

WESTERN ILLINOIS UNIVERSITY
FACULTY SENATE
Regular Meeting, 22 January 2019, 4:00 p.m.
Capitol Rooms - University Union

A C T I O N M I N U T E S

SENATORS PRESENT: M. Allison, B. Bellott, V. Boynton, S. Cordes, S. Czechowski, G. Delany-Barmann, R. Dimitrov, J. Franken, A. Hyde (via zoom), M. Maskarinec, H. McIlvaine-Newsad, B. Perabo, J. Plos, C. Pynes, S. Rahman, C. Tarrant, F. Tasdan

Ex-officio: Billy Clow, Interim Provost; Ilon Lauer, Parliamentarian

SENATORS ABSENT: S. Macchi, K. Zbeeb

GUESTS: Emily Boyer, Amy Carr, Gary Daytner, Katrina Daytner, Anita Hardeman, Buzz Hoon, Bill Knox, Colton Markey, Sue Martinelli-Fernandez, Russ Morgan, Mark Mossman, Jill Myers, Lorette Oden, Renee Polubinsky, Eric Sheffield, Ron Williams, Linda Zellmer

I. Consideration of Minutes

A. November 27, 2018

Corrections:

- Page 5, the second full paragraph says that “Senator Perabo stated that the Budget Transparency Committee (BTC) set up a meeting for yesterday afternoon with Interim Vice President Polley and Budget Director Letisha Trepac.” It should be noted that the meeting was cancelled due to the snow day. (Perabo)
- On p. 13 in the middle of the first paragraph it states that, “She thinks people may be confused because Western wants a Center for the Performing Arts that would require the University spend several times the amount of its deferred maintenance.” This should instead state, “She thinks people may be confused because Western has plans to fund a new Center for the Performing Arts, but it sounds as if the University would need to spend several times the amount the Center would cost on deferred maintenance before starting on the Center.” (Perabo)

MINUTES APPROVED AS CORRECTED

B. December 4, 2018

MINUTES APPROVED AS DISTRIBUTED

Senator Boynton observed that the Executive Committee minutes mention that the Immigration Task Force has not met and she wonders why that is. Vice President for Student Services Ron Williams, who chairs the Task Force, clarified that the Task Force has met and discussed a number of issues. He stated that there are five faculty members serving on the Task Force, with each college represented. He explained that the Task Force only meets when there is an issue that needs to be addressed by the University or there is something specific to discuss, and that has not occurred for quite some time. Vice President Williams told senators he reached out to Chairperson Pynes and plans to contact the faculty member with questions about the Task Force to explain what it is doing and that some of its decisions are made in order to protect WIU students. Vice President Williams recognizes that there is a desire to be more public in respect to what is being done with immigrant students at WIU, but he believes that can also make the students more vulnerable. He added that the priority at this point is making sure that WIU students are protected and asserted that putting some information out publicly could create significant challenges in this regard. Chairperson Pynes recalled that last year Faculty Senate passed a resolution regarding making some of the commitments toward the University’s immigrant students more public. He stressed this is the kind of information that Faculty Senate would like to see the Task Force make more public – not specific

information about students but rather the kinds of commitments the University is making to these students. [Note: the faculty member who raised the question and Vice President Williams have been invited to attend the Executive Committee meeting on February 11 for further discussion.]

II. Announcements

A. Approvals from the Provost

1. Request for New Course
 - a. MATH 103, Technical Mathematics, 3 s.h.
2. Request for WID Designation
 - a. FL 490, Senior Capstone, 3 s.h.
3. Request for Gen Ed Designation
 - a. CHEM 114, Chemistry of Health, 3 s.h.

B. Provost's Report

New Interim Provost Billy Clow introduced himself to senators, noting that he has been serving as the Dean of the College of Fine Arts and Communication for six and a half years and has been in his current position for only 18 days. In that time, he has been playing catch up and meeting with people to get a handle on what needs to be accomplished. He hopes to make as much progress as possible for the six months that he will be serving as interim provost, move things along if needed, and assure that everyone is talking. Interim Provost Clow said he has had a lot of conversations with Chairperson Pynes and will continue to do so. He is happy to try to answer questions and encourages anyone to send him an email and he will try to respond as quickly as possible.

Senator Bellott asked about the status of the institutional grant writer position. Interim Provost Clow responded that the position was just approved and will be posted as soon as possible. Chairperson Pynes asked how the search committee will be formed. Interim Provost Clow responded that this is up to him, and he will consult with Chairperson Pynes.

Senator Allison asked about the status of realignment, noting that formerly the Senate had been told that not much could be discussed yet because not every college had met with the administration. Interim Provost Clow responded that he has been trying to work through conversations that occurred before he took over his current position and has been making progress. He thinks it seems counterproductive to undertake reorganization before the report from the Academic Program Elimination Committee (APER) is presented since further reorganization might be needed after those recommendations are processed and he does not know why it should have to be considered twice. He thinks there has been progress made on reevaluating "what is out there," but that the University would be spinning its wheels to try to reorganize before the APER report is presented. Senator Allison asked when the APER report is due; Interim Provost Clow responded that it is due on February 18.

C. Student Government Association Report (Colton Markey, SGA Director of Academic Affairs)

Mr. Markey recalled that at the last Faculty Senate meeting he was asked to find out the criteria for the Student of the Month award. He told senators that students must both be in good judicial standing and academic standing, which is defined by the University as a 2.0 GPA.

Mr. Markey related that SGA decided to restructure at the end of the Fall semester. Instead of weekly meetings, SGA will now meet as a body every other week; SGA committees will meet on the opposite weeks. SGA hopes that this will help improve its recruitment efforts. Mr. Markey

stated that SGA Senators At-Large, because they receive talent grant money, will be required to hold office hours and report to the SGA President.

D. Other Announcements

1. A representative of the Macomb faculty at-large is sought to serve on Faculty Senate during Spring semester. An election notice and petition form was sent to all eligible faculty and department chairs. Petitions must be returned to the Faculty Senate office by Wednesday, January 30.
2. The Department of History and University Libraries are pleased to announce a partnership with the Bishop Hill Historical Association that will bring an exhibit on the history of this Swedish utopian society in Illinois to WIU during February and March. This display will be open to all members of the campus and Macomb community. Additional details will follow as the exhibit moves closer to opening.
3. The Graduate Council has approved the new Master of Arts in Teaching, which is an alternative pathway to teacher licensure in Special Education, Math or Science. Other licensure areas are under development as well. The next step is to apply to the Illinois State Board of Education for approval, and hopefully some candidates can begin this summer. Each student must first be hired by a district partner as a full-time teacher with a temporary license. Contact Andrea Hyde, Educational Studies, or Educational Studies Department Chair Eric Sheffield with questions or interest.
4. The University of Illinois Press is pleased to announce that *Dockworker Power: Race and Activism in Durban and the San Francisco Bay Area* by Peter Cole has been selected as the first grant recipient from the Howard D. and Marjorie I. Brooks Fund for Progressive Thought. This internal fund was established in 2018 by William Brooks, professor emeritus of music at the University of Illinois at Urbana-Champaign and the University of York, in honor of his parents' lifelong commitment to progressive causes. *Dockworker Power*, an eye-opening comparative study of dockworkers in Durban, South Africa, and the San Francisco Bay Area, exemplifies the spirit of this Fund.
5. Dr. Roberta Di Carmine, WIU Professor of Film Studies, Director of Graduate Studies in English, and Coordinator of the Interdisciplinary Film Minor, held a reception for her new book, *Cultural Metamorphoses in Contemporary Italian Cinema*, on January 18 in the University Art Gallery.
6. Senator Cordes announced that the structure of IT Governance will be changing effective Fall 2019. Additionally, the Council for Instructional Technology (CIT) proposal that the University purchase Adobe Creative Suite licensure for WIU did not pass IT Governance. Although he was not present for the vote, Senator Cordes suspects the reason is the cost. He told senators that over the year he researched the proposal he learned there is a serious lack of transparency regarding what the University pays for Adobe products, and there is no way to really determine the cost. He stated that while CIT did its due diligence on presenting the proposal, it is unlikely that WIU will purchase a license until it can really be determined what individuals are paying for Adobe products currently. Senator Cordes stated that the proposal would have cost the University \$109,000 per year and would cover all 18 products in the Adobe Creative Suite for each person and every lab on campus. Senator Boynton observed that everyone on campus already has access to Adobe Acrobat. Senator Cordes admitted that some people do have access to Acrobat, but a survey conducted by CIT showed that some WIU employees are unable to do their work without asking to borrow a colleague's computer or doing their work at home where they may have purchased Adobe products for home use. He related that IT Governance wanted to know how much the University is spending on Adobe products because some individual colleges purchase these for their employees. Senator Czechowski related that she pays \$30 per month as an educator, and all of her colleagues pay for their own Adobe products as well. She stated that the Department of Art just purchased 19 Adobe licenses and still

needs 20 more. She believes that programs all over campus, including Broadcasting and Journalism and Graphic Communication in her college, need these licenses. Senator Cordes believes that, all things considered, Adobe was offering WIU a pretty good deal. Senator Czechowski agreed and said that she is very disappointed that IT Governance did not approve the proposal. Senator Cordes stated that Adobe offered the University more products for less money than the last time the request was made in 2013. Senator Czechowski hopes that with the hiring of an institutional grant writer there might be some funds that could be found to pursue obtaining Adobe licenses.

7. Senator Perabo told senators that the Budget Transparency Committee met with Budget Director Letisha Trepac in December for a very helpful and productive meeting. The Committee will meet with Ms. Trepac again tomorrow (January 23). She told senators that if they have follow-up questions related to the budget that they would like the Budget Transparency Committee to explore this semester, to get word to her or one of the Committee members and they would be happy to pursue whatever is needed. Chairperson Pynes stated that if Senators Perabo or Cordes would like to have an official agenda item dedicated to giving a report to senators, to let him know.

III. Reports of Committees and Councils

A. Council on Curricular Programs and Instruction (CCPI) (Anita Hardeman, Chair)

1. Curricular Requests from the Department of Economics and Decision Sciences

- a. Request for New Course
 - i. DS 494, Internship in Business Analytics, 1-12 s.h., repeatable to 12 s.h.
 - ii. DS 499, Individual Research in Business Analytics, 1-3 s.h., repeatable to 3 s.h.
- b. Request for Change of Minor
 - i. Business Analytics
- c. Request for Change of Major
 - i. Business Analytics

Because a representative from the department could not be present to answer potential questions about their curricular requests, the Economics and Decision Sciences Chair asked that consideration of the requests be postponed until the February 5 Senate meeting.

Motion: To table Economics and Decision Sciences agenda items to the next Senate agenda (Bellott/Franken)

MOTION APPROVED BY VOICE VOTE

2. Curricular Requests from the Department of Educational Studies

- a. Requests for New Courses
 - i. EDS 100, Introduction to Educational Studies, 3 s.h.
 - ii. EDS 201, Educational Psychology – Human Growth and Development, 3 s.h.
 - iii. EDS 204, Diversity Issues in Educational Studies, 3 s.h.
 - iv. EDS 310, Learning, Cognition, and Motivation in Educational Settings, 3 s.h.
 - v. EDS 311, Assessment and Evaluation in Educational Settings, 3 s.h.

- vi. EDS 490, Educational Studies Internship, 9-12 s.h.
- b. Request for New Minor
 - i. Educational Studies
- c. Request for New Major
 - i. Educational Studies

Motion: To bundle consideration of all of the curricular items from the Department of Educational Studies (Boynnton/Allison)

MOTION APPROVED 17 YES – 0 NO – 0 AB

Senator Boynton related that the Chair of the Department of History and some individuals in other departments were concerned that they were not consulted about the new major. She noted that the major concerns education in non-school settings, and her department already does this in regard to history museums, national historic sites, and other locations. She did not hear about the new major in the University Committee for Educator Preparation (UCEP) meetings because it is not a teacher licensure issue. She suspects that the Departments/Schools of Music, Art, Recreation, Park and Tourism Administration (RPTA), Sociology/Anthropology, and the sciences might also have concerns about this proposed program. Senator Boynton would like for those departments who may not have heard about the requests to be able to meet with the individuals bringing them forward to talk through their concerns before Faculty Senate considers them.

Motion: That consultation with other departments happen before Faculty Senate takes up the Educational Studies requests as an official agenda item (Boynnton/Allison)

Senator Delany-Barmann asked if senators could hear from representatives of the Department of Educational Studies. Educational Studies Chair Eric Sheffield related that the feasibility study for the new major was completed just before he arrived at WIU in Fall 2017. After receiving approval of the feasibility study from the Interim Provost, two faculty members from the Department of Educational Studies, Gary Daytner and Deb Miretzky, began to put the degree program together late last spring. He explained the new degree program is meant to serve students with an interest in educational matters but who do not want to take that expertise into the formal context of schools since it is not a teacher licensure program. He said there are a quickly growing number of these types of programs around the country; students would leave the program with a good dose of foundational understanding about human learning that can be transferred into informational educational content. He pointed out that there is in senators' materials a list of proposed areas in which someone with this degree might be able to find employment.

Dr. Sheffield believes the department did due diligence in terms of casting a wide net to inform individuals about the degree, but he thinks it is so interdisciplinary that he would have had to sit down with every individual on campus to make sure that no one was left out of being informed. He noted that the degree requires 43 hours of General Education and 32-33 hours of core classes from the Department of Educational Studies. The remainder of the degree consists of directed electives, which includes several RPTA courses, so Educational Studies did already have a conversation with that department. Dr. Sheffield related that he met with five department chairs, a dean, and several concerned faculty members throughout the process of developing the major, but the request was not brought to UCEP because it is not a teacher licensure program. He asserted that Educational Studies did due diligence in making sure that they did not duplicate existing courses or develop new courses that should be taught in a different department, and they provided letters to that effect in the documentation for the new major.

Chairperson Pynes observed that, given that the University has several programs that have been selected for review and possible elimination, and given that Faculty Senate has not seen the data about how much enrollment the proposed new major could create, it is a real concern to add a new major without seeing a justification or real need. Dr. Sheffield said he completely understands this concern and acknowledged that this is a difficult time for programs, faculty, and all of WIU's staff. He related that the department has started looking at the paperwork to move the proposed major along at the state level and made an educated guess for purposes of the feasibility study of 20 majors by the fifth year and 50 majors in the pipeline. Dr. Sheffield said that his department understands programs are being cut and believes that if they do not work across disciplines, then everyone will suffer. He stressed that the new program works across the entire campus, relative particularly to existing minors; the new degree will put students in everyone's seats. He stated that the degree will put some students in his department's seats but will serve other departments equally well or better as students begin to choose minors to go along with the major and choose their 13 hours of open electives. Dr. Sheffield believes that interdisciplinary kinds of programs are the way the University needs to go, and that is the very foundation of the Educational Studies degree program. He added that while he may have missed meeting with some people about the proposal, he did meet with a lot and tried to cast a wide net while at the same time moving very quickly forward with the proposal.

Senator Cordes said he is a firm believer in an interdisciplinary education and holds degrees in widely varied disciplines. He observed that interdisciplinary education is one of the current trends for the field, and in his case it worked because of the mentors he found throughout the process. He related that his English degree was steered toward the field of technical writing through interactions with his mentors, and his Psychology degree was similarly steered toward the field of human and computer interactions and informational behavior, which led him into the field of his Ph.D. Senator Cordes benefitted from special experiences, such as being pushed to work on his technical writing through jobs for the newspaper and for University Technology and performing educational testing for the Psychology office in order to learn how to do their statistics. He wonders how the Educational Studies classes are going to integrate those types of contextual learning skills and experience that will be applicable to a number of jobs. Dr. Sheffield explained the program includes an internship where students can begin to connect coursework to what they will actually be doing. He related that from the very early days of the program, just after General Education courses are completed, there will be some strong advising and mentoring going on. He thinks that mentorship, the internship, and the minor connected to both of these make the Educational Studies major similar to the kind of interdisciplinary experience Senator Cordes has described.

Senator Cordes asked if there are any measures being taken to offer all or part of the proposed courses to distance learners; Dr. Sheffield responded that the answer to this is yes and no. He explained that the major is very dependent on coursework in other departments, and some departments are headed in that direction. He added that Senator Hyde, an Educational Studies professor, taught a zoom course last semester, so other options are being used besides typical online courses.

Senator Boynton asked if it would be useful for Dr. Sheffield to attend a College of Arts and Sciences Chairs' Council meeting in order to speak to a lot of chairs at once. She finds it worrisome that the Educational Studies major concerns something that History students are already doing in multiple fields as part of the study of public history and that the History Chair had not heard of this proposal.

Senator McIlvaine-Newsad really likes the new major proposal in principle, but when Anthropology proposed a new major she had to provide a four-year rotation cycle of how it would be offered, since the major relies on professors outside of the Department of Sociology and Anthropology, and present the data from the feasibility study. She observed that although the materials presented with the request include formal approval of the feasibility study by former Associate Provost Nancy Parsons, as a scientist she would like

to see the actual data. She is concerned that the department projects 20 majors in five years but the Illinois Board of Higher Education (IBHE) recommends 40. Senator McIlvaine-Newsad observed that Anthropology exceeded the IBHE criteria and still appeared on the APER list, so she is worried that the Educational Studies major may be set up for failure and would like to see it be a little more robust.

Senator Czechowski asked why an art student who wants to work in museum education would enroll in the Educational Studies major rather than pursuing a B.F.A. in Art Education. She observed that the University wants students to be hired at the end of their college careers, and the Educational Studies major would seem to put some students in direct competition with other students. She wonders what a major in Educational Studies will give Art students that a major in Art Education would not. Dr. Sheffield stressed that his department has no interest in taking students from other programs and does not think they will. He believes the Educational Studies major will fit a specific niche of people that have a very strong interest in educational matters but not in formal instruction. Dr. Sheffield told senators that his background is in the social foundations of education; he is officially a philosopher of education, which involves investigations of human learning not connected to formal classrooms. He thinks this is a different group of students than what Senator Czechowski is describing. Dr. Sheffield stated that the advantage to the student that may want to pursue museum education is that students will gain that kind of core understanding of educating another human being, which could be combined with a Museum Studies minor and could lead to an integrated master's degree going into the Museum Studies master's program. He stated that this would be the same sort of advantage to a student who wanted to talk about literature at a literacy center run by local community government after graduation; the student could combine an expertise about literature with the understanding of human learning, which will allow the student to do better in the field and to look better on paper than a straight English teacher. Dr. Sheffield thinks this is a different set of students than what Senator Czechowski is referencing.

Senator Delany-Barmann told senators that one of the traits about the Educational Studies program that she thinks is appealing is that it has the potential to open up education as a major for international students. She explained that international students cannot pursue a traditional education major at WIU because they cannot pursue a teacher education license. She observed that, with the proposed Educational Studies major, international students can learn about education in non-formal settings and apply what they learn when they return to their home countries. Senator Delany-Barmann pointed out that the major would also appeal to students that want to work in adult education centers with refugees and would lend itself to the TESOL minor; graduates could also work in community centers with adults and children to serve populations that need to be served. She thinks the major is so far-reaching that perhaps Dr. Sheffield would have to speak about it with all the chairs on campus. Dr. Sheffield told senators that a group of Chinese students that visited WIU last spring were very excited about the proposed major.

Dr. Sheffield acknowledged that there are questions about why the department did not go through teacher licensure, but the expense, high number of required semester hours, and hoops that have to be jumped through make that route prohibitive for some students. He stated that if students are not interested in the particularities of formal educational settings in private and public schools, teacher licensure would not apply. Senator Boynton observed that some students have obtained teacher licensure and then gone into a different field because they do not want to teach. She pointed out that the proposed major includes 48 hours of educational studies and 16 hours of content in subjects that students would be educating the public about. She noted that History – Teacher Education majors choose that major because they want to study and teach history, but she does not think they would want to take 48 hours of education courses, so she is not sure what population, other than international students, would be interested in the proposed major. Senator Boynton thinks that if students want to pursue a symphony orchestra education program, they would probably want a Music degree; if they want to work in an art museum, they will probably want an Art degree; and if students want to work in a zoo, they probably will want a

degree in Biology, so she does not know what kinds of students would find the Educational Studies degree to be of interest.

Senator Allison believes it would be worthwhile to take a step back; she would like to know what the chairs of the College of Arts and Sciences think about the proposal. She stated that, with more programs being put on the APER list this year, it is “all a numbers game” right now, and she thinks it would be worthwhile for the chairs to discuss this proposal. Senator Allison observed that there are 43 General Education hours required for the proposed major, but her department has been told that they teach too much Gen Ed; she feels that she is being punished for teaching Gen Ed, so she does not find the number of Gen Ed hours in this major reassuring right now and would like to hear from chairs within Arts and Sciences.

Senator Dimitrov observed that the Rationale for the major states that “Education, as a major and field of study, is evolving in response to concerns about a perceived inability or unwillingness to respond to the need for broader, more inclusive definitions of teaching and learning.” He wonders about the “perceived inability or unwillingness to respond to the need for broader, more inclusive definitions of teaching and learning” – inability by whom? unwillingness by whom? -- and what a more inclusive definition would look like. Senator Dimitrov also observed that the program does not include much mathematics or statistics. He noted that when talking about broader definitions of teaching and learning, machine learning is a broad, new subject. Dr. Sheffield stated that he was not at WIU when the feasibility study was completed, but he takes the statement in the Rationale to mean that universities in general have not done a very good job of serving people that want to work in informal, non-traditional contexts. Senator Boynton stated that she would like to see the evidence for that. Dr. Sheffield told senators that he has a bachelor’s degree in Philosophy and was hired to work in a community college learning lab. He thinks he would have been much better served in that position if his degree had included more discussion of how one human being learns from another. Senator Dimitrov asked if this means that the statement in the Rationale refers to human learning. Dr. Sheffield offered to take the statement out if that would make the proposal clearer. In response to the question about why more statistics courses were not included in the proposal, Dr. Sheffield explained that the department is working under the confines of 120 hours, and thought that areas that students are particularly interested in can be covered within their open electives, internship, and minor. Dr. Sheffield is impressed with the number of minors that WIU offers. He wonders why a Machine Learning minor should not be developed and students encouraged to consider it, if one does not already exist. He added that, in the world of education, the word for statistics is “assessment.”

Senator Perabo observed that senators have not seen the feasibility study for the new major and asked if this is something that Faculty Senate normally considers. Chairperson Pynes responded the feasibility study is normally only sent to the Provost’s office for justification. He suspects that now that more evaluation of programs is occurring at every level, Faculty Senate has the desire to see those types of things rather than just have them go to the Provost’s office, where they are normally reviewed by the Associate Provost for Undergraduate and Graduate Studies. Chairperson Pynes thinks that having Faculty Senate begin to see feasibility studies is important now because in future if people want to build new programs they will want to see what those look like; given the new concerns with numbers due to the IBHE recommendations, he thinks it is reasonable for Faculty Senate to ask if a proposed new program is sustainable.

Senator Perabo asked if a new hire will be necessary to teach the six new courses; Dr. Sheffield replied that it will not because the department has sufficient ACE space. Chairperson Pynes stated that Senator McIlvaine-Newsad wants to see a rotation because the justification for the Anthropology program, when it was proposed, was that their faculty taught more ACEs so that their students could move through in a four-year cycle. He thinks providing this information is important not just for Educational Studies’ justification for its new program but also so that faculty can report back to their colleagues

how other departments are justifying their programs and what that process looks like now. Senator Boynton recalled that Faculty Senate used to see feasibility studies many years ago, and she thinks the time is right to ask that the Senate begin to see these again. Dr. Sheffield added that he inquired about this and was told that historically there was a time that Faculty Senate got feasibility studies, but that was perhaps as much as a decade ago. Chairperson Pynes stated that processes over time can break down and become less formal, but at this point the body is asking for the formal process to be reinstated so that everyone can feel more comfortable with the creation of new programs in light of existing programs being eliminated.

Senator Maskarinec stated that he is in favor of the Educational Studies proposal. He remarked that it sounds like, moving forward, Faculty Senate would like to see the feasibility study for this program and have the Educational Studies Chair speak to the chairs of Arts and Sciences before it comes back to the Senate. Chairperson Pynes added that the department should also provide the teaching rotation to justify that the program can be completed by students within four years. Dr. Sheffield observed that, given the timeframe for IBHE approval, he sees no way that the new major can be approved and included in the WIU fall undergraduate catalog. He said that Linda Prosis in the Provost's office has been amazingly helpful in regards to the paperwork, but if the coursework is not approved at this Faculty Senate meeting, it will be very difficult for the department to meet the deadline for the March IBHE meeting. He will try to get the necessary materials back to Faculty Senate quickly so that it may be possible to get the new program up and running in the fall. Chairperson Pynes stated that no one on Faculty Senate wants to make things more difficult for Educational Studies; Dr. Sheffield responded that he absolutely does not have that sense and just wanted to provide the timeline. Chairperson Pynes observed that the number of IBHE meetings has been reduced, which is part of the problem. CCPI Chair Anita Hardeman confirmed that the next IBHE meeting is March 5, followed by June 4. Chairperson Pynes pointed out that even if the IBHE approves the program on June 4, it should still be able to get into the catalog for fall.

Mr. Markey remarked that, from a student perspective, he enrolled at WIU as a Spanish Education major but discovered that he did not want to teach in a classroom and would have loved a major like this one, so he thinks the proposal is awesome. Mr. Markey wanted to focus on the problems in education and thinks this major would offer good opportunities for educational research outside of a teaching setting.

Senator Boynton asked if there is a College of Fine Arts and Communication Chairs' Council that meets regularly; Interim Provost Clow said that there is. Senator Czechowski said she does not know that the reference to museums should be included in the catalog description for EDS 100, which states that "Students explore learning spaces like zoos/museums, early childhood centers, team sports, and nonprofit organizations, and how teaching and learning occurs in informal settings." She is afraid that this level of specificity could water down the B.F.A. in Art Education or other areas in which employers want students to have completed those specific degrees. Senator Boynton suggested that Educational Studies may want to meet with the Chair of Art also.

Friendly amendment: That the department provide the feasibility study and four-year teaching cycle, and that they check the catalog descriptions to make sure that they are consistent with existing majors (Bellott)

Senator Dimitrov asked what chairs the department will be required to meet with; Chairperson Pynes responded the chairs of the Colleges of Fine Arts and Communication and Arts and Sciences. Senator Dimitrov asked if this means that the issue will be brought to the chairs' councils of these two colleges or whether the Educational Studies Chair will meet with these chairs individually. Chairperson Pynes responded that Educational Studies should meet with the chairs' councils of the two colleges.

MOTION WITH FRIENDLY AMENDMENT APPROVED 16 YES – 1 NO – 0 AB

Chairperson Pynes stated that if the department needs more direction he can help them formalize this process. Dr. Sheffield responded that he will need more direction, including determining when these chairs' councils can meet.

Senator Cordes observed that Arizona State's Educational Studies page includes a very nice chart of possible jobs for their majors, including children and family outreach, job skills training, literacy outreach, youth development, tutoring programs, boys' and girls' clubs, homeless transitional shelters, help lines, refugee services, at-risk programs, private preschools, and academic advisors. He observed that while some might require a master's degree, these are jobs that call for an Educational Studies bachelor's degree, so he would assume that employers are looking for graduates with this degree. He thinks this list might help senators and the department determine what things need to overlap and what things should not.

B. Ad Hoc Textbook Affordability Committee
(Linda Zellmer, Chair)

1. Final Report

Ms. Zellmer told senators the ad hoc committee included five members (herself, Lora Ebert Wallace, John McMurtery, Keela Trennepohl, and Jennifer Zdroik), and Tracy Brightwell-Kraft from the Union Bookstore provided input on the book ordering process and contributed to the report. She related that generally faculty choose their own textbooks; Senator Boynton, for example, uses an open textbook for her freshman History course, but another History faculty member could use a textbook published by a national publisher which costs over \$100, while a third History faculty member might require two or three textbooks as well as supplemental materials. Ms. Zellmer added that textbooks for Mathematics professors are pretty standardized and almost all use the same textbooks rather than each faculty member choosing his or her own.

The committee obtained a list of Fall 2018 textbook orders from the Union Bookstore and learned about the book ordering process. Ms. Zellmer related that about the fourth week of the semester, department chairs and office managers receive a request to submit their book orders and poll their faculty, who generally submit their orders through the office managers. According to the report, the Union Bookstore generally does not order enough books for all students in a particular class because some students prefer to order online, share books, use copies placed on reserve at the Library, request copies through I-Share, or do not purchase the book. Ms. Zellmer stated that WIU Libraries does not process interlibrary loan requests for textbooks because the cost to mail all of them back at the end of the semester is outrageously expensive.

Ms. Zellmer told senators that custom editions of textbooks cost more than regular textbooks because they are not available to rent unless used for multiple semesters; rental books cost considerably less than those purchased but are not always available. According to the committee's report, 46 titles on the WIU Bookstore list are custom editions. Ms. Zellmer stated that only about 30 percent of textbooks from the Union Bookstore are available as rentals; timely submission of textbook orders makes it easier for the Bookstore to set up rentals.

Ms. Zellmer related that access codes were a major discussion issue for the committee because textbooks that require access codes cost much more; in general, access codes only come with new books rather than used books and cannot be purchased separately. Ms. Zellmer pointed out that UNIV 100 requires that students purchase an access code. According to the report, "Through our research we found that students are required to buy a new Cengage book with a unique access code for University 100, so that they can complete a WIU-specific student success assessment through the Cengage learning system. Students who do not complete the assessment lose points in the course, resulting

in a lower grade. The cost of the book for this 1-credit course is \$41.25. An open textbook on college success is available through the Open Textbook Library.”

The report includes a list of free textbooks, including the Open Textbook Library from the University of Minnesota; OpenStax from Rice University; MIT Open Courseware Online Textbooks from the Massachusetts Institute of Technology; BC Open Ed from the University of British Columbia; and REBUS Community, which develops textbooks collaboratively. MERLOT, a multi-university collaborative, also provides curated, peer-reviewed educational resources, although not textbooks. The Consortium of Academic and Research Libraries in Illinois (CARLI) is a member of the Open Textbook Library. Ms. Zellmer stated that a Library Guide on Affordable Textbooks and Open Educational Resources, which contains links to the above listed sources, is available at <https://wiu.libguides.com/OER>.

Ms. Zellmer related that when the committee met with the President, Interim Provost, and other campus representatives, it was suggested that WIU Libraries may want to find a way to order textbooks to keep on reserve. Ms. Zellmer told senators that if the Library were to be able to do this, one copy of every textbook used at the University would cost \$123,000 if bought new and \$86,000 if purchased used. Since textbooks are replaced frequently, she is not sure it would be feasible to have one copy of every textbook on reserve. Ms. Zellmer related that in Fall 2019, a new textbook scholarship will become available to incoming freshmen; the Freshmen Book Award will provide \$750 per semester to incoming freshmen with a FAFSA Expected Family Contribution (EFC) of \$0-\$10,000. Students eligible for the award must be first-time incoming freshmen accepted into an undergraduate degree program for Fall 2019; they will receive a line of credit at the Union Bookstore to purchase new (not rental) books and supplies.

The ad hoc Textbook Affordability Committee recommends:

- a. That faculty submit their book orders directly since adding a third person to the ordering process can add time (such as if the office manager is sick or otherwise unavailable) and introduces the possibility of errors, and since, according to the report, “timely adoption is one of the biggest factors in helping the Bookstore acquire less expensive used and rental textbooks.”
- b. That departments and faculty check for open textbooks when considering adopting a new textbook and that they compare them with titles available from commercial publishers. Ms. Zellmer stated that while open textbooks may not supply the quizzes and supplemental materials provided by commercial publishers, these can sometimes be accessed from such sites as Top Hat and Knewton for a small fee.
- c. That faculty think about the cost of textbooks on students and avoid using bundles and custom copies whenever possible (unless custom copies will be used for two or three semesters). Ms. Zellmer stated that custom copies cost more the first semester they are offered and after that become less expensive.
- d. That faculty advertise to their students the end-of-semester book buy back. Ms. Zellmer stated that this is something the Union Bookstore would like to see used more, adding that they will even buy back textbooks that have been purchased elsewhere, such as on Amazon.
- e. That faculty consider writing reviews of open textbooks, regardless of whether they adopt the open textbook. Ms. Zellmer stated that some universities, including Augustana, offer a stipend for writing reviews of textbooks, often \$200-\$250. She thinks that if WIU could offer that kind of stipend, she would recommend that it be accepted as a scholarly activity by departments that accept book reviews for this purpose. .

- f. That faculty be encouraged to consider applying for a summer stipend to revise their classes to make use of open textbooks. Ms. Zellmer stated that faculty should begin thinking about applying as early as September.
- g. That department chairs, office managers, and faculty be encouraged to submit information about their use of open textbooks to the Library in order to help WIU track textbook savings, which could then be advertised to prospective students. Ms. Zellmer related that Senator Dick Durbin held open sessions at WIU last year because Malpass Libraries featured a Textbook Heroes display recognizing those faculty who use open textbooks. She has created a Google form with three questions so that faculty can easily submit their open textbook usage information. Ms. Zellmer has also asked the Chair of the Chairs' Council to ask department chairs about faculty usage of open textbooks but has not heard back from this request.
- h. That the Course Search feature on STARS and the Union Bookstore's textbook ordering system identify classes that use open textbooks. Ms. Zellmer stated that a lot of universities are doing this, and she thinks this would be a selling point for faculty teaching these courses.
- i. That UNIV 100 students not be required to buy a new textbook with an access code for the purposes of assessment. The report points out that "Removing this requirement for University 100 students will allow them to use books on reserve, rent textbooks, or buy used ones. None of these options currently allows students to get full credit in their University 100 course." Ms. Zellmer told senators that everyone on the ad hoc committee was contacted by Cengage about the fact that they were questioning the textbook with access code used for UNIV 100, but the ad hoc committee noted that there are several free college readiness open textbooks available and thinks WIU should consider whether it really needs to require students to pay for the University to collect data.
- j. That faculty inform students when required titles are available through I-Share. Ms. Zellmer pointed that English literature books are usually available through this source.
- k. That if faculty are only using style manuals for citation information, that they consider using electronic resources, such as Purdue OWL or the University of Wisconsin-Madison Writing Center, rather than having students purchase these manuals. Ms. Zellmer includes information about online style manuals when she gives Library presentations for classes.
- l. That WIU create an Institutional Repository in order to allow faculty to develop or improve open textbooks. Ms. Zellmer told senators that WIU is the only four-year institution that does not have such a repository. She related that one faculty member who developed open textbook materials had to have University Technology provide more space to store them. According to the report, "Establishing a repository at WIU would allow faculty using or revising open textbooks, or creating their own course materials, to store their specialized materials at WIU and make them openly accessible to students and faculty at other institutions."

Ms. Zellmer will offer Open Educational Resources workshops through the Center for Innovation in Teaching and Learning (CITR) on January 31 and April 23 from 4:00-5:00 p.m.

Chairperson Pynes recommended that the proposal regarding UNIV 100 be sent to the Faculty Senate ad hoc FYE Program Review Committee. He added that the University already makes students pay for this course since it is a graduation requirement. Senator Cordes, who serves on the ad hoc FYE Provost Review Committee, remarked that this recommendation is also in their report.

Chairperson Pynes thinks the recommendation regarding online style manuals is also very important. He observed that most faculty get free copies of style manuals and suggested that the Senate ask faculty to donate a copy to University Libraries for permanent reserve. Senator Cordes remarked that every instructor can order a desk copy of a style manual from the national publisher. He related that Wayne State's bookstore has an Adopt a Textbook program where faculty can reallocate textbooks or subsidize new ones. He suggested that this could be developed into an IT Governance project for WIU. Ms. Zellmer said that the Bookstore will be sending an email to faculty this semester asking that they submit their textbooks themselves rather than ordering through their office managers.

Chairperson Pynes related that the Senate Executive Committee asked former Interim Provost Neumann to explore whether WIU could create its own Institutional Repository or join the repository of another institution so that faculty would have easy access to materials they publish that are behind pay walls. He encouraged Interim Provost Clow to look into this because it is an important issue.

Mr. Markey observed that there seems to be a lot of restrictions on book buyback; for instance, students cannot return anything that is bound unless it remains in its original wrapping. He said that students often complain that they get \$12 back for a \$120 textbook, which helps a little bit but not that much. Senator Dimitrov suggested that the Library organize a communal book sharing plan so that students could have the option of donating or selling their books to University Libraries rather than selling them back for small amounts to the Union Bookstore. He suggested that University Libraries could create a fund that would allow them to purchase books from students for the same amount or a little more than they would get from selling them back to the Bookstore. Ms. Zellmer stated that University Libraries generally does not buy textbooks and has not purchased any new books for five years. Senator Dimitrov suggested that if such a program could be developed, the Library could increase the number of textbooks on reserve for students. He noted that if the Library were to buy a \$120 textbook from a student for \$12, it would see a tenfold savings. He admitted that this is a rough idea that would require a lot of detail to flesh out. Ms. Zellmer noted that the Library does get some textbooks from faculty to place on permanent reserve.

Senator Boynton thinks the recommendation regarding UNIV 100 should definitely be implemented. She added that faculty in her department order their own textbooks already through the Bookstore. She does not know how many faculty order their own textbooks campuswide but remarked that it is a super simple process. Chairperson Pynes observed that faculty in the Department of Mathematics and Philosophy are required to order through the department secretary, but in his former Department of Philosophy and Religious Studies faculty ordered their own. He noted that faculty would have to have the special password to order textbooks, and that is in the control of the departments.

Senator Boynton remarked that the book buy-back program has been a pet peeve of hers because, unlike Ohio State, for example, which buys all their students' books back, the WIU Bookstore will not buy back books if a course is not scheduled to be taught the next semester. She noted that if a course is only offered every two years, the Bookstore will not buy it back. Senator Boynton does not know why WIU cannot be part of a regional consortium so that books can be bought back if they are used at another university. Ms. Zellmer promised to make this suggestion to Tracy Brightwell-Kraft.

Parliamentarian Lauer remarked that Better World Books, a private company run by the University of Notre Dame, used to put big textbook donation boxes on campus and would then resell the books for profit. He does not know why the Library could not do the same thing in all the main academic buildings for donations to the Library reserve. Donated textbooks could either be put on reserve or sold by University Libraries. Parliamentarian Lauer understands that University Libraries does not purchase new books and that \$120,000 is prohibitively expensive, but he wonders if the Library could identify the top five to ten courses that are critical to student retention and just obtain those specific textbooks, which might only amount to a couple hundred dollars.

Dr. Hardeman related that faculty in the School of Music submit their own textbook orders, and while it is an easy interface it could be made even easier to use. She noted that the system does not show what the faculty member ordered last year, for instance, and if she wants to change her order she has to call the Bookstore directly. She also thinks that scrolling to find one's course in the large list of every section in the department is super clunky. She thinks that if the Bookstore wants faculty across the University to use the interface regularly, things could be done to improve the experience. Dr. Hardeman also suggested that when faculty get new editions of textbooks, they should donate their older ones to the Library reserve rather than leaving them on their bookshelves.

Senator Cordes remarked that while traditionally libraries do not buy textbooks, more and more libraries are considering this route. He remarked that some professors do not like for their students to use a previous version of their textbooks; he thinks it would be a great idea for these professors to consider at least allowing for students to use two versions back of their textbooks because they are cheaper and agrees that professors should donate their older versions to the Library reserve. He remarked that some textbooks are being donated to the Library and are just placed on the shelf; Senator Cordes found a textbook today for a student, and there were six others available at various libraries. Senator Cordes also observed that every professor receives a desk copy of style manuals which could be donated to the Library.

Senator Cordes wonders if University Libraries provides any training to professors on how much textbook material they are allowed to copy and distribute to their students, such as excerpts from chapters, short articles, or small sections of text. Ms. Zellmer responded that the Library no longer teaches a workshop on copyright rules; she is not sure if one is offered through CITR, but she could suggest to the Library's copyright compliance officer that one be offered. She added that there is a case being re-litigated in Georgia regarding scanning materials for student use. Senator Rahman used to copy sections of her textbook for her students, but since this is limited by copyright she now puts her textbook on reserve, and students may copy from it if they choose. Ms. Zellmer suggested that in order to avoid any possibility of copyright infringement, Senator Rahman should check if the textbook is available through the Digital Public Library of America because they will have assured that any necessary copyright compliance has been followed.

Chairperson Pynes thanked Ms. Zellmer and the ad hoc committee for their efforts and promised to look closer at the recommendations to see what Faculty Senate can help to implement.

C. Senator Nominating Committee
(Ginny Boynton, Chair)

1. Nominations of Faculty

SENATE COUNCILS AND COMMITTEES:

Council on General Education

Greg Baramidze, Computer Sci	replacing	Kishor Kapale	2020	Math/Nat Sci
------------------------------	-----------	---------------	------	--------------

UNIVERSITY COUNCILS AND COMMITTEES:

Bureau of Cultural Affairs

Katharine Pawelko, RPTA	replacing	Mallory Sajewski	2020	At-large
-------------------------	-----------	------------------	------	----------

Honors Council

Linda Zellmer, Malpass Lib	replacing	Mallory Sajewski	2021	Library
----------------------------	-----------	------------------	------	---------

University Technology Advisory Group (UTAG)

Bill Thompson, Malpass Lib	replacing	Mallory Sajewski	2020	Library
----------------------------	-----------	------------------	------	---------

There were no further nominations, and the slate of candidates was declared elected.

IV. Old Business – None

V. New Business

A. Election of Senator to ad hoc FYE Program Review Committee

Senator Rahman volunteered to serve on the committee. There were no further volunteers.

B. Election of Senator to Committee on Provost and Presidential Performance

Senator Franken volunteered to serve on the committee. There were no further volunteers.

C. Discussion and Vote on Conducting the Provost Evaluation

Chairperson Pynes related that the Committee on Provost and Presidential Performance (CPPP) asked if they should conduct a survey this year for former Interim Provost Neumann. He added that a new provost or president is not evaluated in the first year in the position, so Interim Provost Clow would not be evaluated. Senator Boynton observed that in this case faculty would be evaluating someone who is no longer serving in the position.

Motion: Not to conduct the evaluation of the provost this year but to continue to evaluate the provost in the future (Bellott/Boynton)

Senator Allison thinks that the evaluation should be conducted this year; she thinks there is some value in allowing the faculty to express their opinions of the former provost. Senator Allison noted that while the former interim provost is no longer in the position, she wants to have a record of how faculty felt during the Interim Provost Neumann's last year in that position.

Senator Franken asked if the survey has already been conducted but has not yet been released; Chairperson Pynes replied that it has not yet been conducted. Senator Boynton added that the survey has, however, been designed. Chairperson Pynes clarified that CPPP plans to use last year's survey, which was a moderate redesign. Senator Maskarinec asked who the survey results would be given to. Chairperson Pynes responded that the survey results are given to the President and to the Board of Trustees; the Recording Secretary clarified that the President's evaluation summary is given to the BOT but not the evaluation summary of the provost, and both evaluation summaries are placed on the website. Chairperson Pynes added that both reports are also presented to the Faculty Senate. Senator Maskarinec agrees with Senator Boynton and does not see any value in evaluating someone who is no longer in the position.

Senator Tasdan asked if there is language requiring that the survey be conducted each year. Chairperson Pynes responded that Faculty Senate evaluated former Provost Rallo when he had left the University, but he was not an interim provost, and that is a distinction that may be relevant. Senator Dimitrov asked if there is some document that regulates the survey; the Recording Secretary responded that it is regulated by the Senate Bylaws. Chairperson Pynes added that if Faculty Senate wants to conduct the provost survey this year, they can choose to do so. He explained that the operating papers that guide the committee are quiet about whether an interim provost should be evaluated after leaving the position. He added that CPPP asked ExCo this question, and the Executive Committee did not think they should make the decision but that the full Senate should decide because they represent the faculty.

Senator Allison observed that since the evaluation summary of the former interim provost would be given to the President and is an evaluation of that person's performance in the position, it could be informative to the President. She thinks it would be valuable for President Thomas to understand the views of the faculty about governance on campus and about the particular person who served in this position and how the position has been conducted most recently.

Senator Boynton asked if she could withdraw her second. Parliamentarian Lauer replied that he is not sure that this is possible, but she can vote either way. Senator Czechowski asked why Senator Bellott made the motion not to conduct the evaluation. Senator Bellott responded that his motion does not necessarily indicate his feelings on the subject.

Senator Perabo remarked that the survey is something which takes a fair amount of time to compile, so if it will not be beneficial moving forward in the job, she would be inclined to say it would not be worthwhile to conduct it. Chairperson Pynes observed that, as someone who has chaired the CPPP two separate times, the amount of work now is considerably less than it was in the past. He stated that Qualtrics does the significant heavy lifting for all of the statistical work, so he does not think the committee would be as additionally burdened in that regard as they would have been a decade ago.

Friendly amendment: To vote by secret ballot (Bellott/Tarrant)

FRIENDLY AMENDMENT ACCEPTED

MOTION DEFEATED 4 YES – 12 NO – 0 AB

Chairperson Pynes announced that CPPP will conduct an evaluation of former Interim Provost Neumann.

D. For the Good of the Body – None

Motion: To adjourn (Czechowski)

The Faculty Senate adjourned at 5:50 p.m.

Susan Czechowski, Senate Secretary

Annette Hamm, Faculty Senate Recording Secretary