**Academic Senate Meeting Minutes**

**Wednesday, November 06, 2024**

**6:00 P.M.**

**OLD MAIN ROOM, BONE STUDENT CENTER**

***Call to Order***

Chairperson Horst called the meeting to order.

***Roll Call***

Senator Cline called roll and declared quorum.

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

None.

***Presentation:***

***ADA Digital Accessibility Requirements***

***Deputy General Counsel Alice Maginnis***

***OEOA Director Ashley Pritts***

***Web Accessibility Coordinator Jen Bethmann***

***Director of Student Access and Accommodation Services Tammie Keney***

[***Digital Accessibility Presentation***](https://illinoisstateuniversity.sharepoint.com/%3Ap%3A/s/AcademicSenate/EdOSKcXs7CtAv4gRQR3yuDABq4X-v5ggbqo1QwL4t114CA?e=w3fzHW)

[***Article on Title II Update***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/Ec1rfwfDR3NJv-k-XuGiQUQB1-pfKkpw9Tm3NDRxqRTf6Q?e=jz9Y8R)

(The slides for this presentation can be found in Appendix I of these minutes.)

Alice Maginnis: Chairperson Horst asked me to give a brief overview of the new regulation that came out this past spring. This is a regulation that was issued by the Department of Justice under Title II of the Americans with Disabilities Act. Digital accessibility has had a long and storied history starting back in the 90’s with the adoption of Section 508 of the Rehabilitation Act of 1973. Legislatures, U.S. government, and state governments have started putting more and more emphasis on making electronic information technology systems accessible to all users. The regulations that came out this past spring are focused on establishing concrete technical standards that apply to basically all programs and services that are offered by states and local governments. That category includes public universities.

This accessibility obligation applies to all programs and activities that are offered online, through mobile applications, and have an information/technology interface. These regulations came out this past April and established not just new technical standards, but also a timeline for implementation. These regulations are going to have an impact on how all public universities deliver content to our students and all of our constituents.

You have access to the presentation, and we have included a web link to the FAQ sheet that was issued by the Department of Justice in connection with this regulation and that has a lot of great information. What we are giving you here tonight is just a snippet. There is a lot more detail once you dive into this. To get us started, I am going to start with an oldy-but-goody. The concept of accessibility generally means that, “individuals with disabilities can independently acquire the same information, engage in the same interactions, and enjoy the same services within the same time frame as individuals without disabilities with substantially equivalent ease of use.” This phrase that I just read is language that the Department of Justice has used for 10 or 20 years to establish the bar for what is required for accessibility. This phrase comes up in compliance agreements, in court cases, in guidance, and is the standard that everyone is measured by to establish accessibility. For digital accessibility, in terms of websites and mobile applications, that content or application has to be accessible equally, independently, quickly, and privately by individuals with disabilities.

If there is a tool or software or application that doesn’t meet those four criteria, there may be an accessibility issue under the standards. The new rule establishes technical criteria and the technical guidance that they selected was guidance issued under the Web Content Accessibility Guidelines, or WCAG. The version that they selected was 2.1 level A and AA. Jen is going to give a lot more information about what that actually means, but these are industry standards that have been published since 1999 by the World Web Consortium, which is a public interest consortium of subject matter experts that are dedicated to establishing accessibility guidelines for technology. Those guidelines apply to websites, software services, Learning Management Systems, and also the content that we deliver such as PDFs and social media posts. We have to meet a technical standard, which is WCAG 2.1, and we have to meet it in a little less than two years.

By April of 2026, the Department of Justice has established this milestone where state and local governments are supposed to ensure that their digital content meets the technical standards. There is a lot of information on this slide which basically goes to the point that public universities are considered to serve their entire state population. The compliance deadline is selected based on population metrics for your state as a whole. Public universities who are subject to this rule need to meet the standard by April of 2026.

For those who have worked with accessibility issues before or accommodations under either Section 504 of the Rehabilitation Act or the ADA, you know there are some exceptions when it may not be possible to provide accessible content. This regulation, like others, has established criteria for digital content or parts of your digital footprint that may not necessarily need to meet the new technical standard. This slide and the next give details on what those exceptions are. I won’t get into a ton of detail here, but I do want to point out a couple of things. Regulation says if you have archived content, you don’t need to upgrade your entire website or library, but you do have to take into account the content that is in use after the compliance date. If you have archived content that is not readily usable, you can create a system on your websites or other resources for archiving. If that content is something that people are using in classes, if they are using it in systems now, it is subject to these digital accessibility standards. Another exception would be information that a third-party contractor provides on your behalf. If you are a state or local government and you are contracting with a vendor to provide a service on behalf of the state or local government or university, the content provided by that vendor also need to meet these digital accessibility standards.

You can see on the “yes” and “no” on the slide things that may qualify for an exception: third-party content on your website that you have no control over. Posts on a social media site wouldn’t be subject to the technical accessibility standards, but contracts with your vendors absolutely are. The last few exceptions are memorializing some additional content that need not meet the standards, and this is following the same idea of archived content that is not currently in use and doesn’t need to be brought up to the new technical standard. The last exception on this slide, fundamental alteration of a nature of a service program or activity or an accommodation that might create an undo financial and administrative burden. Those are the current exceptions under Section 504 of the Rehabilitation Act and also the ADA for when you may not necessarily have to provide an accommodation. If you can demonstrate that the proposed accommodation would constitute a fundamental alteration of the nature of the service, program, or activity, you don’t necessarily have to grant that specific accommodation. What these rules do is establish some additional procedural requirements for what agencies need to consider when figuring out is this particular exception applies to the circumstance. I order to use this exception after the compliance date, you have to consider all resources available to the agency as a whole. It is not just your class, department, or your individual budget. It is all resources available to the university for use in the funding and operation of a service, program, or activity.

You also have to get a certification statement signed by the agency head, President Tarhule, or designee stating the reasons why that accommodation meets this particular standard. I want to highlight that to say this exception is intended to be an exception that is used sparingly. Even if this exception applies, you still have to provide benefits and services to the maximum extent possible for what is feasible. That is high-level, “What does the rule require us to meet and when do we have to meet these standards?” My colleagues are going to jump in and give you a taste of what these technical standards actually entail.

Ashley Pritts: The technical standards of the web content accessibility guidelines are about 70+ success criteria. These cover things in terms of structure of software, web pages, documents. This could be things where we are able to have headings, lists, links that are all programmatically put together so that assistive technologies and other entities are able to read it properly and have it pass on the information. Other things it looks at is color contrast. Within presentations and documents ensuring that there is good color contrast, and that color is not used as the only source of information. Individuals who might not perceive color we want to make sure that we provide that information in a way that people are able to access.

Other things that WCAG covers is keyboard-only. This is something for an individual who might not use a mouse. When you think about your web pages, your digital documents, your LMS system, and any software that is presented through your computer should be able to be used by a keyboard only, in addition to being able to be used by assistive technologies like screen-readers and braille displays. It seems one of the bigger barriers that we find currently in our software is the assistive technologies and the keyboard-only access. Many people are using touchscreens and mouse and that type of action. We also want to make sure that all the systems are able to have the screen magnified. One of the things that WCAG talks about is making sure that your screen is able to be magnified to at least 200% without loss of content. If anyone has ever seen a web page where you have tried to increase the size and all of a sudden, the content falls off the page, that is something where we are trying actively not to have happen within our digital space, so we don’t lose content and people are not missing out on the activity. Another thing is alt-text for images. This is something where we are providing a text-representation for something that is presented visually only. This is becoming really apparent with infographics and any graphs, charts, or anything that is put out that can only be perceived with vision.

We want to make sure that there is text representation out there and that information is presented in a way that everybody is able to access it independently. The other thing we talk about within that realm is for videos, podcasts, and audio content. Make sure there are transcripts and captions and audio description available so that way everybody has access to what is being spoken out loud or what is being visually presented on any kind of multi-media service. This can seem daunting, but we look at it as trying to take steps forward. It is something the university has been working towards for the last decade, this isn’t something we are starting in a new place, but we want to make sure we expand the knowledge across campus. The more people who know about the accessibility practices the better our campus is going to be in order to make sure we avoid being in non-compliance by 2026. On the next slide we talk about what materials are not compliant.

Tammie Keney: If the materials are not compliant and any of our constituents or students in public entities were to file a complaint with the Office of Civil Rights for non-compliance, under this new regulation we have 5 days from the time we find it is not accessible to make it accessible. If they did not notify us first and went straight to the Office of Civil Rights, a complaint filed with the Department of Education could ultimately have us required under the Federal Government to develop a corrective plan, and mandatory training for everyone across campus- faculty and staff. Office of Civil Rights mandates a time frame, typically 1 to 18 months for corrective action and OCR will continue to monitor the university ongoing for a certain period of time after we have been found non-compliant. Our current ISU resources are Student Accommodation Services, Office of Equal Opportunity, Center for Integrative Professional Development with our instructional designers, web-accessibility coordinator, and we also have a couple links listed under our current ISU resources that might be very helpful. Those give step by step directions and some of our accessibility guidelines on how to make things accessible.

Also, we have created a software catalog. Some of you might have heard that we have developed a procurement process to review software that are being purchased to see if they are WCAG standard currently and then making recommendations to those that want to purchase them to make sure that we start moving in the right direction for compliance. There is a software catalog out there of any software that has been reviewed and the recommendations that go along with that. The other thing that we are hoping to do is to propose a digital accessibility committee. We have already presented to the cabinet, and they have agreed that is a great approach to do many things, as you see on the board, in a short period of time. We do want to move quickly on this, so we have developed a form that should be sent out within the next week or so to recruit anybody that might be interested and has experience in digital accessibility and would have insight as to good recommendations as we move forward. It is going to be a big job for all of us to be on the same page and the best ways to move forward to make sure we are compliant by April of 2026.

Alice Maginnis: The things you see on the screen here are steps that some of our peer institutions have taken or have recommended and followed to help institutions of higher education, colleges, and universities move forward so that content material in our digital space can meet these new technical standards. As Jen and Tammie mentioned, this isn’t a new issue. We have been working on this issue a long time. We do review for accessibility in purchases and other content. This is another step to follow a new regulatory standard, but it is continuing a journey that we are already on.

Senator Pancrazio: We just spent a lot of time adopting the new Learning Management System and, are the quizzes, modules, discussion forums, pages, and all of the other templates that come with Canvas already in compliance?

Ashley Pritts: Yes, Canvas was reviewed for accessibility. When we did the purchasing, we were a part of that. There have been a couple of issues that we know of within the quizzes because it is interactive, so accommodations have needed to be made with some of the quizzes. For the most part, when it comes to assistive technologies like screen-readers, they are able to be read and accesses with accessibility in mind. We have had some audio exams, if people need the audio exam, we still have an accommodation. We are working with Canvas on that to see what was going on and trying to figure out what we can do to make sure that is successful.

Senator Pancrazio: Am I to assume that faculty will have to do much of this on their own? For example, if I have forty-five mp4’s that are recording lectures and materials, will I be expected to do all of this one my own, to put subtitles on those?

Tammie Keney: That is one of the things that we want to do as a committee, is develop those resources and identify exactly how we are going to move forward…

Senator Pancrazio: What types of resources are we talking about, just a handout? Or are we taking into consideration the amount of work that goes into this by faculty?

Tammie Keney: I was going to say, we will have to do some training through CIPD to make sure that all faculty know how to create accessible content.

Senator Pancrazio: And will we actually be rewarded for that?

Tammie Keney: I don’t know the answer to that.

Senator Pancrazio: That might be a topic to discuss.

Senator Cline: There are problems with Canvas, and this is the big issue, that we were encouraged heavily to move all of our exams onto Canvas as this new life-saving platform. I would ask you very honestly to review how you handle faculty in this. I received an email 48 hours before an exam that I had to provide my exam in a Word document format because one of my students required that, which I had been given no prior information about at all. There is no way to export from Canvas into a Word document to make that accessible for text-to-voice response. In that moment, the totality of this law all came on me and I had 48 hours to fix it, which unfortunately, I didn’t have the time, the hours it would take. I was told that the solution to this was that you were now going to tell CIPD to ensure that all faculty had all exams prepared in Word documents at the same time from the beginning, which feels like moving the burden of this accessibility rule onto us without the university taking any responsibility for the fact that this instrument that we purchased does not do that job. Sorry to sound sharp, but it was a difficult experience to be told that I was going to be a terrible professor if I didn’t meet this standard within basically 24 hours. There are hundreds of other institutions that use Canvas, there must be a solution; let’s not put that burden of finding a solution on a faculty member with very little notice.

Tammie Keney: Unfortunately, when we implemented Canvas, it was tested and accessible, but what we ended up running into is that quizzes are not readable by the immersive reader that came with Canvas. We tried to resolve it by contracting with another software company called ReadSpeaker so that it would read quizzes within the LMS. Unfortunately, ReadSpeaker is accessible, and Canvas is accessible, but when you combine them, that is when it becomes an issue, and it still isn’t readable. Moving forward, I think we are going to see a lot of software companies shift their thought process, because a lot will have to be compliant, and the software companies are going to be aware of that. Hopefully, software companies will adjust too, otherwise they are going to lose a lot of business through government entities. I foresee things to get better overall through software and through this law as well.

Alice Maginnis: I want to invite all campus constituents, especially faculty, to participate in the digital accessibility committee so that we can identify these pain points and give meaningful recommendations to administration on the best ways to move forward to meet this compliance requirement.

Jen Bethmann: Having talked with vendors, they are all scrambling as well in terms of this change, and we will likely see in the next two years updates to software that hopefully will then be compliant right out of the box. In that case, both programs are accessible by themselves, but they didn’t work together.

Senator Cline: I appreciate all of those things, but none of that is obvious to a faculty member who gets that email that says, “It is up to you now.” None of us have been notified of where the holes are. When we get our SAAS letters from our students, they don’t say, “you have a student who has an issue that is going to have non-compliant software.” You don’t get any kind of notification that this is coming down the pipeline until it is 48 hours before the exam and you are all of a sudden given this new dictate about how you are supposed to comply. I understand this is an ongoing issue, but treating faculty as partners in this is really important.

Ashley Pritts: I think that is a really good example about why we are going to be seeking volunteers for this committee. That experience is exactly what we need to know about, and we wouldn’t in our positions. Anyone that has additional information that they can provide, or those realistic, practical examples where you see those problem areas, the committee is going to need to hear that. As we get together and we start these planning processes, I am sure that we will find different ways to seek feedback or have folks come and talk to us in a meeting. We do want to hear about those examples and different ways that we need to focus on as we are trying to find solutions for all of these issues across campus.

Chairperson Horst: If you are interested in the Faculty Caucus or Senate working to seek volunteers for you, just let us know and we can work on that.

Senator Pellegrini: On a similar line to Senator Horst, how could we get involved in the committee?

Ashley Pritts: We are going to send out a form through mass email that you will be able to fill out and volunteer your name or someone else’s and we can get together and figure out who can be on the committee. At this point I don’t know. It depends on how many people are actually interested in volunteering to see how many the committee will be.

Jen Bethmann: I would love to have so many volunteers that we have to whittle it down to fit in a room, but we will see what we get. We have a gen-creative survey course, an accessible survey, that will go out via mass email to everybody on campus to hopefully get some volunteers that can help us with this really big project.

Chairperson Horst: I have a question about my field. I have a lot of handouts with a technical music notation on them and I am sure there are some math professors or science professors who will also have a lot of graphics that are non-verbal. How would you recommend we cite or describe those?

Ashley Pritts: There are some resources out there in terms of describing notations for music. Many times, when it comes to certain things, it might be a different type of example. When it comes to the digital presentation of it, usually it is making sure that the title and notations and anything that is in Word of the music is available in a digital format. I can also send some other resources that I have sent to the School of Music. In many cases, depending on the digital format that it comes out in, it is usually making sure that the text within the music is accessible. At this moment, I don’t think the AI is there to play the music out in terms of providing an accessible audio version of the music itself.

Chairperson Horst: What about a 3d model or some calculus problems or something like that?

Ashley Pritts: With calculus problems, there is usually Mathjax or a way of entering. Canvas has the ability to do math equations and those are able to be read by assistive technologies. Being able to utilize the Mathjax or Mathtype in order to provide that process so that a screen-reader or other assistive technology can read the math equation correctly.

Jen Bethmann: Other types of visualizations usually come down to, “What is the visualization trying to represent?” Sometimes an accessible version to help with the visualization is providing a table with the data and that type of process.

Chairperson Horst: Periodicals need to be compliant, is that correct? There is no exception for periodicals?

Ashley Pritts: Yes, if it is going to come through Milner Library, if it is presented through a digital space, we need to make sure it is accessible.

Chairperson Horst: I might suggest that you contact the Library Committee.

Ashley Pritts: Yes, I am presenting at the library early next semester.

Senator Peters: As a scientist in the Chemistry Department, we use a lot of software that operates instruments, and whether or not that software can become compliant could be difficult when we are directly collecting data from some form of instrumentation in the department. It is something to think about in terms of the sciences when we are actually collecting data in real time using software that operates equipment, how would that work? If ultimately the software is not compliant, then would we be asked to shut down very expensive equipment because we can’t find a way to make it compliant?

Chairperson Horst: Would there be digital content that would be posted? I am not following.

Senator Peters: There is a lot of equipment in the Chemistry Department that show spectra and how you would make that compliant where someone could analyze that data. I think could be very difficult to do. I hate to get into specifics, but it is not just plots or numbers you are looking at, or mathematical equations, you are actually analyzing spectra that are collected from different forms of instrumentation and how to make that compliant so someone could interpret that spectra; I think could be difficult. These are all third-party vendors that generate the software to operate those instruments. I have a hard time trying to think of how to make that work. Oftentimes we use that software in our teaching courses and give them data to analyze. Trying to make that work seems difficult. I would ask the committee to consider that within the sciences. How would we make something like that compliant without having to lose the use of an instrument because the software could be difficult to make compliant.

Alice Maginnis: I think that is a valid point and I would say every piece of software or piece of equipment probably needs to be looked at, with respect to individual circumstances. On top of that, the individuals who may have different needs with respect to different types of equipment. A lot of this is going to involve case-by-case analysis of specific circumstances. There are exceptions to this regulation including the exception that if an accommodation would constitute a fundamental alteration of a program or activity, that can be available and then the university would be obligated to make the activity available to the maximum extent feasible. I think all of these points on the technical challenges within everyone’s area of expertise are all valid points and need to be considered. The good thing is that there are resources currently available. People are going to be working towards this goal across the higher-education community and I think collaborating with our partners and people who are tackling these issues the same way you are could be really valuable information to share with our university.

***Approval of the Academic Senate minutes of*** [***10-09-2024***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/ETDR6xO7N6NBpShFEdOLDSkBTp7KY_WQtRj-oKO1SDzXhg?e=MgJ0Za)

Motion by Senator Meyers-Hoops.

Second by Senator Susami.

Unanimous approval.

***Chairperson's Remarks***

Chairperson Horst: Good evening. I want to thank our four guests for their presentation on digital accessibility this evening. A few of you might remember before 1990 when the ADA was passed. I remember there were no grants or handicapped scoop-outs in sidewalks or anything like that. We all take it for granted that now our physical spaces are accessible, and I think it is really important that we strive to have digital accessibility as well.

Yesterday was an emotional day for us all. I am very proud that ISU had such a strong turnout for the election. I want to thank the Center for Civic Engagement, Provost Yazedjian, Student Affairs, and Student Government for all the communication and events that were surrounding the election. Senator Blair and I are working on a proposal to make participation in elections an official university activity that would be eligible for an excused absence for a portion of the federal election day. Given what the Vidette reported regarding voter lines in the Bone yesterday, not everyone is taking advantage of early voting, and the wait times for these high-stakes elections continues to be significant. No student should have to face a decision between standing in line or going to class. We have plenty of time until the next election and I hope that we continue to have dialog about potentially having some language that could ameliorate this situation.

Senators, make sure that your constituents know about the two open forums that President Tarhule is giving regarding his plan to address our challenging budget landscape. These presentations will be held Thursday November 14th at 2 PM in Ballroom 1 and Monday November 18th at 10 AM in the Prairie Room. We all get a lot of emails, and there is a good chance that many people are not aware of this information, so I urge you either tonight or tomorrow morning take some time to notify your department, your social networks, or your constituents, or all three, about these events. The information is posted on Campus News, so that is where you can find a link and just blast it out to your constituents.

As co-chair of the RISE Taskforce and a Senate representative, I would like to communicate with you all about what this taskforce has been doing. We had our first meeting on October 30th. President Tarhule and Interim Vice President Petree gave us our charge and briefed the committee on the current budget challenges. We discussed next steps, and at our next meeting on November 11th. We will continue our discussion of budget trends in preparation for our future meetings with our consultant firm. We are also in the process of setting up a website that will serve as a communication hub for questions regarding the RISE initiative.

This evening, we have our first Consent Agenda. This is the first time that we will be using the new Consent Agenda language that we passed last academic year. Everyone should have received these items ahead of time. When we get to the Consent Agenda, all senators will have one last opportunity to remove an item from this agenda. The opportunity will happen after there is a motion and second on the full Consent Agenda. Raise your hand and state that you would like something removed. If an item is removed from the Consent Agenda, it will either be forwarded to the Executive Committee or added as an agenda item according to what we decided in our bylaws. Unless you speak up, after the initial motion and second, everything on the agenda will be enacted without debate.

On October 18th, I met with other faculty senate chairs from other public universities. This group is called the Council of Illinois University Senates. At this meeting, the faculty senate chair of Southern Illinois University shared a resolution that his faculty senate passed in support of the faculty at Western Illinois University. The Council subsequently passed its own resolution in support of the faculty there. The chair of Western Illinois reported that they anticipate going from 400 faculty to 300 faculty in the near future. The Council of Illinois University Senates decided to try to get similar resolutions from public university senates passed in support of Western’s faculty. Their chair said he would really appreciate that effort. I encourage you to support the Senate Resolution in Support of Western Illinois University Faculty that will be a part of our communications at the end of this agenda.

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

Chairperson Horst: I will now give the Student Body President’s remarks. This is Cobi: Good evening, I am sorry I cannot join all of you tonight; I am feeling a little under the weather. No matter how you feel about the results of last night’s election, I think most of you would agree with me that it is good that the campaign has ended. While I haven’t seen any numbers, I have heard from word of mouth and the Vidette that a very large number voted in person at the Bone yesterday. With lines lasting as long as 3 hours. It is good to see a large number of our Redbirds doing their civic duty by exercising their right to vote in a consequential election. Thank you.

***Administrators' Remarks***

* ***President Aondover Tarhule***

President Tarhule: Thank you. I too would like to begin by acknowledging and appreciating the effort of the Civic Engagement Committee and Office for Civic Engagement, and all of the other entities on campus, and there is a lot, who worked really hard to ensure that we had high student turnout, participation in the elections, and most importantly, event-free. Things like that don’t happen by accident. It took a lot of work, several months of planning by many people, and we are very appreciative for what they did and to the entire university community for coming out and exercising one of our core values as an institution- civic engagement by voting. I think that was great to see.

As Chairperson Horst has mentioned, I gave today I think my 14th or 15th presentation on our budget situation. This is something I pledge to do to be as transparent as possible and to communicate with as many different groups as possible. Many of you probably have heard this message several times. If you have not, I echo Chairperson Horst’s suggestions. I think I have three presentations to do in the next 10 days or so, so please find one of those avenues and listen in. It is not just about listening in, the situation we are looking at is beyond that of any one person to fix. More than listening in, I would like to hear your suggestions, thoughts, or any kind of input you can provide as we look to avoid the kind of situations that we see happening at Western. Everything we are trying to do in the RISE initiative is, “What do we need to be doing now so that we don’t need faculty at other institutions having to write an endorsement for our situation.” Essentially, that is what it comes down to. We need your ideas, we need your participation, we need your engagement, beginning with trying to learn about what the situation is. You can come to the presentations, but just google any combination of words on your browser, “University financial challenges” I think would have a lot of information.

I also want to give you some update on the many different searches that will be running in the President’s Office. The first is the Director of the Office of Equal Employment and Access. We hired Ashley Pritts. Ashley is here. We ran a national search that was conducted by Parker. We got a tremendous pool of candidates and the search committee recommended three outstanding individuals to me, and I decided Ashley is the best candidate, and she truly is. She is the new director of OEOA. Congratulations, Ashley.

We have also run the search for the Ombuds position. Interviews have concluded, I think the committee is gathering feedback. I look forward to getting their recommendations soon. We are also running the search for the Vice President for Finance and Planning. The review process has begun; we expect to have candidates on campus next month. I look forward to seeing how that search concludes. We have launched a search for the Director of Athletics. That position is open, hopefully individuals apply. We will have campus interviews for that position in January. In February we would launch the position of Chief Equity and Inclusion Officer. Lots of searches going on. We have to be careful about how we arrange these searches, because we know there are other high-profile searches going on. The Provost is doing a search for deans, so we’ll try to make sure we don’t end up with too many candidates on campus and making sure we don’t overburden all the search committee members, because several people are serving on several of these committees. That dictates part of the order and part of the sequence of the interviews. Overall, I think we are making progress on the goal to fill those positions. That concluded my remarks for this evening.

* ***Provost Ani Yazedjian***

Provost Yazedjian: Thank you, I do have some remarks for this evening. I want to start by thanking the Senators and the whole campus for their participation in the HLC visit on October 28th and 29th. We will receive the results sometime in the next few months and we will share them with you probably in the spring. Since the last Academic Senate Meeting, Milner Library hosted Open Access Week with a busy week of events including celebrating the 2-millionth download from ISU Red, our institutional repository, which is pretty exciting.

On student news, the research sub-committee of the Grad Council has selected the overall winner of the James L Fisher Outstanding Thesis Award. They have selected Rashmi Dangol’s thesis entitled, “Performance of Penny-Cress in Some Illinois Cropping Systems” as this year’s overall winner. Dr. Nicholas Heller from Ag, Assistant Professor of Crop Sciences was the thesis chair, and the sub-committee selected the work of Mojde Kalantari to be the first runner-up in the competition with their thesis entitled, “The Development of a Young Adults Cancer Patient Peer Match Application.” Kalantari was advised by Dr. Kristin Carlson, an Associate Professor in the School of Creative Technologies.

On faculty news, the latest edition of the top 2% of scientists list issued this fall by Stanford/Elsevier included 12 ISU faculty members highly cited in the 2023 recent single year, and 11 on the career list for top 2% scientists cited globally. Super exciting! 14 colleagues were honored all-in-all on that list. Also, some folks have been asking about if we are going to be doing the ARCS initiative again and I am pleased to say that we will, after careful consideration and the early success of cohort one, continue the strategic investment in our scholars with another round of funding. I want to be clear that this is funding that is going to come from Foundation, not from General Revenue funds, but as a university that is committed to not only excellence in teaching, but excellence in scholarship and creative activity, we felt like this was a wise and mission focused investment. Letter of interest are due early in the calendar year next year. Look for more details from Associate Vice President McLauchlan’s office.

I want to say thank you to all the different groups of people who helped in the many months leading up to the election and then in the last few weeks with early voting. I know that the long lines are frustrating, but it warmed my heart to see that there were that many people that committed.

Senator Helms: I’m not sure this is directed specifically at you. We heard in this body, and I have heard since the general education summit, the idea that our new general education program came forward without a Financial Implication Form, meaning there should be no impact. When it was presented here to this body, you were asked point-blank about the Writing Center; you said that wasn’t part of it, which I fully understand and agree with. Having both here in this body as well as the general education summit some of the things that are going to be happening from the standpoint of reviewing general ed classes, of shifting gen ed classes as creating potentially gen ed classes, to making sure gen ed classes are cross-disciplinary, is it the administration’s belief that there truly will be no financial impact of the new gen ed?

Provost Yazedjian: I don’t know that I said that there would be no financial impact of the new Gen Ed, but I did probably say that there was no Financial Implication Form. A Financial Implication Form is for, typically, a new academic program or new academic sequence. Are there going to be costs, different costs, potentially more costs in certain areas and fewer costs in other areas? That is true, but it is very hard to submit a Financial Implication Form on something that we don’t know what the actual financial implications are. I would separate and distinguish the form, which there was not, from an analysis of the financial costs of revising the model. For example, in many departments, general education classes are funded by Instructional Capacity. If a department is going to offer more general education classes because of the new model, than we would look at ways to meet those needs through Instructional Capacity requests. It would be very hard to say, “In Communications this is going to be the financial cost.” Because if FCS there may be different classes and different costs. Is there a Financial Implication Form? No. Are there financial implications for a change in gen ed? Yes. Do we know what they are? No. Will we continue to explore that and make sure that the gen ed classes that we need to teach and that department chairs and school directors and deans determine our priority to meet student needs are funded and offered? Yes, within the context of the broader institutional budget. I don’t know if that answers your question.

Senator Helms: It does, I appreciate that. I just want to clarify- the general education program revision that ran through the University Curriculum Committee wouldn’t necessarily require a Financial Implication Form as a programmatic revision because of its scope? I was under the understanding that any new program, any new revision, would need a Financial Implication Form. Is that not accurate?

Chairperson Horst: I am not sure it is a program review. Senator Hurd?

Senator Hurd: The Financial Implication Form is for new majors and minors, certificates, things like that. General education exists as it is, so this is just a change or an adaptation to it. When we make those kinds of changes to your majors and minors, you don’t have to complete a Financial Implication Form.

Chairperson Horst: There is something in the gen ed processes that talk about the financial implications.

Senator Hurd: There are some recommendations from the committee of things that could be of a financial cost. The Writing Center, for one. When I submitted the proposal from the UCC we did not say that the Writing Center is a make-or-break thing. It is just a suggestion that we would like to have that, but that is not going to be part of the pieces that we vote on as a Senate.

Chairperson Horst: It does say for the gen-ed process if financial implications exist, we can forward it to the AABC, for instance; so there is something about the financial implications and the changes built into the processes on the UCC’s site. I appreciate that the Writing Center wasn’t part of the proposal, and when the Executive Committee initially reviewed the proposal, we did not think there were financial implications at the time.

* ***Vice President for Student Affairs Levester Johnson***

Senator Johnson: I will echo all the comments that we have heard earlier about voter turnout for our campus community, just outstanding numbers. Thank you to all the volunteers including the Center for Civic Engagement for their effort. No one has shared specific numbers, so what are we talking about here? We are talking about 3500, over 3500 early voters, that actually voted on campus and then what happened yesterday. As of 6 PM yesterday we had about 2700 individuals who voted here within the Bone Student Center. Those are the types of numbers that go into when people talk about the lines and things of that nature. These are much higher numbers than we have had over the last two election periods. Great turnout, wonderful campus community; I am sure we will be recognized for that, but the 2700 also included about 1500 folks who actually registered to vote on campus as well. Great community, great turnout, we thank you all for your efforts.

Senator Bonnell: I know there are a number of election judges in this room, and I was one of those, so I have the official number. When we left last night around 8 o’clock there were 3,233 voters, which is record-breaking. Another thing is that there were 45 elections judges doing one thing or another yesterday. The students were incredible, all the students who were waiting in line for a couple hours, to a person they were all just fantastic and really patient. I was really proud to be a Redbird yesterday.

* ***Interim Vice President for Finance and Planning Dan Petree***

Chairperson Horst: Interim Vice President for Finance and Planning Petree is not here, so we will now go to our Advisory Items.

***Advisory Items:***

***Associate Vice President for Human Resources Janice Bonneville***

Janice Bonneville: Chair Horst asked me to sift through a few policies that are not Senate policies, so they would just be policies for advice for the Senate. I believe they were included in your packet, both the clean copy and the marked-up copy. I am going to step through those and if you have questions, please let me know.

The first policy is policy 3.1.8; this is that kind of policy you see where the entire policy is marked out and something new is written below. This policy hadn’t been updated for some time, so the modifications to the policy are simply to appropriately reflect: 1- what we do in our office when an employee applies for SURS disability and 2- what SURS expects. The SURS disability program is completely outside the control of the Human Resources Department. Once you go to SURS disability, you are on SURS disability. SURS talks to you; they don’t talk to us. We wanted to make sure that everybody understood the information that was required and the process as it moves forward with SURS. 3.1.38, the Sick Leave Bank Program- a few clarifications on this one. A lot of them are capitalization. The biggest change was making sure the people understood that access to the Sick Leave Bank is for individuals who aren’t getting SURS disability or temporary disability benefits through workers comp and who are on an approved leave of absence through our office. Access to the Sick Leave Bank isn’t available, similar to the use of the extended sick leave program, unless the employee is on an approved leave of absence.

Lastly is retirement. The change to the retirement policy was relatively simple- we changed “person” to “an employee” and then we have a number of folks who come back 10, 15, 20, 25 years later and go, “I know I resigned, but now I want to retire from ISU.” That doesn’t happen. We wanted to make it clear that if you tell us you are resigning, you are resigning. If your intent is to retire from us because you have met the requirements to retire- 5 years with us and so on, then you need to tell us that when you depart the university you are retiring, not resigning.

Senator Nikolaou: A couple of clarifications for the SURS one, disability. Previously it said that an employee must have had two years of service, but now that is deleted. Is it that anyone who is immediately hired is eligible?

Janice Bonneville: No, because we referred back to eligibility criteria as an “established by SURS.” That way if SURS ever changes their eligibility criteria, we don’t have to change our policy. That is that asterisk in the second line.

Senator Nikolaou: The other question is on the re-write. On the first paragraph, the part where is says SURS applications must be submitted no later than one year from the onset of the medical condition. I was just thinking that if, let’s say, I had a medical condition but then this condition gets worse in 3 years, but I didn’t apply for disability at the onset, does that mean that I wouldn’t be able to apply for it at all down the road?

Janice Bonneville: It doesn’t mean that. Remember SURS disability is attaching after employees have been on an approved leave of absence. An employee has a whole lot of sick time in their bucket because they never get sick and never use sick time, and then they go on an approved leave of absence, and they have enough sick time to go more than a year. If they think they are going to go on SURS disability, that employee needs to apply for SURS disability before they have exhausted their benefits. Under SURS disability rules you have to exhaust those benefits before you can roll to SURS disability. The issue is people can’t wait until they are all out of benefits to apply. They need to apply within that year. We have had issues where this occurred in the past where SURS was much more flexible than they are now, but it is not like something happens, a cancer diagnosis, and then the employee goes into remission and then it comes back. The onset doesn’t go back to the original diagnosis. This is really about when the person was working with our office to say, “I am going to be out on leave,” and then what is the time frame from there. A leave of absence under us or if something develops out of a workers compensation claim. SURS has become very tight on that 12-month window.

Chairperson Horst: In 3.1.38 instead of, “Your rights” you might say, “Employee rights.”

***Revision to Policy 3.1.8 SURS Disability***

[***Markup Copy***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/ET1RbTrRimtMnBWjbw_P4bUB4KluQTY9_bfa8A8DGrLo8g?e=p1yxId)

[***Clean Copy***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EceXEhLhmBZJl-T6L-FTBUAB6QPivSsZcvKrsDt-7ubPQA?e=S6tGH8)

***Revision to Policy 3.1.15 Retirement***

[***Markup Copy***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EVtB1_kg0RRNlU8OCqIDqTwBUwAJf07knYy6qvB5Fg8Pfw?e=MflJPl)

[***Clean Copy***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/Eb385WawmCNJsSVVAH_xK-QBdECfM64JdpPO65zgYSN9Pg?e=eiXBUf)

***Revision to Policy 3.1.38 Sick Leave Bank Program***

[***Markup Copy***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EXdxvkNIF6RGlB1tiCBUDmEBbmt0jEhWWJifmUc9MGadkA?e=AZ9DRQ)

[***Clean Copy***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EceXEhLhmBZJl-T6L-FTBUAB6QPivSsZcvKrsDt-7ubPQA?e=Sosk8B)

***Consent Agenda:***

***(Final Academic Senate approval of all Consent Agenda items will occur during a regularly scheduled Academic Senate meeting. All items presented on the Consent Agenda to the Academic Senate will be enacted by one motion. There will be no individual discussion of these items unless a senator so requests, in which event the item will be removed from the Consent Agenda and considered at the appropriate point on the agenda. All matters on the consent agenda that are not removed will be voted on by one vote. The motion to adopt the consent agenda shall be nondebatable. There will be no separate discussion on consent agenda items.)***

* ***Department of Family and Consumer Sciences -*** [***Family and Consumer Sciences Teacher Education Online Certif***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EZi_716eX_9Jkg7HRcrhYuIBtYhoEIGMGOfGOn4m_Ni3_g?e=oeY0En) ***(FIF*** [***HERE***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EbkVVLz-AnxNq6u8ozq3fRIBSLNUEHMhuTkoZeQFHd8TXg?e=3hSL1k)***)***
* ***Department of Sociology and Anthropology -*** [***Sociology: Social Inquiry***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EY3l2GX1LXRKj1Le3A29mFMBCRXi2PH2PV4Y0Mqi3gjnSw?e=IlDMwG) ***(FIF*** [***HERE***](https://illinoisstateuniversity.sharepoint.com/%3Ab%3A/s/AcademicSenate/EdEdDbYDXQ5NkpFZH_74__IBDermake790KbQj36QZF0kg?e=pO7GkU)***)***
* ***Department of Sociology and Anthropology -*** [***Sociology: Social Research***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/Ef7D1egTWsxEg1CJEjJHa4cBzRBDYJSDXmM5A93ssAUqbg?e=mqh9al) ***(FIF*** [***HERE***](https://illinoisstateuniversity.sharepoint.com/%3Ab%3A/s/AcademicSenate/EapLei9D9nJAkOgzdSKnhrUB0a_uE0As6Uw4TYxp9_4Ljw?e=xfTfcT)***)***
* ***Department of Languages, Literatures and Cultures -*** [***Spanish Accelerated Sequence***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/Edh16x3cy1pCpf73llrziQQBTu_P_oM5vtwz9RsKuSg4SA?e=RhSzrc) ***(FIF*** [***HERE***](https://illinoisstateuniversity.sharepoint.com/%3Ab%3A/s/AcademicSenate/EU3gEecOD2pBpOWiU6CrrcEBtRlD3QFtpsnezNweR27v7A?e=BSeQKA)***)***
* ***Department of Geography, Geology, and the Environment -*** [***Geography Traditional Sequence***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/Ee1gzxuUYqlJuGbc6FoYGAEBCNizyoh4pmXdstBmhvZm5Q?e=L4nOym) ***(FIF*** [***HERE***](https://illinoisstateuniversity.sharepoint.com/%3Ab%3A/s/AcademicSenate/ER1wF2AN2e9Iobep_dPghskBRR9EH8DZeSc6VjJlO6RzSQ?e=AYtxp1)***)***
* ***Department of Family and Consumer Sciences -*** [***Family and Consumer Sciences Teacher Education Sequence***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EbIRq8h-WQZCjt-fm9y-6_8BaCpUf8AziZAeWwSKxL274A?e=ef1ijP) ***(FIF*** [***HERE***](https://illinoisstateuniversity.sharepoint.com/%3Ab%3A/s/AcademicSenate/EYCRSE3_h7VAmseXwFZeXHIBSN0ArQaPAV7D4Hk58eQs5Q?e=V4ZwQN)***)***
* ***Wonsook Kim School of Art Name Change -*** [***WKSOA Name Change Proposal***](https://illinoisstateuniversity.sharepoint.com/%3Ab%3A/s/AcademicSenate/Efp4tlZASB5KkEwrK6OV7jMByrNXhVOfQ_UJwXJ3oTsk3A?e=m0lYnv)

***(***[***Department Change Form)***](https://illinoisstateuniversity.sharepoint.com/%3Ab%3A/s/AcademicSenate/Efp4tlZASB5KkEwrK6OV7jMByrNXhVOfQ_UJwXJ3oTsk3A?e=m0lYnv)

Motion to approve by Senator Pancrazio.

Second by Senator Pellegrini.

Unanimous approval.

***Action Item:***

***From Rick Valentin: Rules Committee***

***06.04.2024.24 - Public Comment Time Frame for Int. and Ext. Committees***

[***Appendix II Proposed Changes Re: Public Comment***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/Ebg5qL2zvihJl-q79xkgLEcBMB8_xPRqgdFL5zfgWGh9TQ?e=h9EAcC)

[***Appendix II Current***](https://academicsenate.illinoisstate.edu/about/bylaws/#Appendix-Two) ***Re: Public Comment***

[***Article 6.6 Proposed Changes Re: Public Comment***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EWxW8ENPShVKnNSVCP8wvvwBzYhUPgsVQiTeXRFxeUZ89Q?e=86lq7e)

[***Article 6.6 Current***](https://academicsenate.illinoisstate.edu/about/bylaws/#Six-Six) ***Re: Public Comment***

Senator Valentin: We have gotten some feedback from General Counsel on this proposed language and there is a need for revision to address potential legal issues in conflict with the Open Meetings Act and 1st Amendment. Since this proposed language was based on the current public comment policy for the full Senate bylaws, there is need to also address that language in the bylaws. We would like to take this back to committee for review at this time.

***Information Items:***

***From Rick Valentin: Rules Committee***

***06.04.2024.31 -*** [***College of Engineering Bylaws***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/Eaf3pdYZLjNBmamf3tMGKrUBtTCVr20OkrBDcmskLsvrvA?e=TjijAD)

***Chair of Electrical Engineering Vijay Devabhaktuni***

Senator Valentin: We would like to present the founding bylaws of the College of Engineering. We have Vijay Devabhaktuni here from the College of Engineering to assist with any questions you might have about the language in these proposed bylaws.

Chairperson Horst: Vijay, could you talk to us about how you drafted this?

Vijay Devabhaktuni: As a new college, I think when we started working as a team in August of 2023 the very famous quote, “egg first, or chicken first?” occurred. What we did is we did some very basic steps which is we first went ahead and started looking at bylaws of other colleges at Illinois State University. Following that we came up with a first draft. The draft that is presented to you today by Senator Valentin is probably maybe a 30th or 40th draft, I have lost count. We started drafting them, and during the process we informally continuously collected feedback from some of our senior senators on the campus. They gave us some constructive suggestions, so we went through several rounds of that, and hence the fact you are seeing this as an information item after about 14 or 15 months since this process began. Following that, the draft went to the Rules Committee, and the Rules Committee has gone through multiple rounds. It was subject to review and constructive feedback from last year’s Rules Committee and then this year’s Rules Committee with Senator Hammond and Senator Valentin and student senators who pointed out a lot of things that were having digital logic issues. We are thankful, and all I can say on behalf of the College of Engineering is that about 95% of the time we are very open to the feedback received from all the constituents. Very rarely did we say, “We want to stick to the draft.” That is process that we went through, but I would still say that we remain very open minded to any constructive feedback from all the senators on the floor.

Chairperson Horst: This is informed by some revisions that are going through the Mennonite College of Nursing, which I believe also has a bylaws structure right now where all of the faculty are on the college council and your faculty now number how many?

Senator Henry: We have 22 tenure-track and about the same non-tenure-track.

Chairperson Horst: It has turned out to be a rather large body. Right now, you have, “the voting membership shall consist of all full-time tenure/tenure-track faculty members.” As your college grows, will you continue to have that structure, or do you foresee limiting it to a smaller size committee in the future?

Vijay Devabhaktuni: You are correct. As the faculty grows in size, we also want to maintain the proportion of faculty members of the senate council, the student representatives on the senate council, and the A/P and CS representatives. If the faculty continues to grow, that will not look like a very reasonably distributed college council representation. We have spoken to you, we have spoken to the Rules Committee, and made a commitment to all of you that we would be revising these bylaws and presenting to you an amended version in 2026. What I would like to request from the senate floor as you consider these bylaws is that the College of Engineering train has left the station. The shared governance train is stuck on a red light. What we would like an opportunity for is to put the shared governance process in place using this first version. Give us an opportunity to come back to you in 2026 with a revised version while the college continues to grow and continues to stabilize.

Chairperson Horst: I am all for the shared governance train going forward, I am just going to caution you that it can take potentially several years to get bylaws through the Academic Senate. There is quite a queue right now so consider that this might be your body for a couple years.

Senator Nikolaou: Have we sent the College of Engineering the comments from Exec?

Chairperson Horst: I believe we did, the one about the General Engineering representation?

Senator Nikolaou: I am going to mention a couple things. One of the items was for the Curriculum Committee. Right now, it seems that chairs can be elected in these committees, and I was wondering if that was the intention. Chairs are going to be the ones who are approving the curriculum within the department, and then if they are also in the college Curriculum Committee, they are approving what they have approved. I don’t know if the intention was for the chairs to be allowed to be there or not. Maybe a clarification that it is non-chairs. Right now, it doesn’t specify, it just says, “members of the college council,” and chairs are members of the college council.

Chairperson Horst: It says, “Department chairs will not serve on the CEG Curriculum Committee.”

Vijay Devabhaktuni: I agree with this observation. Department chairs cannot serve on the Curriculum Committee.

Chairperson Horst: That is on the text that I have in front of me in 7.2.

Senator Nikolaou: So that was the intention. For the Executive Committee question that I had, it says the dean will serve as the chair and is also a voting member. Earlier on it was saying that the dean is a non-voting member for the College Council, so it seems it is contradicting one another. The other part was because the Executive Committee of the College Council is advisory to the dean, and then if the chair of the Executive Committee is advising the dean and the chair is the dean, it seems a bit weird that you are advising yourself.

Vijay Devabhaktuni: The version that we are looking at has the dean just serving as a non-voting member of the Executive Committee. Your comments were well-received through Senator Horst and we addressed your comments.

Chairperson Horst: Perhaps you are looking at an earlier version? It says the CEG dean, “ex-officio non-voting member.” And CEG associate dean “ex-officio voting member.”

Senator Nikolaou: I was looking at a different one. So then, you did get all the comments.

Vijay Devabhaktuni: Absolutely, yes. A lot of constructive comments from you and we have incorporated your suggestions.

Senator Bever: Under 2.5, one of the concerns I had is if, for example, the College of Engineering does expand in the future to different majors, it could possibly take a while to get this bylaws changed. Then that major cannot be a part of the council for X amount of years. Do we think there might be a better way to phrase it than those specific majors? It might expand in the future.

Vijay Devabhaktuni: Maybe I’ll leave this question to Dean Keyser.

Tom Keyser: We are open to suggestions, but in order to make a new major we would have to go through IBHE which could be at least 3 years, so we can change the bylaws in the meantime.

Chairperson Horst: We are going through that with CTK. The Wonsook Kim College of Fine Arts didn’t have a school for CTK. Gradually, they have been adding representation for that newly formed entity.

Vijay Devabhaktuni: The student senators on the Rules Committee gave quite a good amount of feedback and we were very thankful, and we incorporated almost all the changes that they have requested.

Chairperson Horst: This has to go back to Engineering faculty and the Rules Committee will make sure everything is kosher before we have it go up for an action item. It is also going to General Counsel. For these bylaws in particular, I urge you to get all of your questions out in the information stage because there are a lot of parties involved.

***From Rick Valentin: Rules Committee***

***08.12.2024.03 - A.S. Bylaws Appendix II - update to accommodate new Engineering senator (information item 11-6-2024)***

[***Appendix II Current***](https://academicsenate.illinoisstate.edu/about/bylaws/#Appendix-Two)

[***Proposed changes to Appendix II***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EbmX9izn5ohHnQz41ecwWqsBWAvFZPNtNNCQOHw41KZOcg?e=OmGnfS)

[***Article II Current***](https://academicsenate.illinoisstate.edu/about/bylaws/#Article-Two)

[***Proposed changes to Article II***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EUZAbdMBuQpFqKQNTBpwZHUBjm8ZkHTBTV_61PxcPleFsA?e=Dy6o27)

Senator Valentin: These are proposed changes to the bylaws to take into account the addition of a new College of Engineering Senator to the Senate and Faculty Caucus, then adding a tenure/tenure-track faculty slot to the Faculty Affairs Committee to accommodate that increase in faculty senators. This is just a numerical adjustment in the bylaws per the addition of a new senator.

Chairperson Horst: Can you walk us through your rational for adding a senator to Faculty Affairs?

Senator Valentin: Yes. The other Senate committees have 5-6 faculty member slots. Faculty Affairs also has one faculty associate or tenure-track faculty slot. The decision was since the Faculty Affairs committee had that space to place that additional faculty member position.

Chairperson Horst: I can see it both ways. I am puzzled as to what the charge of the Faculty Affairs Committee is going to be going forward. I know they can have trouble making quorum because of the low numbers, so it does make sense to add one more body. It would be 6 voting members, so you would have to have a quorum of 4 as opposed to 5 voting members which would be a quorum of 3. I am hoping we will continue to address how to evolve the Faculty Affairs Committee going forward.

***From Cobi Blair: Student Caucus***

***06.04.2024.35 - 2.2.1 Student Employment***

[***Link to proposed policy***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EWRsLuS7U8RCoaTtNc4Jx6cBvNGjSaI39rmABpLA_pSY5g?e=LDTiry)

[***Link to current policy***](https://policy.illinoisstate.edu/students/2-2-1/)

Senator Bever: I quote from our Student Body President, Senator Blair. The Student Caucus has completed its review of policy 2.2.1 Student Employment. We consulted with Janice Bonneville and proposed minor grammatical changes to enhance clarity. Legal proposed further minor changes which I would like to approve on behalf of the Student Caucus. When this item was discussed in the Executive Committee, two questions were raised which I sent to Janice Bonneville.

Number 1, “It was mentioned that there is a limit on the number of hours a student may work per pay period. Does this need to be referenced anywhere in the policy?” We received a response of, “General rule is 10 hours per week while classes are in session, but they can vary by department. Students are restricted to no more than 28 hours per week.” Rather than try to add this all into the policy, I recommend changing the HR website link in the last paragraph of the policy to this page instead of the main landing page that is being used now. That will ensure all students can gather the information needed. The link mentioned in the above paragraph is HR.Ilstu.Edu/students. I recommend amending the link in the legislation to direct to this page instead.

The second question asked was, “Does this policy apply to research assistants? Are there any students who may be employed at the university who can be employed without meeting the minimum credit hour requirement without exemption?” We received a response of, “If the research assistant is performing work under a student job, all the rules related to hours, both actual work and credit, would apply. If the student is performing this work in GA capacity, the Civil Service rules on minimum credit hours would not apply. The student would, however, have to meet eligibility requirements in the GA handbook, specifically page 11 of that document.”

We are requesting that one change with the link.

Chairperson Horst: Those questions, by the way, the last one came from President Tarhule when we were discussing this in the Executive committee, just to clarify, the office of General Counsel requested the word, “However” in the draft. You are supporting that?

Senator Bever: Yes.

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

***08.08.2024.02 - 4.1.18 Credit Earned through Transfer, Examination, and Prior Learning***

[***Link to proposed policy***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/ETX6s5zbvapFmIftp_czdu0B14vXpl51DN-htCbPcxh8XQ?e=AC91bg)

[***Link to current policy***](https://policy.illinoisstate.edu/academic/4-1-18/)

Senator Nikolaou: This is the policy that we saw last February, and we approved. University Registrar has a request on page 5 to add more specifics about the IAI and the core, specifying the three courses that they need from the Humanities and the Fine Arts. One from the either discipline and then three from Social and Behavioral Sciences. That was so it is clear to students who want to transfer courses to know explicitly what they need to cover. When we are looking at the policy, if you go to the first page, before it was talking about 6 accrediting associations, now we made it a regional accrediting association. The other question was at the bottom of page 1, when we were talking about an average of 30 semester hours. We are trying to figure out what an average is, so does it mean that a student can get 32 and another student can have 28 hours approved? We worked with the Registrar to make it clear that it is a maximum of 32 semester hours that can be included per semester for a maximum of 90 for each year.

Senator Helms: The first part where you were talking about clarification of the GECC, you mentioned the principal sciences and those things, but in the draft doesn’t it only talk about the Humanities and the Social Sciences? Only two of the whole in that?

Chairperson Horst: What page are you on, Senator Helms?

Senator Nikolaou: That is page 5 at the very top. Where it is talking about the Associate of Science. The current language says, “all distribution requirements of each GECC category must be followed; that is, both a Humanities and a Fine Arts course must be completed and at least two different disciplines must be represented in Social and Behavioral Sciences.” The clarification was for these categories that are already mentioned in the policy to say that it has to be one from Humanities, one from Fine Arts, and an additional course from either of the disciplines represented. For the Social and Behavioral Sciences, you need to have two different disciplines from these categories.

Chairperson Horst: These categories are the ones coming from IAI.

Senator Nikolaou: From IAI. It was to make it clear that if a student is looking at the policy, they know what type of courses they need to take.

Chairperson Horst: I did have some clarifying text from Legal, who would like “AMALI” and “IDEAS” spelled out.

Senator Nikolaou: Yes, I got that on Monday. That is fine, we are going to add that. They just wanted on the very first paragraph, where it says, “such as AMALI and IDEAS” to just spell out what AMALI and IDEAS are.

***Internal Committee Reports:***

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

Senator Nikolaou: The Academic Affairs Committee met. We discussed the changes in policy 4.1.18. We approved the annual report from the Reinstatement Committee, and most of our meeting was discussing the General Education revision. We started looking at comments and discussing the specific 11 categories, learning objectives, the description, so we are through category 8 right now.

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

Senator Cline: The Administrative Affairs and Budget Committee reviewed and met with Dr. Jeri Beggs concerning her 3-year Athletics budget review. That has been passed on to the Executive Committee. We finally finalized updates to policy 3.2.13 Administrative Search and Selection. That has been submitted to the Executive Committee. Finally, we began our work to draft the commentary for the President, so we are working on surveys to review the President and Provost, and the VP of Advancement.

Chairperson Horst: Kevin Pickett has learned PowerBI, and he would like to have a meeting with you. There are some neat graphics that we can include in our reports. That could be fun.

* ***Faculty Affairs Committee: Senator Kapoor***

Senator Kapoor: The Faculty Affairs Committee met to review 7.1.1 and 7.4.2. Those have been presented to Exec and will be ready to be information items next time. We have also begun a more extensive review of policy 4.1.9, which is the policy concerned with the dissolution of academic units. We are undergoing revisions to include how to make that policy also include language about the revision and establishment of academic units.

* ***Planning and Finance Committee: Senator Bonnell***

Senator Bonnell: Planning and Finance Committee met October 23rd. We discussed and then voted to change the committee’s 2024-2025 priorities report to instead investigate the implementation of the newly purchased College of Engineering building. We also reviewed the 2024 Academic Facilities Priorities Report prepared by Academic Facilities Advisory Committee and forwarded along some questions to them. We continued discussion of policy 9.2 Appropriate Use following another meeting with Dan Taube, Chief Information Security Officer.

* ***Rules Committee: Senator Valentin***

Senator Valentin: During its October 23rd meeting the Rules Committee reviewed the College of Engineering Bylaws that we saw tonight and began review of the bylaws for the Council for Teacher Education.

* ***University Policy Committee: Senator Gizzi***

Senator Pancrazio: We did meet at our last meeting, and we had a very productive meeting reviewing the ethics policy.

***Communications***

Senator McLauchlan: No one has mentioned Pawciffer Sage, so I wanted to mention that. RIP.

Senator Werner-Powell: The fall dance concert opens next week November 14th through 16th in the Center for Performing Arts. It is very kid-friendly if you have kids or people that you want to bring and enjoy the arts. I think we need the Fine Arts more than ever right now.

[***Resolution on Support for WIU Faculty***](https://illinoisstateuniversity.sharepoint.com/%3Aw%3A/s/AcademicSenate/EU9ZE74vug1Ih7i5GUyJ8zMBY583TV1m2k-gYcPz1RbO9A?e=11djNr)

Chairperson Horst: I would like to offer the communication I gave from the Council of Illinois University Senates. Would anyone like to make a motion for that resolution?

Motion by Senator Cline.

Second by Senator McHale.

Unanimous approval.

***Adjournment***

Motion by Senator McHale.

Second by Senator Cottingham.

Unanimous approval.