try and reach out. I would also like to remind everyone of my words at the beginning of this semester to lead with kindness. I have a whole bunch of my "lead with kindness" stickers here, if anyone has forgotten. Would like to take some of those back to your constituents? Please see me after the meeting. I think I don't want to make light of this, but we are in a part of the semester where students are really stressed, not just students, but faculty and staff as well. Please be kind to yourselves. Please be kind to each other and please be supportive and mindful of the stresses that people are going through and together. I think we will make it. Thank you so much and that concludes my remarks.

- ***Acting Provost Ani Yazedjian (excused)***
- ***Vice President for Student Affairs Levester Johnson***

Vice President for Student Affairs Levester Johnson: Hello, everyone. I just quickly would like to echo the congratulations to SGA on the 12-hour notice passage, so congratulations on your hard work and other than that I will conclude my remarks. I don't have any additional report.

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

Vice President for Finance and Planning Dan Stephens: Thank you, Senator Horst. The only comments I'll echo from the last two weeks is we appreciate your patience in the current weather conditions; today was a little bit warm inside the buildings, we were trying to cool things. The only way is we're able to bring in areas outside air. Unfortunately, when the outside air is in the 70s, it doesn't necessarily cool off anything. I think winter is coming so take advantage of some of the warm climate, and our heat will be coming fairly quickly. Thank you, that's all the comments I have.

***Action Items:***

***From Craig Blum: Rules Committee***

***10.11.23.06 Milner Library Bylaws (Current Copy)***

***10.19.23.07 Milner Library Bylaws (Mark Up)***

***10.19.23.08 Milner Library Bylaws (Clean Copy)***

Senator Blum: There were a couple of changes to the Milner bylaws; most of them were editorial. There is a change in how AP and Civil Service was classified, so they changed how some of their committee was structured and they deleted a committee that was no longer necessary. On behalf of the committee, we're making a motion that to update and pass these amended bylaws.

Senator Horst: Thank you very much, Senator Blum, and this is coming from a committee, so it does not need a second; is there any debate? The motion passed. Congratulations, Senator Bonnell.

***From Tom Lucey: Faculty Affairs Committee***

***10.11.23.08 Policy 4.1.1 Honorary Degree (Current Copy)***

***11.03.23.09 Policy 4.1.1 Honorary Degree (Mark Up)***

***11.03.23.10 Policy 4.1.1 Honorary Degree (Clean Copy)***

Senator Hollywood: The Faculty Affairs Committee is bringing before the Senate the Honorary Degree Recipients. Policy 4.1.1 The Faculty Affairs Committee did discuss this in committee tonight, and we had a few changes to it before we put submit it for approval. So



the first is we are going to remove the URL from the top. We are going to take out the wording "in addition", after #8 under committee and then capitalize the A and a representative and then move that whole paragraph to the end of the policy, the whole sentence to the end of the policy; and then under nominations, the honorary degrees will be to move to lower case H&D to be more like the other places where honorary degrees is mentioned in the policies rescission of honorary degrees and the next heading will match the format or the font size of nomination. Then we will fix the date at the end. On behalf of the Faculty Affairs Committee, I bring this to the Senate for approval.

Senator Horst: This doesn't need a second because it's coming from a committee. Is there any debate? All right, seeing none. All in favor of approval of the policy 4.1.1 as amended, please signify by saying aye opposed. All right, we have a new policy 4.1.1.

**From Dimitrios Nikolaou: Academic Affairs Committee**

***10.25.23.01 Policy 2.1.19 Verification of Student Identity (Current Copy)***

***10.25.23.02 Policy 2.1.19 Verification of Student Identity in Distance Education (Mark Up)***

***10.25.23.03 Policy 2.1.19 Verification of Student Identity in Distance Education (Clean Copy)***

***10.11.23.04 Notes on Policy 2.1.19 Verification of Student Identity***

Senator Nikolaou: policy 2.1.19: we saw it on October 25<sup>th</sup>. Pretty much the only change that we made based on the comments was to add on the title that it is in distance education. We didn't have any other comments from the floor. So on behalf of the Academic Affairs Committee, we bring it to the Academic Senate for approval.

Senator Horst: Thank you very much, and because it's coming from a committee, it does not need a second; just so I'm clear that it will read 2.1.19 Verification of Student Identity and Distance Education.

Senator Nikolaou: Correct.

Senator Horst: Is there any debate? Hearing none, all in favor of approval of policy 2.1.19 as amended, please signify by saying aye opposed. Congratulations, we have a new policy. 2.1.19. Senator Cline abstained.

***Information/Action item:***

**From Dimitrios Nikolaou: Academic Affairs Committee**

***10.27.23.27 Code of Student Conduct (Current Copy)***

**10.27.23.28 Code of Student Conduct (Mark Up)**

**10.27.23.29 Code of Student Conduct (Clean Copy)**

Senator Horst: The Executive Committee decided to present this item of the Code of Student Conduct again as an Information Item. And then after that discussion, we will discuss how to bring it to action. So I'll bring it over to Senator Nikolaou.

Senator Nikolaou: OK, so this is the item that we saw on October 11. During the discussion, we had four specific recommendations; and because of these recommendations, they were including several items on the Code of Student Conduct. That's why we wanted to get more feedback from the Senate.

So the first recommendation was to add a specific definition, which is what we see under Section 2 item J. And thank you to Dr. Magnuson for working with us for defining what is a generative AI.

The second recommendation was for section 6A1A, where you were stating "possessing or utilizing." To clarify what we mean with possessing.... So when we talk about it in the committee, we decided to actually remove the possessing portion and just say utilizing, and the example that was given from one of our student senators was that there were some cases where you might possess a scientific calculator you're not using it, but then based on that, you could be charged for academic misconduct. If we look at A in combination with B, it is utilizing any means of assistance and acting with the intent to deceive the person in charge. So it is the combination of the two. So if I'm using the calculator in that example, when I have been explicitly being told by my instructor, but that this is not allowed, then this is misconduct. But if I'm allowed then this is not a problem, but just possessing the item it is not an issue. In the parentheses we also have the generative AI, which is what we also had last time.

The third recommendation was for item C, because if you remember in the previous information item, we had added generative AI in the first sentence. But then Senator Mainieri was wondering if it was a bit too confusing including Non-AI component with AI component. That's why now we have explicitly as a separate sentence. And the second part of the sentence relates to Senator Midha's comment about clarifying what's going on with copyrights. So, we asked Alice Maginnis from legal, and she provided us the specific language that where you see, even if such content is not considered to be another individual's protected in intellectual property.

These were all the specific recommendations that we received. Senator Horst, at the end of that meeting, asked if there were any other comments or recommendations to send it to either me or the Senate office. We didn't receive anything else, so I'm going to stop here.

Senator Horst: Very good. And we have this evening with us, Janice Blair, who's with the Student Conduct and Community Responsibilities office. We also have Dr. Roy Magnuson, who is a Provost fellow studying the impact of AI. He helped craft the definition that you have in front of you.

Senator Horst: I actually have a question for Janice Blair. So by striking "possessing", do you ever have cases where somebody might possess something with the intent of deceiving, but they're not actually utilizing it? So for instance, if I am possessing a CHEAT SHEET, people used to put them in their pens and their cap. Is there any scenario or cases you're aware of where the act of possessing something with the intent would be a violation?

Janice Blair: Thank you very much for the question and for having me here tonight. So yes, one of our concerns about the proposed language is the removal of the term possessing, because we do have referrals when instructors put language in their syllabus or expectations that say that somebody may not have a phone out a calculator out, a smartphone on a wrist certainly crib sheets, anything of that sort. We do have referrals for that, and we currently are able to process that through the code as academic dishonesty and would not be able to moving forward with this change because it does kind of raise the bar; we would have to prove that they didn't just possess it, but they actually used it and that's pretty difficult to do.

Senator Horst: But then it says acting with the intent to deceive. So that implies there's an action like utilizing?

Janice Blair: Those are two separate violations.

Senator Horst: So you are recommending keeping and so how? What would you do if somebody had a calculator in their bag? And they possessed something, but they weren't necessarily using it to cheat?

Janice Blair: So if based on the instructor's referral, if their syllabus or expectations and the assignment specifically said that they could not have it out, and it was out during the exam or what have you, then that would be referred to our office; because right now the proposal is to remove "possession". We could not move forward with that; and so our recommendation would be to leave "possession", even if it's possessing and or utilizing thing. I understand that adding the phrase generative AI makes that difficult for possessing,

because pretty much we're all possessing some sort of AI tool that's pretty common on a regular basis so.

Senator Nikolaou: So if, let's say, I'm a student and I'm about to take an exam, and before the exam I'm reading the textbook I'm reading my notes.... and then after that I put them in my bag. So I'm possessing the book and the notes based on if we leave in the possessing. Would the instructor could say "Well, you have a good answer with you." This academic misconduct, and I think that's where we're going more with that, is it? Because we are all expecting that the students are going to have their information with them; but it's not that they have it with them. It is that someone took it out or they were looking in the notes. So it is the acting with the intent to deceive. Because some, they are going to possess and they're not going to do anything; there's not going to be an issue, and some might have them with them and they are going to try and see.

Janice Blair: So our interpretation of possession is.. if it's out, if it is put away, that is not something that we would also be aware of. And so, that's not something that's come up in the referrals, at least in I've been here 12 years. And we haven't had a case where we've had to parse that out. It's really at what is viewable or accessible to the student. No instructors are going to go through a backpack, and so really shouldn't be going through backpack. So those items that are, you know, put away are generally not an issue. But what I would not like to have happen is if an instructor has in their syllabus that in a math class, that they may not have utilized or be in possession of a calculator during a certain exam, that we aren't able to enforce that. If the instructor doesn't have solid evidence that it was used during (the exam). Because that's not necessarily intent to deceive. We wouldn't interpret it that way. And so to show that the student utilized that is a little difficult.

Senator Bever: All right, I'm going to kind of switch gears here a little bit. So earlier you came to speak to Student Caucus regarding these issues. And it was our understanding that you believe the Current Code of Conduct was fair in kind of overseeing AI issues. I'm a little concerned that we have issues already. Not surprising, by adding this kind of language again, that you are kind of concerned that you might not be able to prosecute in certain cases or you know, go after certain cases. Do you believe that this current markup is almost hurting student conduct in some sort of way and going after cases?

Janice Blair: Well, first of all, some of the phrasing I would disagree with, because I don't think we go after them, but we certainly want to be able to do our part to follow up on concerns that faculty have and referrals that they submit to our office. We do have concerns about some of the changes that have been proposed, one of which we were just discussing. We have utilized our current policy with cases involving AI; and in fact we were running some data on that earlier today and have process well over 50 cases that utilize where the

referral involved artificial intelligence. Our code allows us to the way it's written. Is it perfect? I'm not going to say it's perfect, but it does allow us to the way it's written right now. And so we didn't necessarily see any problems with that.

Senator Horst: Could you be More specific? You said you had a concern with the possession strike. How about the other language? Do you have a concern with that?

Janice Blair: I do, I don't have a problem with having a definition. However, one of the things with the code that we get feedback on a regular basis is making sure it's student friendly, making sure that students can understand what it means, and what those expectations, law and making sure that the people who are reviewing that and making decisions based on it can understand it as well. And I do have concerns with some of the language and the definition. I don't believe that kind of the average student would have an understanding of what deep learning techniques like neural networks to imitate existing data patterns. We don't think the average student will understand what that means. If I'm being honest, I don't know what that means, and so if my job is to apply the code, I do have a problem with that. Our University Hearing Panel.... I need to teach them how to apply it; and if I don't understand, that that's a problem. So I have concerns about the second sentence of the definition. I don't know that that's necessary. The other feedback we get on our Code is it's too long and people want to shorten it; and so if there are places where we don't need extra wording, we do scrutinize that and that is something that we certainly will be looking at throughout the Code is how we can shorten it because it's pretty lengthy. Our other concern there with the list of examples in the definition is that, as we know, AI is rapidly changing, and there's always new tools. And so it's just something that would become probably outdated pretty quickly. that list of examples. So perhaps we could at least reduce that to one example. Maybe the most common one being ChatGPT, at least based on referrals. That's the most common one that's listed.

Senator Holmes: So obviously you came to Student Caucus to talk about this exact policy, and we talked a lot about prior instances of AI and that being enforced through the current code. My understanding was that the current code allowed you to enforce that. You explained to us how it was difficult to prove the actual use of AI and that it was more related to the citations that AI generated that you were able to like quote on quote prosecute the use of AI. If you could touch on that for the members of the Senate here tonight that weren't present there; because I was trying to explain that the last meeting where this was up in front of everyone, and I don't think that I was adequately explaining it to everyone.

Janice Blair: So, most of the referrals that have come to us involving AI are either students have admitted to it or there's enough information to support that, that we can kind of move

forward. There are not very many where it's, you know, a student is denying it and we're needing to prove that they used it because there's not a good tool to test that. I'm sure Roy would agree with me on that. There's not a good tool to test it and so we're not going to rely on that. There are certainly several other indicators that we use in our in our process. And that we have conversations about to determine if AI may have been used and so whether that's false sources, false citations. So, testing some of that and talking to a student about what their process is with how they approach their assignment -- the question prompt things of that sort... if they can talk through that. If they're not able to, then that may be kind of an indication that something was used that shouldn't be used.

Senator Holmes: That is all covered by the current policy correct?

Janice Blair: Yes.

Senator Holmes: is there a point in adding the words generative AI to the policy at all? Does that change anything?

Janice Blair: Well, so for A.... It's just another, it's another tool. It's another example. And so with the et cetera, again it doesn't add to it because it already is another tool that that we can say somebody does or doesn't have the authorization to use based on the instructor. Our preference is to give the instructor the authority in their class to determine if AI is allowable, and if so, to what extent and how and what their expectations are regarding citation. We have drafted samples a few different sample syllabus statements for instructors to be able to use for different situations. Based on what they want to allow within their class (and that's being vetted through CIPD) and we're kind of putting that out there, and our preference would be to allow instructors some independence with what they want for their class, because we have had instructors say that. They enjoy using it, and that they don't want to be a stickler about requiring citation of it when a student does use it. It's just not an expectation they want to have in their class. So we prefer to work with students and educating them on how to responsibly use it. So we feel that the Code does cover it. That again that doesn't mean that it's perfect, but we've been using it so far for the past year or so.

Senator Roy: That that was pretty much going to be my exact question. Do you feel the current code of conduct covers everything? Because when we had our discussion with you and Student Caucus, we all kind of came to like a very strong unanimous opinion that it didn't need changing. And is that kind of what you're saying right now?

Janice Blair: So I think many things can use improvements. So is it harmful to add generative AI as another tool example, I don't think that is going to negatively impact our

ability to follow up on any referrals from instructors, but again we have that capability now, so that's going to be my answer.

Senator Horst: Professor Magnuson, can you talk about the definition and the inclusion of the examples? Can you talk a little bit about why you included those?

Dr. Roy Magnuson: Good evening. So the definition I, we felt it necessary to differentiate generative AI versus other predictive models of AI that older kind of models, because it is fundamentally different in technology that's able to create something new. That's the synthesis of knowledge, not necessarily just trying to determine what the next thing would be or if you're looking at, you know, for instance, like medical data or something like, what's the probability of developing a certain condition based on these parameters that you have? This is synthesizing. It's like our reasoning engine, so it is fundamentally different. And having that differentiation as generative AI is, in my opinion, necessary for the different apps that are listed. So you know, ChatGPT versus Bar versus Bing and PIE and all those different ones, ... those are we were just listing them for breadth to cover a lot of bases. I do think it I have no problem with that shortening to saying "i.e. ChatGPT" or something like that, or "an LLM a large language model." Because they are, as you said, going to change dramatically. Weekly things are updating and becoming very different; so having ... abbreviating that potentially to the term generative artificial intelligence encompasses a variety of services that create novel content.

I think is that differentiates it very strongly from previous AI systems, which just fundamentally did not do that. And that if there needs to be some sort of "i.e. ChatGPT," that seems sufficient. But it's a question of reasoning or how readable it is, then that certainly seems reasonable.

Senator Cline: I have two questions. Have you done any review about what other campuses in the US have put in their policies having to do with Student conduct and AI?

Dr. Roy Magnuson: Yeah, this is very similar. This is not strikingly different than language that I've read at other campuses.

Senator Cline: So simply adding it in as a list of the types of tools is fairly standard.

Dr. Roy Magnuson: yes.

Senator Nikolaou: We did look at the Academic Affairs Committee and we looked at 112 other universities where they have different definitions, and it is pretty much along the same lines; so they don't have, for example, they don't list all the examples as Dr. Roy Magnuson mentioned, it is because we wanted to give more examples for students to

understand “OK, if we only know ChatGPT, that's also an example of generative AI.” If we need to drop it, that's fine. And for example, from the other universities, half of them (like 53), they have language where they allow the individual instructor to say if it is, or if it is not AI related. We have 21 that have an explicit policy -- like an actual policy -- not part of the Code of a Student Conduct. It is a university policy. And then, for example, Central Michigan, Northwestern UC Davis, University of Missouri, they have an explicit policy about generative AI being not allowed unless the instructor of the course explicitly says you can use it as a tool for the course.

Senator Cline: So, my second question is, Dr. Roy Magnuson, I know you spend most of your life looking into this. If we don't have something, ... I mean, I understand that we have a certain commercial understanding of what AI and generative AI things exist right now that students can use in the year 2023. Do you see any reason to think forward into the future about what we might need? That is to say, “OK, if we don't have it now and we're told that that's OK, we don't you know we have enough? but do you see some sort of potential lacuna in our rules if we don't do something, given what's coming?”

Dr. Roy Magnuson: There needs to be some sort of statement and accommodation for it. The general trend that we can expect is that it will get easier, smaller, the user experience will increase. So the things, at the very least, if we do hit some sort of plateau, computationally. The technology kind of starts to even out and we don't see exponential growth for the next few years. It's just what we see now, but easier, faster and just all around us. So, at the very least, I think we need to prepare for that. That when our iPhones are all doing this, which will happen in the next year, that is just going to be a thing. So having a policy there is absolutely necessary. There's the other, as you say, the abyss... staring to the abyss; that's a completely other existential conversation. But it is definitely something to consider. It will be a completely separate discussion from the policy on Gen. AI.

Senator Roy: Janice, how much was your office consulted on the wording and language used in this?

Janice Blair: It was not.

Senator Roy: It was not consulted like at all.

Janice Blair: That's correct.



Senator Holmes: Question for Dr. Magnuson so do you think defining generative AI is like a negative thing to do in the policy, considering how much it's going to change over the next couple of years?

Dr. Roy Magnuson: No, no, I don't think it hurts at all. I mean to have it even historically to say that's like something we can define, I think at some point we were talking about encyclopedias, you know, and things like that. They're quaint. I do think the way that we look at this technology will be quaint in years, and they'll be certified. Maybe that's not applicable, but it doesn't. I don't think it will hurt to have it in there.

Senator Horst: And that was by the request of the body last time, because there was confusion about what the term meant. Are there any further questions? So this is the second time this item has gone in front of the body. The Executive Committee made a decision not to put it as action item, but to give the body the option of moving it to action item. In our bylaws, an item can be moved from information to action item: 1) If the Executive Committee determines that the information item is ready or 2) the Senate or Caucus can approve through a 2/3rds Motion to move an item from information stage to action stage. So I'll leave it to the body. Is there a motion to move this to action? I'll take that as the abyss, the silence. And so this will go back to the Executive Committee and the Executive Committee will figure out what to do.

***Information Items:***

***From Kate Sheridan: University Policy Committee***

***10.29.23.11 Policy 3.1.52 Personal Plus Time (Mark Up)***

***10.29.23.12 Policy 3.1.52 Personal Plus Time (Clean Copy)***

Senator Sheridan: Yes. So this policy is a new policy and I believe it's the best use of our time for me to turn this over to our subject expert, Janice Bonneville.

Janice Bonneville: Policy 3.1.52 is the result of a legislative action last spring, Senate Bill 208, which is now public Act 102 Dash 1143, which is now 820 ILCS 192 Slash 1. The Paid Leave for All Workers Act expands leave of absence for all employees in the state of Illinois with limited exception -- 40 hours of leave every 12 month period. The University has taken the position that we will apply this leave across the board, regardless of whether the employee currently earns leave or not. The leave can be used for any purpose by the employee. It can be requested orally or in writing. It cannot be denied by the supervisor except for operational necessity.

So let me give you an example of that. So for example, University Housing Services doesn't allow employees to take leave during move in. That's an operational necessity. It's an all hands on deck kind of event. There are situations for ISUPD where they have an all hands on deck events, so they need to have everybody here and they don't approve leave. But, generally speaking, it can be approved for any reason. The employee does not have to provide the reason to their supervisor. This kind of leave is an opportunity for us to do the kinds of volunteerism and community service that we've been talking about for staff, faculty who will be able to take some additional time off without using their own personal benefit. Time, to the extent that it's available, to participate in those activities. The policy applies to all employees on campus except for students and graduate assistance. That's the way the law is written.

Again, 40 hours every 12 months, the law is effective January 1 of next year. We will apply the calendar year. We will apply the 12-month period on a fiscal year basis. So, from January till June of next year, we will award 20 hours and we will reset to 40 hours on July 1. There's a lot of information in the policy, but I know we've had a long night already, and there's quite a few things to get through, so I thought I would just defer if folks have questions about the way the policy is written.

Senator Helms: Operational and necessity and the only faculty member who can teach X, can I be denied?

Janice Bonneville: If your absence would somehow cause a detriment to the students in that classroom; so I guess I would look at it and say maybe not the first week of classes, but maybe, if you decide that you're not going to show up for finals, that might be an operational necessity. So there's going to be some gray areas, and some interpretation. We're going to do some training for time approvers and supervisors. We are doing 7 sessions, because this will come as no surprise. There are over 500 time approvers on this campus, so we're going to be doing some training sessions to help people kind of understand, and then sending out some communications. This is going to be a work in progress, especially for faculty; because faculty doesn't earn anything other than sick right now, so it's going to be kind of a work in process to continue to define these parameters.

Senator Cline: I think this question is for you, Senator Sheridan. In the document that was shared with us, there are several yellow highlighted portions. Is there a meaning to those highlights or is that just a holdover?

Senator Sheridan: I don't recognize it but we can clean that up.

Senator Horst: could you clarify what's going on in Springfield with this policy?

Janice Bonneville: So there are a number of trailer bills that were put on the on the books in the veto session, but nothing was moved on. Those go every anywhere from postponing the start date (which isn't going to happen because they won't meet again until after January 1) to substantially changing the footprint of who is covered by this policy. Because it has a January 1 effective date, that all becomes rather irrelevant this evening. Nothing more will happen that both the House and the Senate, I believe, have adjourned for the veto session, even though they were going to meet tomorrow. So, they won't come back into session until January. So, if there are changes made to the law then that will be a discussion, we have to have after the first year to decide if we make changes. Similar changes to our policy.

Senator Horst: All right. So given that this is going to be effective January 1, we will have to address this next time at our meeting in December.

***09.28.23.04 Policy 1.15 Whistleblower (Current Copy)***

***10.27.23.24 Policy 1.15 Whistleblower (Mark Up)***

***10.27.23.25 Policy 1.15 Whistleblower (Clean Copy)***

***10.27.23.26 Policy 1.15 Whistleblower UPC Memo***

Senator Sheridan: So this policy is appears this evening as an information item. Because it is on the policy review cycle, the University Policy Committee benefited greatly from input from both Rob Blehmler and Alice Maginnis -- both in-person and in writing. And those responses are provided in the memo in the packet for this event. A lot of those were editorial or a lot of grammar types of changes. I do just want to make a comment on the substantive set of questions regarding the definitions that are embedded in the policy, and we were able to get clarification from our subject experts that these definitions are aligned with existing state law. With that, I look forward to any questions.

Senator Horst: I would also echo that this was reviewed by the Compliance Committee group.

***From Dimitrios Nikolaou: Academic Affairs Committee***

***10.27.23.01 Policy 2.1.23 Transcripts (Current Copy)***

***10.27.23.02 Policy 2.1.23 Transcripts (Mark Up)***

***10.27.23.03 Policy 2.1.23 Transcripts (Clean Copy)***

Senator Nikolaou: OK, policy 2.1.23 the changes that we've made, the first one is on the 1st sentence. Deleting the official. Just to clarify that the Registrar is responsible for all

transcripts, official and unofficial. In the second paragraph of the word, official is added because now we want to clarify that the financial or administrative holds are only for official transcripts, not for unofficial transcripts. We added the reference to the specific state law requirement, which is the reason why we had to review the policy in the first place. When we're talking about these policies Senator Pancrazio brought to our attention a news article from the US Department of Education that referred to potentially banning withholding A transcript for credit that it was paid through financial aid. So we asked Alice Maginnis if we should wait until July 1st, 2024, when this is expected to go into effect. But then Alice Maginnis recommended that since we need to be in compliance with state law, we should move forward with the changes. And then if the federal law passes. Then we can revise the policy for the fall of 2024.

The other question that we had was what are these administrative holes that we are talking about? So we asked university registrar Stacy Ramsey, who is also here to give us some examples of what they are. So she gave us a list, so for example if there is a student contact case, if there are student athletes who need to return equipment. And another example was for Mennonite College of Nursing transcripts. So for those who have all the records before the Mennonite was part of ISU, then they need to combine the records before they release the transcripts. So they gave us 6 specific reasons for administrative holes other than that, there were no other changes.

**10.27.23.04 Policy 4.1.6 Grading Practice (Current Copy)**

**10.27.23.05 Policy 4.1.6 Grading Practice (Mark Up)**

**10.27.23.06 Policy 4.1.6 Grading Practice (Clean Copy)**

Senator Nikolaou: Just a general cleaning up with this policy. The names change is adding the last sentence, which says that the final grades need to be submitted by the time determined by the registrars are posted deadline. Then we had some discussion about the second sentence where it refers to any deviation from that system. So pretty much for this was to that instructors need to use the grading system so ABCDF or pass no pass audit, no audit and for example we cannot have an instructor who is going to say this course is just going to be receiving only A's and F's. I'm going to ignore all the B's and D's that you need to abide by the grading scale for the university and other things that you do not see. There is just to add university catalog on the very first sentence.

Senator Horst: Thank you, are there any question? Seeing none since we are running low on time I going to move to Senator Blum with Rules committee

**10.27.23.07 Policy 4.1.15 Sales/Solicitation of Academic Assignments (Current Copy)**

**10.27.23.08 Policy 4.1.15 Sales/Solicitation of Academic Assignments (Mark Up)**

**10.27.23.09 Policy 4.1.15 Sales/Solicitation of Academic Assignments (Clean Copy)**

Senator Nikolaou: These came from the academic plagiarism ACT. The changes that we see in the policy, that's one of the main changes to refer to the specific ACT. That's why we see the definitions towards the end of the policy, the IT comes directly from the ACT in the committee when we talked about it. There was no reference to creative work, so we added creative work as an example of what an academic paper means. So it might refer to academic paper. It's not the standard academic paper that we have in mind, it's just how it comes from the plagiarism ACT. And we check with Alice Maginnis, and she said that's fine to add another example; you do not need to stick on to what the app includes.

Then we add this the standard language about what happens in terms of disciplinary actions that for students; it's going to be the Code of Student conduct for faculty and staff, it's going to include up to a termination or dismissal. And then we also talked about the case of what if we have.... so I have a problem set the students complete the problem set. I post the answers to the problem set, and then a student takes the answers and posts them on one of the online websites, but they are not selling it. Would this policy apply? It wouldn't apply for these cases, but then this situation it would be covered by the Code of Student Conduct. When we're looking earlier, the ABCD's that would have been item G, which explicitly refers to solicitation and advertisement and pretty much uploading this type of information. So these are the changes.

**From Craig Blum: Rules Committee**

**10.27.23.18 Memo regarding Disbandment of Honors Council**

**10.27.23.19 Honors Council Minutes 02.03.23**

**10.27.23.20 Memorandum from Rules**

**10.27.23.10 Bylaws 6.8 Honors Council Deletion (Current Copy)**

**10.27.23.11 Bylaws 6.8 Honors Council Deletion (Mark Up)**

**10.27.23.12 Bylaws 6.8 Honors Council Deletion (Clean Copy)**

**10.27.23.13 Appendix II B Honors Council Deletion (Current Copy)**

**10.27.23.14 Appendix II B Honors Council Deletion (Mark Up)**

**10.27.23.15 Appendix II B Honors Council Deletion (Clean Copy)**

**10.27.23.16 Appendix II Honors Council charge Deletion (Current Copy)**

**10.27.23.17 Appendix II Honors Council charge Deletion (Mark Up)**

Senator Blum: The Rules Committee reviewed the recommendation from the Honors Program Council that they've just disband. They looked into the history its original inception 1963 and the importance of the Honors Council at that time. As time went on, that the most of the functions were distributed cost different entities the General Education Council and so on.

In any case, that the inherent function, while important in its original history, was no longer. So the Honors Council recommended to the Rules Committee that they be disbanded. The Rules Committee in review of that also agreed that that they be disbanded and voted to forward that recommendation to the larger Senate.

Senator Horst: I have a question about the curriculum. It says the curriculum is approved by the Council on General Education and this might be Senator Hurd. But when was it decided that the Honors Curriculum program would not go through the Honors Council, which has students who are partaking in that program? When was it decided to move it over to CGE?

Senator Hurd: As long as I can remember, the whole time that I've been in this position, the CGE has always handled the honors curriculum. CGE really serves as a college curriculum committee for like IDS, so IDS and honors are mirrored. I'm assuming that's why it was done that way.

***Internal Committee Reports:***

- ***Academic Affairs Committee: Senator Nikolaou***

Senator Nikolaou: First committee met this evening and we discussed policy 4.1.5 Final Examinations. We are done, we are not going to send it to the Exec. We want to just look at it one more time when it is clean.

- ***Administrative Affairs and Budget Committee: Senator Mainieri***

Senator Torry: The committee met today and discussed policy 3.2.13, which is Administrative Selective and Search Policies. We made some minor changes to the document that's been in committee for quite a long time. The first policy recommendation or change recommendation that we're making is in the search

committee composition. Current policy limits NTT's to being only full time, eligible to serve on a committee. We're going to recommend that change. The wording that an NTT who is part time may also serve if they so choose and be elected. Not ready to be forward to the Exec Committee. Also section 2 and sections BCD&E of the same policy. The current wording is that the administrator will be selected by the President to serve as the committee secretary. It's our understanding that those appointments have not always served as secretary, so there's what's been written versus what has been done. So we're just removing the appointment to serve as secretary, the person will still be appointed. The committee will decide who will be secretary once the committee is formed.

And then the third one is that some of the search committee composition make suggestions for a search advocate, which is a person who will help with the committee. A non-voting person who helps the committee understand diversity, inclusion issues within the search applicant pool, and we're recommending that that be added as a bullet point to all of the searches in the policy.

- ***Faculty Affairs Committee: Senator Lucey***

Senator Hoollywood: Faculty Affairs Committee met tonight and we discussed a couple of external reports and then policies 3.3.2, 7.4.2 and a few others, culminating in making the changes that were passed tonight on 4.1.1.

Senator Horst: Thank you, I'll have to remind myself that we are sending policy 3.3.2 to Exec.

- ***Planning and Finance Committee: Senator Valentin***

Senator Valentin: Planning and Finance Committee discussed and approved revisions to policy 6.1.40 unmanned aircraft systems and will be forwarding the policy to the executive committee and the committee discussed potential priority brief topics for the committee to explore this year.

- ***Rules Committee: Senator Blum***

Senator Blum: Yes, the Rules Committee discussed that the Senate bylaws there are a number of issues raised, ranging from that who can be the chair of the academic Senate, voting issues, getting them completely aligned in the bylaws. And we also

examined some potential absence issues with the external committees that are sort of leftover business. We didn't vote on anything because we're anticipating a number of other potential changes and we'll bring them forward all as 1 change.

- ***University Policy Committee: Senator Sheridan***

Senator Sheridan: Our University Policy Committee met this evening and just reviewed our two information items for this evening, and we look forward to reviewing policy 1.19 Protection of Minors. Before we do that, we are awaiting some input and feedback from Jeannie Barrett and Alice Maginnis. We'll just continue to work on that.

### ***Communications***

Senator Pancrazio: I just now realized that when we voted to approve the Minutes, we had two sets and I only reviewed one. One and I'm looking now at the minutes for the Wednesday, September 27th meeting and my comments I raised a question to one of our vice presidents. I see that my comments are not accurately represent. Would I be able to send those corrections? Because I do think our meeting minutes should be accurate.

Senator Horst: Certainly, let's correspond that on E-mail.

### ***Adjournment***

Motion by Senator Russell, seconded by Senator Blum, to adjourn. The motion was unanimously approved.

Appendix I



# Campus Inclusion Student Survey 2022-2023



**Report to the Academic Senate**

11-8-23

Doris M. Houston, Ph.D.

Chief Equity and Inclusion Officer



# INSIGHT viewfinder®

## Campus Climate Surveys

### 2022/2023 ISU CAMPUS INCLUSION SURVEY

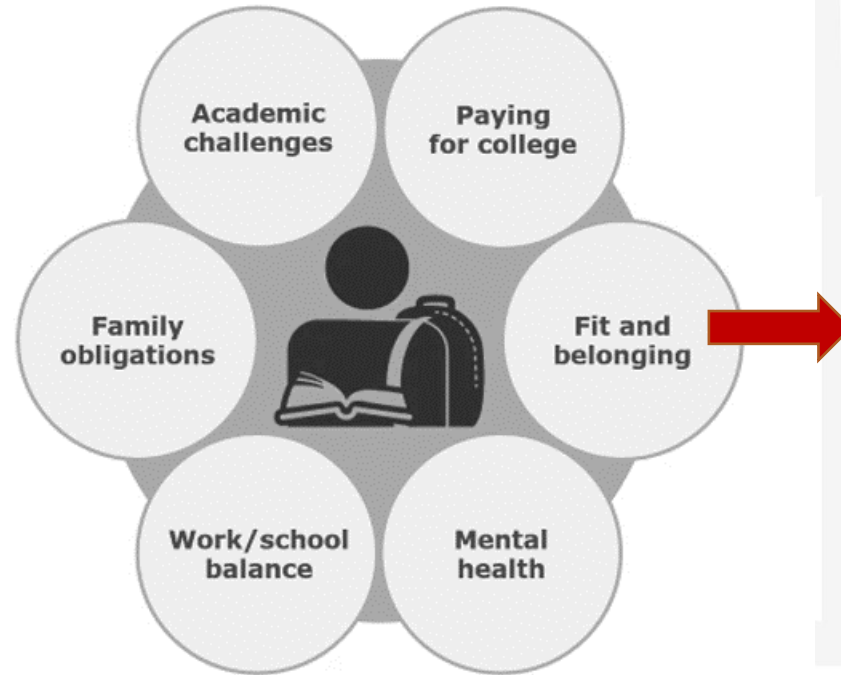
- *Assessed the extent to which students from diverse backgrounds and with diverse identities felt...*
  - welcome
  - safe
  - respected
  - free to express their unique identities and beliefs
- Benchmarked with comparable universities

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# Campus Inclusion and Student Retention



## Fit and Belonging...

- Relationships with faculty/staff
- Feeling cared about
- Inclusion in campus activities
- Social life satisfaction
- Free from stereotyping
- Institution demonstrates commitment to diversity

EAB, 2020

# Planning

One hundred and forty-two ISU volunteers reviewed/supported survey implementation including:

- The President's Cabinet/Office of the President
- The President's Diversity and Inclusion Advisory Council (DIAC)
- The Multicultural Center
- Student Government Association
- Planning, Research, and Policy Analysis (PRPA)
- University Assessment
- Student Affairs Assessment
- Media Relations
- Assistant Provost for Faculty Development
- Athletics
- Information Technology
- Web services
- University Marketing and Communication
- Social Media
- Legal
- Dean's Council/Chairs and Director's Council



# Method

# Data Collection and Recruitment

## Student Participation

- 2022 **Survey Goal**: 2,000 students (10% participation goal)
- **2,748 student respondents**  
14% response rate
- Fall 2022 enrollment = 20,233

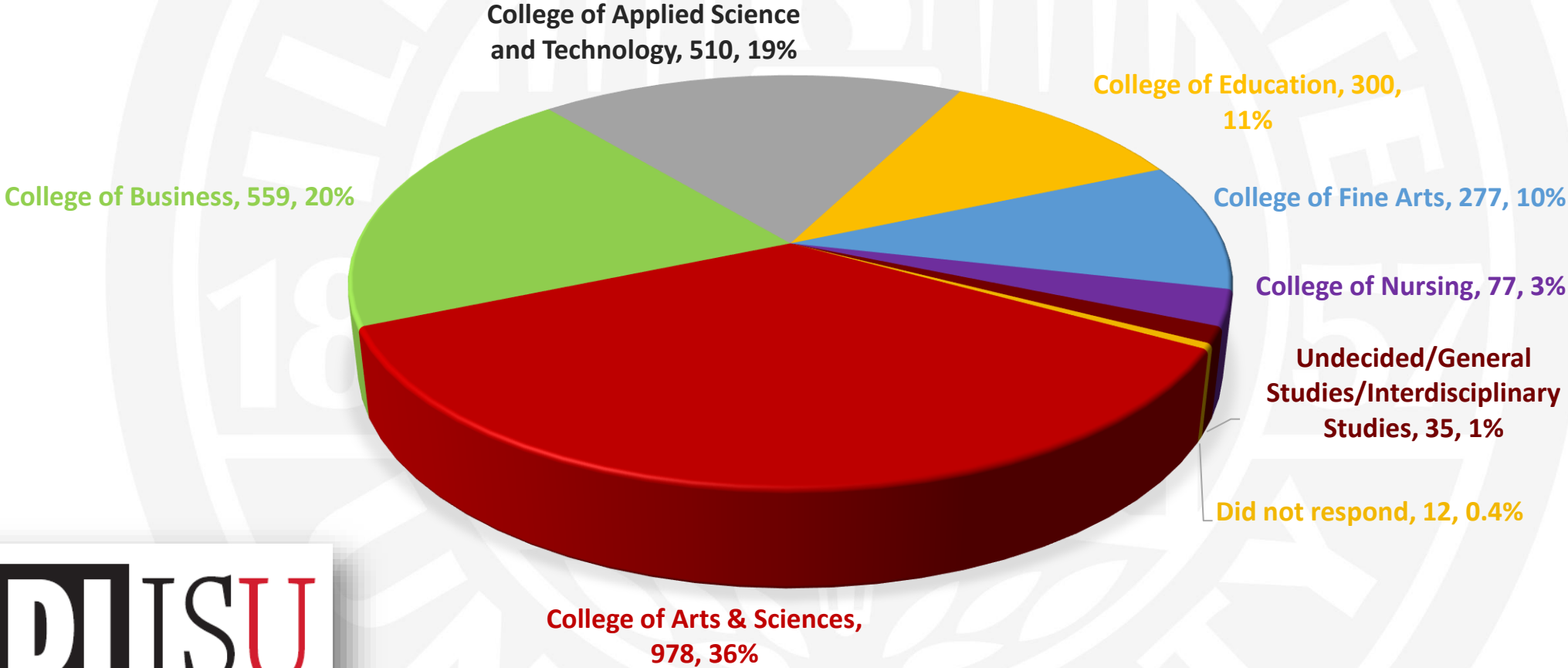
- During the four weeks of data collection, several tabling events were organized by volunteers and student workers across campus to provide students with information about the survey and how the results would be utilized to improve the campus experience.
- To preserve anonymity, INSIGHT into Diversity Viewfinder implemented the survey. Invitations to participate were emailed to all registered ISU students in fall 2022, and students could elect not to participate. Once the surveys were completed, student identifiers and contact information were removed from the survey data file.
- Survey reminders were sent weekly to all students during the four weeks of data collection.
- Survey participants were provided with a link to place their name in a weekly drawing for incentive prizes upon survey completion.
- Survey incentives included football tickets, Starbucks gift cards, eight iPads, and four Oculus headsets.



# Student Characteristics

# Student Characteristics

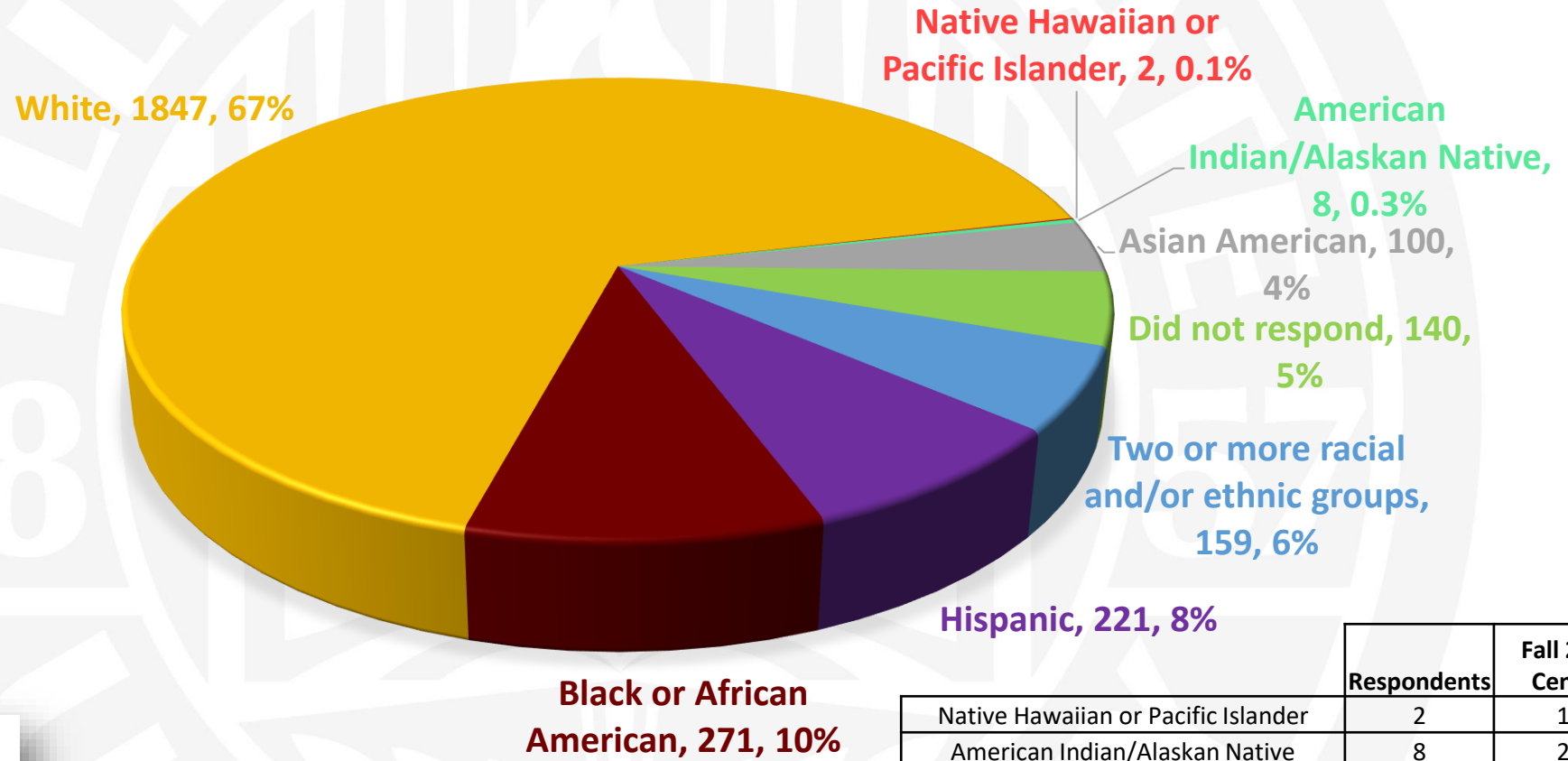
College field of study/major





# Race/Ethnicity

(Survey Participants)



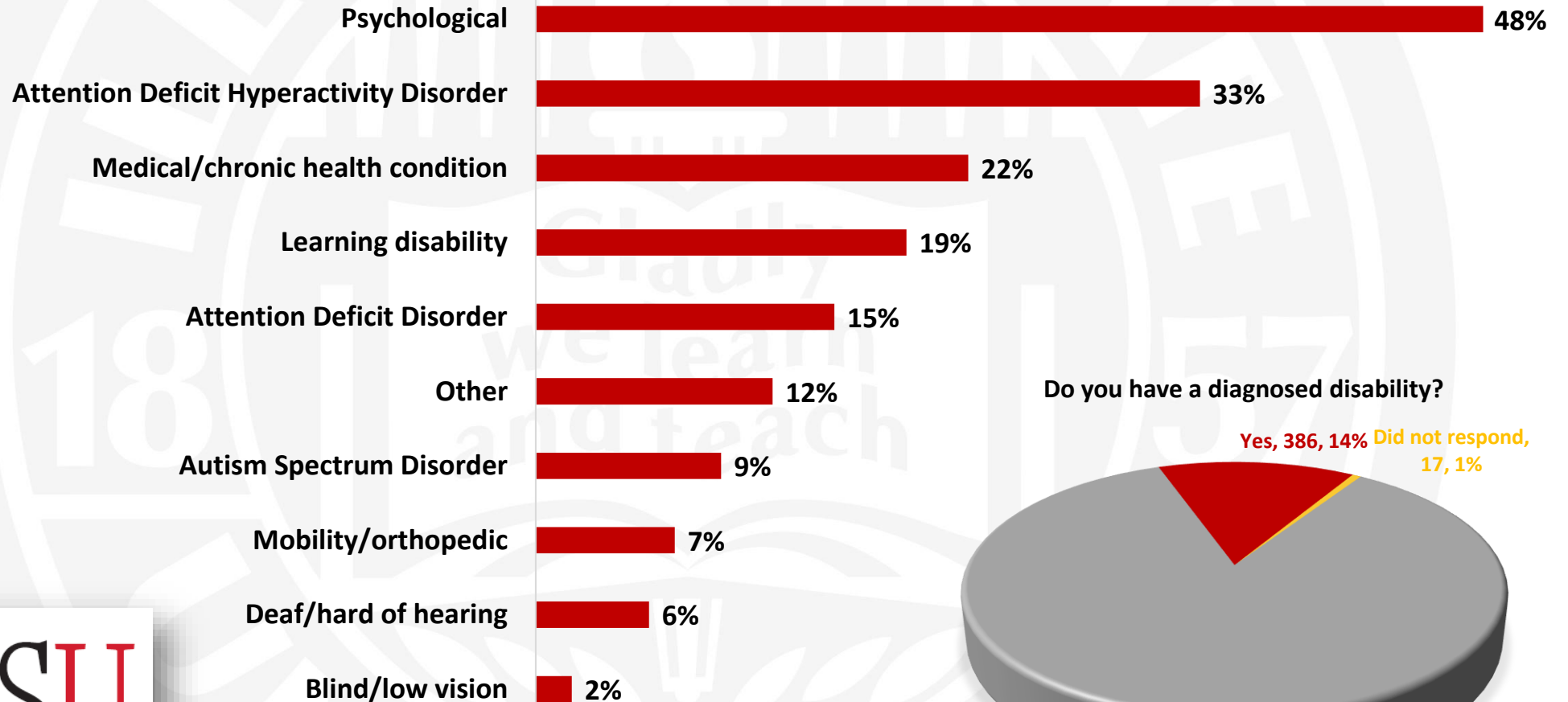
	Respondents	Fall 2022 Census	%
Native Hawaiian or Pacific Islander	2	10	20%
American Indian/Alaskan Native	8	22	36%
Asian American	100	528	19%
Two or more racial and/or ethnic groups	159	776	20%
Hispanic	221	2,495	9%
Black or African American	271	2,090	13%
White	1,847	13,905	13%

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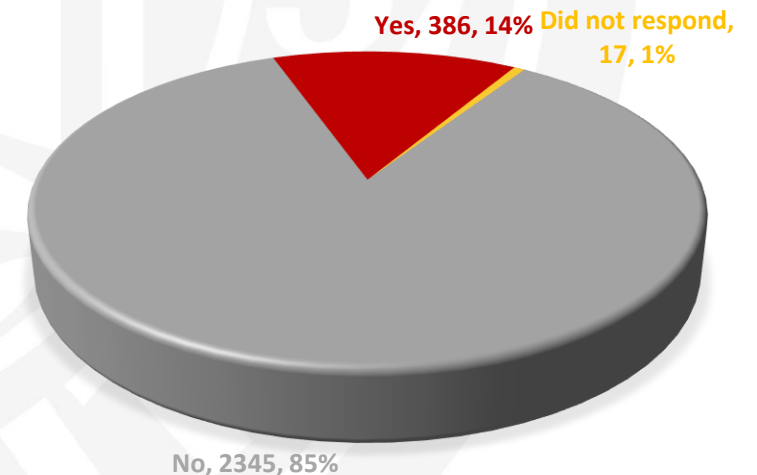
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# Diagnosed Disability

Students with a Diagnosed or Known Medical/Mental Health Condition



Do you have a diagnosed disability?



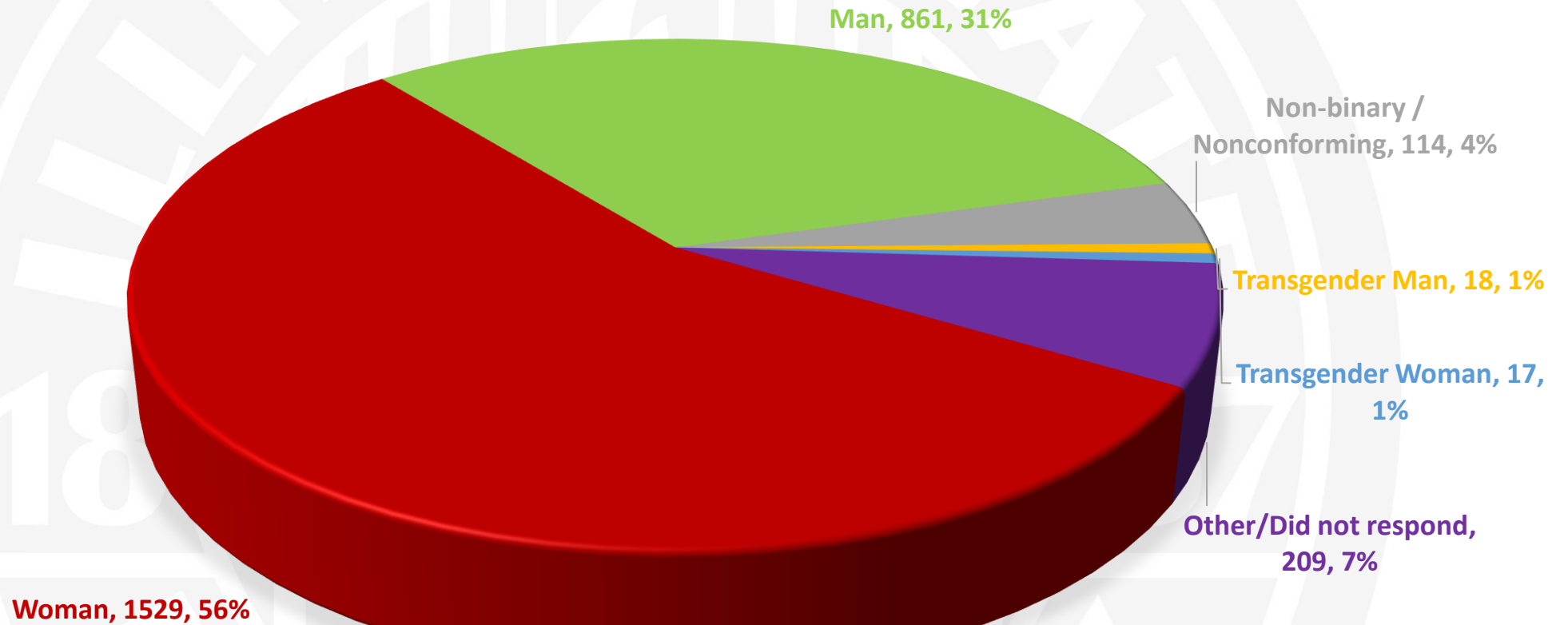
Psychological: Diagnosed mental health condition.

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# Demographics

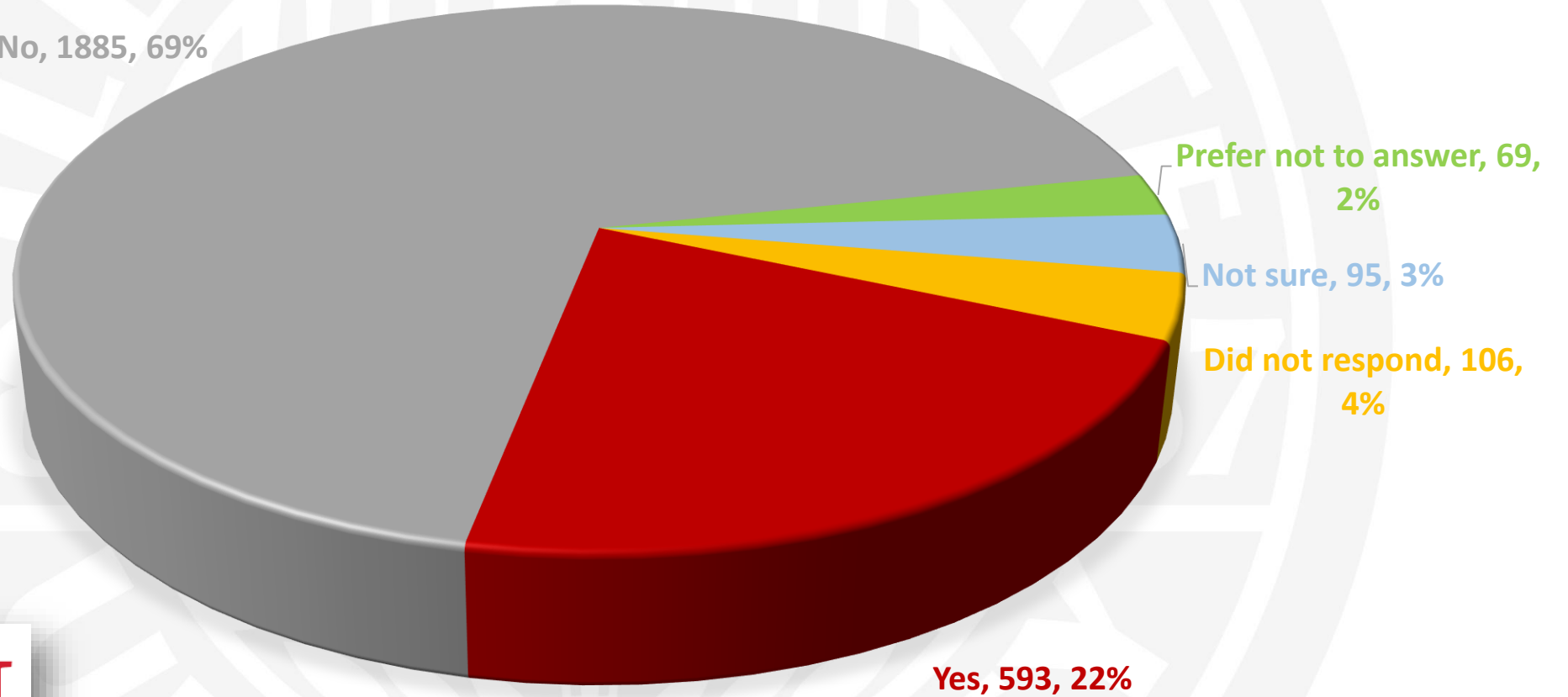
## Gender Identity



# Demographics

## LGBTQIA+ Identity

No, 1885, 69%



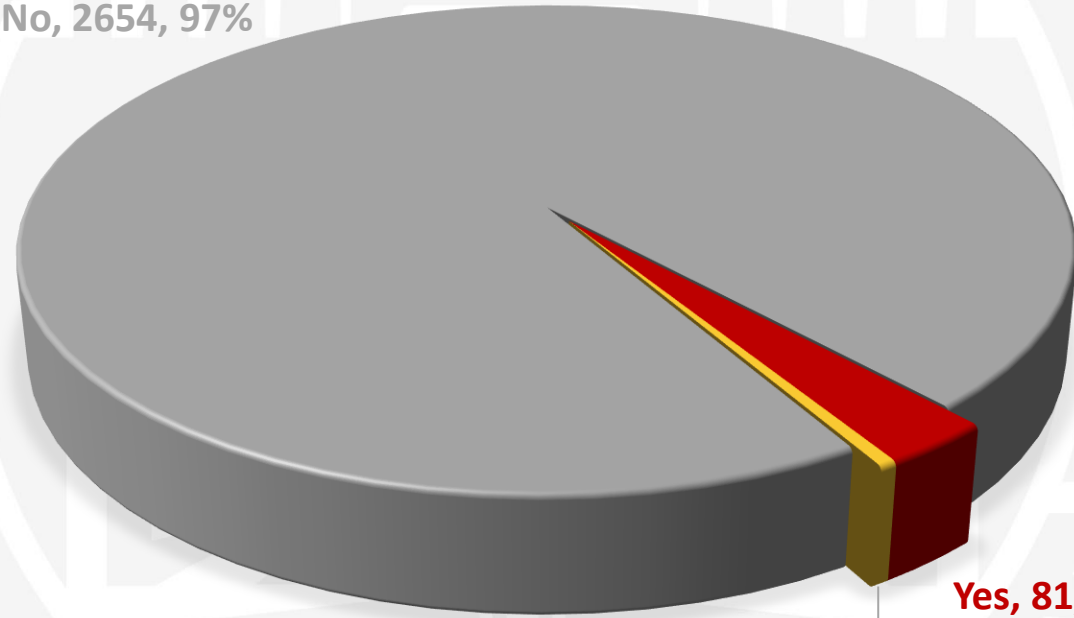
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# Demographics

United States Military or a Military Veteran

No, 2654, 97%



Yes, 81, 3%

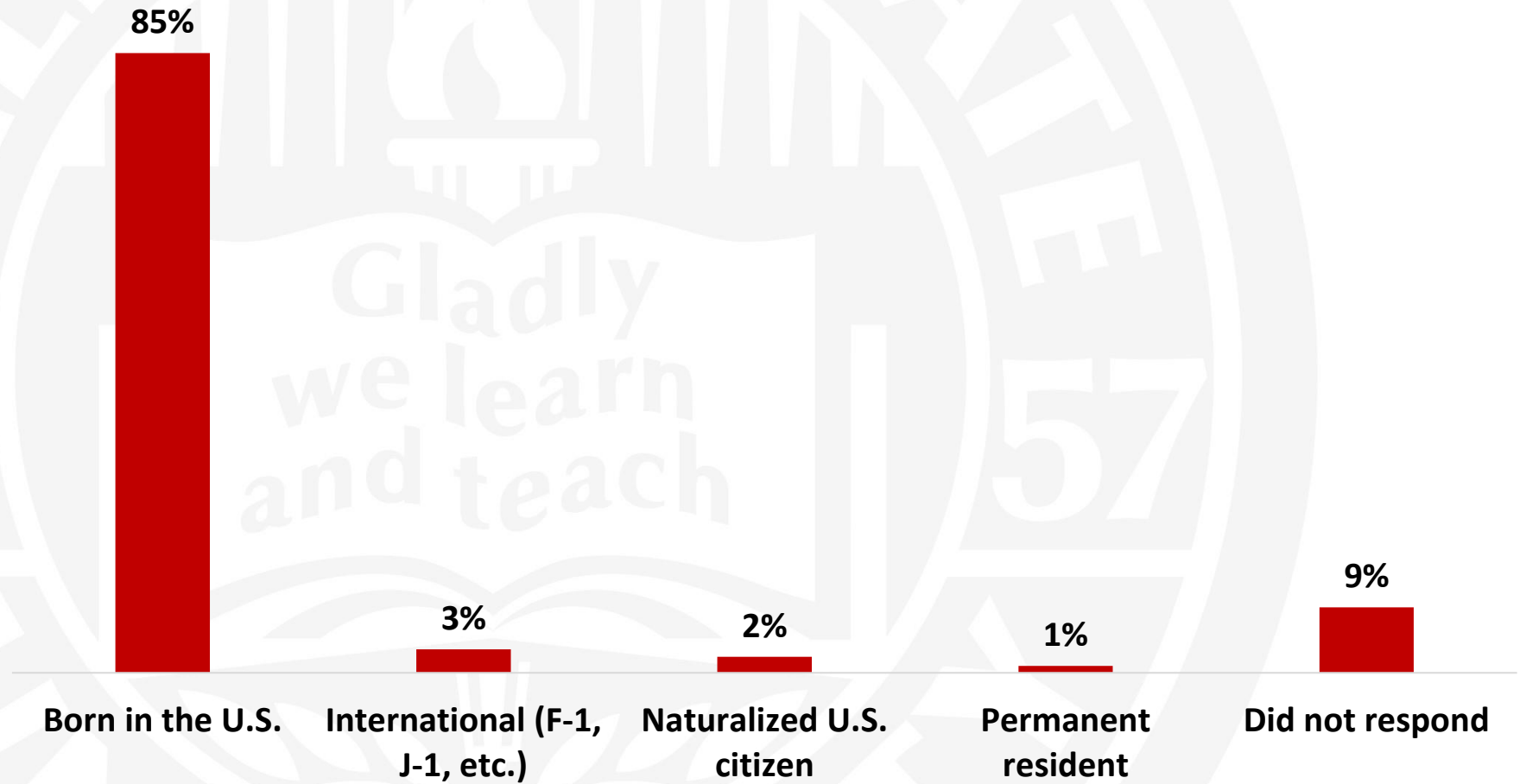
Did not respond, 13,  
0.5%

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# Demographics

## U.S. Citizenship

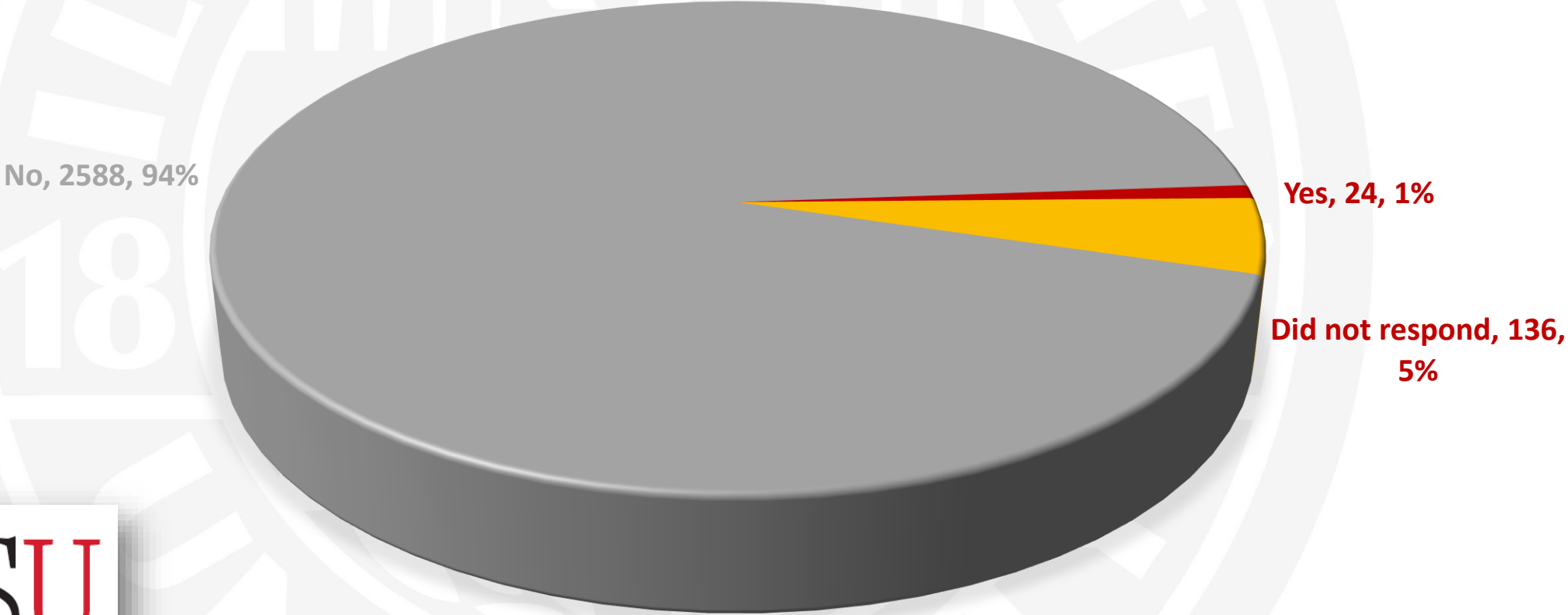


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# Demographics

Undocumented and/or  
Mixed-Status Students

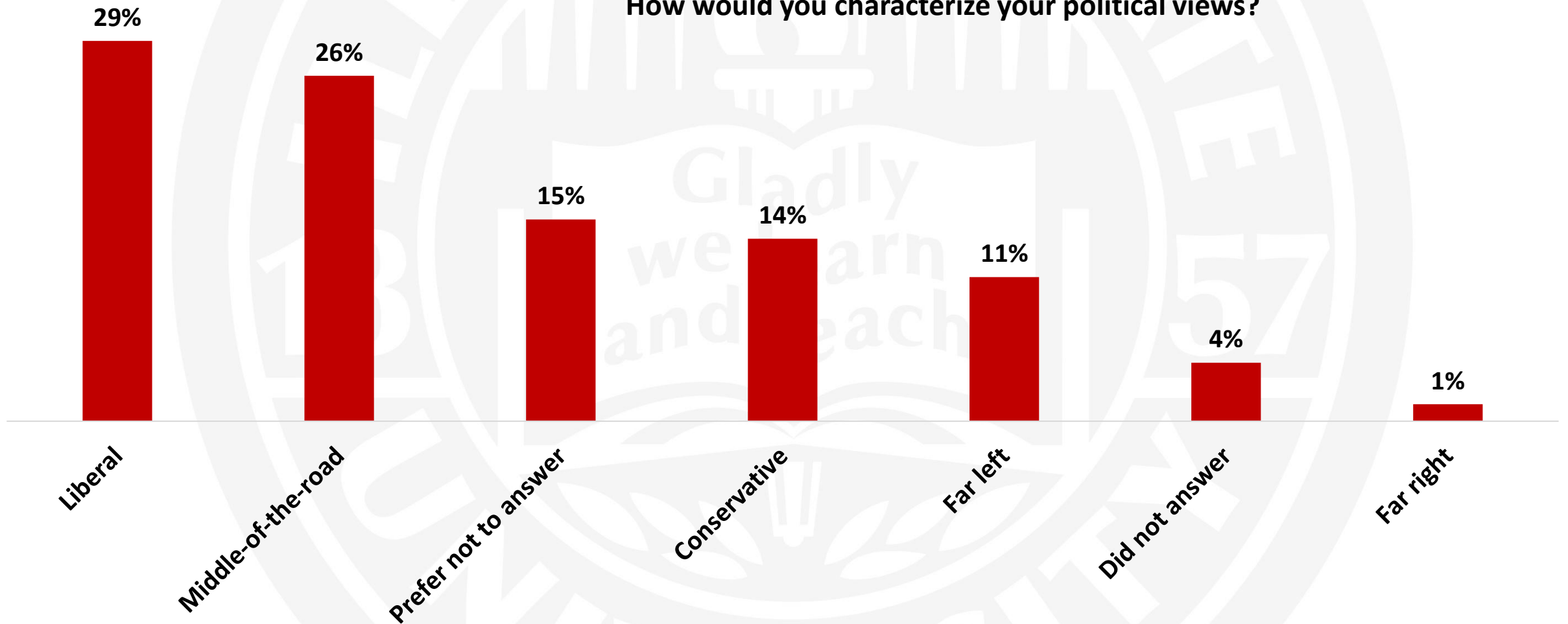
**Question: Are you an undocumented  
and/or mixed-status student?**



# Demographics

## Political/World Views

How would you characterize your political views?







# Student Perceptions of Campus Inclusivity

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# Indicators of Inclusiveness

I feel welcome...  
campus, community,  
classroom

I am treated with  
respect by students

I am treated with  
respect by faculty

I am treated with  
respect by staff,  
admins

# Students with a disability

Compared with students from peer institutions ISU students with a disability were ...

*Somewhat less likely to connect with campus disability services*

**50%** vs. **53%**

*More likely to feel welcome on campus*

**67%** vs. **62%**

*More likely to have access to organizations they could join*

**68%** vs. **52%**

*More likely to report their accessibility needs being met*

**62%** vs. **52%**



*Illinois State University compared with Northern Illinois University, Ohio University, Central Michigan University*

# Current Military and Veteran Students

Compared with students from peer institutions  
Veterans/Members of the Military were ...

*More likely to feel welcome on campus*

**67%** vs. **55%**

*More likely to have student organizations they felt comfortable joining*

**60%** vs. **31%**



*Illinois State University compared with Northern Illinois University, Ohio University, Central Michigan University*

# Expression of Spiritual Beliefs

Compared with students from peer institutions...

*More ISU students felt they could openly express their religious/spiritual beliefs on campus*

**54%** vs. **52%**

and their beliefs were respected in the classroom

**57%** vs. **51%**



*Illinois State University compared with Northern Illinois University, Ohio University, Central Michigan University*

# Expression of Political/ World Views

Compared with students from peer institutions...

A greater proportion of ISU students felt they could openly express their political beliefs when compared to peer institutions

**52% vs. 47%**



*Illinois State University compared with Northern Illinois University, Ohio University, Central Michigan University*

# Gender Identity/ Expression

Compared with students from peer institutions...

ISU students from the LGBTQIA+ community felt less comfortable openly expressing their gender identity on campus

**68% vs. 73%**

ISU students felt less comfortable openly expressing their sexuality/sexual orientation on campus

**67% vs. 74%**



*Illinois State University compared with Northern Illinois University, Ohio University, Central Michigan University*



# Racial and Ethnic Identity

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# Racial and Ethnic Identity

**79%** of ISU students across ALL identity groups reported feeling welcomed on campus.

**ISU Students of Color** compared with students from peer institutions...

**64%** of students of color felt welcome on campus compared with 60%.

**59%** felt welcome in the surrounding community compared with 48%.

**72%** felt respected by students compared with 64%.

**78%** felt respected by faculty and staff compared with 73% and 70% respectively from peer institutions.



*Illinois State University compared with Northern Illinois University, Ohio University, Central Michigan University*

# Racial and Ethnic Identity

When ISU racial/ethnic groups were disaggregated,

**90%** of white students felt welcome on campus compared with...

**70%** of multi-racial students

**67%** of Hispanic students

**63%** of Asian students

**62%** of African American students

**50%** of Native Hawaiian students

**25%** of American Indian students





# International Student Experiences

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# International Students

International students were slightly more likely to feel welcome in the community compared with campus.

**Compared with students from peer institutions...**

**76%** of international students feel welcome on campus compared with 79% of students from peer institutions.

**78%** of international students feel welcome in the community compared with 76% from peer institutions.



*Illinois State University compared with Northern Illinois University, Ohio University, Central Michigan University*



# Undocumented Student Experiences

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# Undocumented Students

**75%** of undocumented and mixed-status ISU students felt most welcomed in the classroom compared with the surrounding community 71%.



# Perceptions of Campus Diversity and Inclusion

Compared with students from peer institutions...

More ISU students believed...

- ❖ Diversity and inclusion is important to campus leaders  
**84% vs. 81%**
- ❖ ISU promotes racial/cultural interaction **67% vs. 63%**

More ISU students reported...

- ❖ Some/significant interaction among students from diverse racial groups **71% vs. 61%**
- ❖ Cross-cultural/racial interaction in the residence halls  
**59% vs. 48%**
- ❖ Cross-cultural/racial interaction during campus activities  
**66% vs. 54%**



*Illinois State University compared with Northern Illinois University, Ohio University, Central Michigan University*

# Student Well-Being

Compared with students from peer institutions...

## ACCESS TO FINANCIAL SUPPORT:

*More ISU students reported...*

- ❖ Satisfaction with access to need-based scholarships **50% vs.** 46%.
- ❖ Satisfaction with merit-based scholarships **56% vs.** 54%.

## SCHOOL/LIFE BALANCE:

*More ISU students reported...*

- ❖ School/life balance **49% vs.** 46%.

## SCHOOL SAFETY:

*More ISU students reported...*

- ❖ Feeling safe on campus **55% vs.** 47%.





# CAMPUS RESPONSIVENESS TO DISCRIMINATION

Comparison with students from peer institutions...

**35%** of ISU students reported knowing where to file a report of discrimination compared with **38%**.

**40%** of ISU students believed they would be treated fairly after filing a report compared with **37%**.

**57%** of ISU students believed their safety would be protected if they were to file a report compared with **57%**.

**58%** of ISU students believed a complaint of discrimination seriously compared with **59%**.



# Takeaways

## Points of Pride...

ISU students experience greater levels of inclusivity compared with peers

ISU students believe campus leaders value diversity compared with peers

ISU students interact more with diverse racial/ethnic groups compared with peers

Veterans/Military are more likely to feel welcome on campus

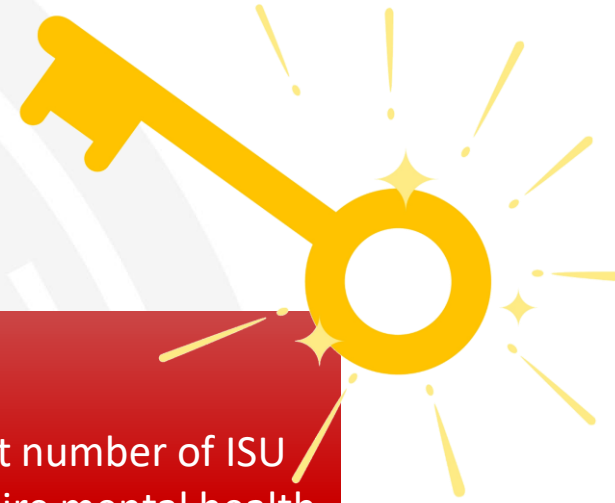
Students with a disability are more likely to feel welcome and have access to organizations

ISU students are more likely to feel safe on campus compared with peers



# Takeaways

## Work to be Done...



ISU Students feel less comfortable openly expressing their gender identity and sexuality compared with peers.

Large gaps (+20%) in perceptions of belonging between racial and ethnic groups.

A significant number of ISU students require mental health support due to a diagnosed psychological disability.

Less than ½ (49%) of ISU students experience school/life balance.

Only 35% of ISU students know where to file a report of discrimination.

Less than half of ISU students believed they would be treated fairly if they were to file a report.

# Next Steps

**DIAC Inclusion Task Force  
(2023/2024)**

*Co-chairs: Dr. Anthony Jones (Lab Schools)  
and Angell Howard (Student Affairs)*

**Campus Inclusion Action  
Plan (2023/2024)**

**Implementation/  
Annual Progress**

**Campus Inclusion Survey  
2026/2027**



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# Thank You!

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