

**WESTERN ILLINOIS UNIVERSITY
FACULTY SENATE
Regular Meeting, 24 April 2018, 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. Czechowski, J. Franken, R. Hironimus-Wendt, A. Hyde (via teleconference), N. Lino, B. Locke, S. Macchi, K. Pawelko, B. Perabo, J. Plos, R. Porter (via teleconference), S. Rahman, T. Roberts, S. Rock, S. Saddler, M. Sajewski, D. Sandage, C. Tarrant, F. Tasdan
Ex-officio: Kathy Neumann, Interim Provost; Tej Kaul, Parliamentarian

SENATORS ABSENT: H. McIlvaine-Newsad

GUESTS: Lori Baker-Sperry, Munia Cabal-Jimenez, Amy Carr, Amy Chambers, Katrina Daytner, Ray Diez, Christopher Ginn, Anita Hardeman, Diana Higgins, Buzz Hoon, Sue Hum-Musser, Pete Jorgensen, Debbie Kepple-Mamros (via teleconference), Angela Lynn, Madison Lynn, Hal Marchand, Sue Martinelli-Fernandez, Kyle Mayborn, Rose McConnell, Nathan Miczo, Kristi Mindrup (via teleconference), Russ Morgan, Michael Murray, Jill Myers, Nancy Parsons, Renee Polubinsky, Christopher Pynes, Joe Rives (via zoom)

Senator Czechowski, Faculty Senate Secretaray, chaired the first half of the meeting in the absence of Chairperson Rock and Vice Chair McIlvaine-Newsad.

I. Consideration of Minutes

A. April 10, 2018

On page 4 and on the top of page 5, “proscriptive” should be changed to “prescriptive.” (Pawelko)

Ms. Lynn corrected a statement made by Ms. Wrenn at the April 10 Faculty Senate meeting. Ms. Wrenn had stated that “SGA’s Director of Technology has not been able to finalize a survey and send it out, which is one of the reasons the bills were revised.” While Ms. Wrenn did make this statement, Ms. Lynn stated that this is not correct; the Director of Technology did complete her online survey and it has been sent out.

MINUTES APPROVED AS CORRECTED

II. Announcements

A. Approvals from the Provost

1. Requests for New Courses

- a. FS 492, Honors Internship Project, 3 s.h.

2. Requests for Changes of Majors

- a. Fire Protection Services
- b. Law Enforcement and Justice Administration

3. Request for New Option

- a. Organizational Communication

4. Request for Change of Option

a. Communication Studies

B. Provost's Report

- Interim Provost Neumann announced that today is Purple and Gold Day. There will be an alumni event at Sports Corner at 5:00 p.m. today which will connect with alumni groups across the country. A special fund drive is also going on today.
- There are several lectures and recitals scheduled for the last two and a half weeks of classes.
- The employee recognition ceremony for years of service will be held on May 1. Interim Provost Neumann encourages everyone to attend to support those who have reached these milestones.
- The Board of Trustees will meet on Monday, April 30.
- The President's Excellence in Diversity awards reception will be held on May 3.

Interim Provost Neumann told senators she was in the University Union until 10:30 last night in negotiations with University Professionals of Illinois (UPI) representatives and is excited to be able to report that it was a very productive evening. The union and administration issued a joint statement:

“Following the April 23 mediation session, Western Illinois University and the University Professionals of Illinois Local 4100 are able to report that the two groups are close to reaching a tentative agreement, subject to finalizing the specific language contained within the new contract. Details will not be disclosed until the final language has been approved by both sides.”

The room erupted into applause.

C. Student Government Association Report

(Madison Lynn, SGA Director of Academic Affairs)

Ms. Lynn thanked the faculty, administrators, and department chairs that have approached Ms. Wrenn, Ms. Lynn, and other SGA representatives about the participation and attendance bills discussed at the last Faculty Senate meeting. Ms. Lynn stated that SGA appreciates everyone's insight and would like to especially thank Senator Rahman for sharing a link to the Student Rights and Responsibilities website. Ms. Lynn found this information very useful and will be sharing it at the SGA general assembly meeting this evening.

Ms. Lynn thanked senators for the opportunity to serve as the SGA representative to Faculty Senate and CCPI this year. She will serve as SGA Vice President for 2018-19 and plans to start monthly SGA newsletters, which will include reports from the SGA Cabinet and senators and information on new legislation, in order to improve communication between SGA and faculty on student issues. Ms. Lynn hopes this will allow for conversations about potential bills and the ability to get various viewpoints on them before bills are voted on at SGA. She plans to share information about the Student Rights and Responsibilities website in the first edition of the newsletter since this has been a recent popular topic of discussion.

Ms. Lynn is working to restart the Blue Light 5K, which raises awareness of safety issues and sexual assault prevention on campus. She stated that other organizations have sponsored this event in the past, and SGA hopes to host it during Fall 2018. Senator Czechowski congratulated Ms. Lynn on behalf of Faculty Senate on her new position on SGA.

D. Other Announcements

1. Dave Towers, Faculty Research Assistant, Center for Innovation in Teaching and Research

Mr. Towers was unable to attend today's meeting. His visit will be rescheduled for May 1.

2. Summary of Assessment of Student Learning 2016-17
(Associate Provost Nancy Parsons and Lori Baker-Sperry, Assessment Coordinator)

Associate Provost Parsons stated that there was a glitch in printing the report, and she will send a corrected version to senators via email; two lines for Spanish and French teacher education were left off. Additionally, Instructional Design and Technology has submitted all of their reports. She explained that while the reports are due by June 1 to associate deans and by July 1 to her, the assessment process actually happens all year. There are 66 undergraduate programs, 40 graduate programs, and 16 post-baccalaureate certificates that are reviewed each year, in addition to General Education assessment. The Higher Learning Commission requires assessment, but each university gets to decide how they will accomplish it.

Associate Provost Parsons explained that the big focus has been on the fourth step, the impact statement: how does the University use the data to improve student learning for the impact component. She stated that this is the focus WIU has had over the past several years and will continue to have since accreditation visits occur in 2019 in the Quad Cities, followed by the Macomb campus.

Associate Provost Parsons told senators that any areas that may not have expressed how they are using the data to improve student learning were put into the "meets" category instead of the "effective" category. Senator Tarrant pointed out that Management and Marketing are missing from the report. Associate Provost Parsons stated that problems were encountered when converting from .xls to .pdf, and she will send the Senate Recording Secretary a corrected version of the report for distribution to senators.

Senator Boynton asked what the follow-up is for departments that did not submit or whose reports were not satisfactory. Associate Provost Parsons responded that after the reports reach her on July 1, Dr. Baker-Sperry reads them first, then Associate Provost Parsons follows up. She received changes from departments through the end of January; she uses Word to communicate with departments, using the track changes feature; because this feature is not available on Google Docs, she asks that departments not send her the documents on that platform or as .pdf documents. Dr. Baker-Sperry added that she and Associate Provost Parsons communicate monthly with associate deans beginning July 1, telling them which of their college's assessment reports have not been received.

Senator Boynton observed that there were a lot of assessment reports that were not submitted, even though it is now almost a year later than the due date, and she wonders what happens to those departments. Associate Provost Parsons responded that those departments will not have curricular requests signed off on by the Provost until their assessment reports are submitted.

3. Senator Czechowski announced that the Art Department will hold First Wednesday on May 2, and Art students will sell their artwork in the University Union Brattain Lounge during finals week.
4. Senator Pawelko announced that Senator Bellott received an award from the Honors College in recognition of Excellence in Student Mentoring during Undergraduate Research Day last week.
5. Senator Czechowski announced that President Thomas will join Faculty Senate for a special meeting next Tuesday, May 1 at 4:00 in the Capitol Rooms. Senator Allison observed that questions from senators were already submitted to President Thomas in

advance of his visit and asked if she can ask questions from the floor. Parliamentarian Kaul responded that questions will be taken from the floor as well.

III. Reports of Committees and Councils

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

1. Curricular Requests from the Department of Biological Sciences

a. Requests for New Courses

i. BIOL 190, Introduction to Biology Research, 1-3 s.h., repeatable to 6 s.h.

Senator Boynton remarked that this looks like a great course that will be really useful for undergraduate research.

ii. BIOL 480, Field Natural History, 3 s.h.

Senator Boynton asked if this course would be of interest to a student taking Environmental History provided that the student has taken one of the required prerequisites. Biology professor Sue Hum-Musser responded that it would, and if a student did not have the prerequisite he/she might be able to get permission from the instructor.

iii. ZOOL 455, Fisheries Techniques, 3 s.h.

NEW COURSES APPROVED

2. Curricular Requests from the Department of Liberal Arts and Sciences

a. Request for Change of Major

i. Liberal Arts and Sciences

Senator Boynton asked why the minors are still being listed by division. Department of Liberal Arts and Sciences Chair Alphonso Simpson responded that the divisions were kept in order to make it easier for students to navigate, but it would be fine to list them alphabetically. Senator Rahman asked why the Environmental Studies emphasis was eliminated. Dr. Simpson replied that there has not been much interest in the environmental studies option, and its removal should make it easier for students to navigate through the LAS major.

Senator Macchi asked why Communication will no longer be an option for students. Dr. Simpson explained that Communication can be a third option, just as can any other major on campus, but the department would really like for its students to be able to choose from paired minors within the College of Arts and Sciences to make up the major. Senator Macchi related that there have been a lot of discussions in Faculty Senate about trying to be very interdisciplinary and inclusive. She believes Communication pairs very well with many Arts and Sciences minors, and not only as a third option. She asked if there is a stronger rationale for eliminating Communication rather than just wanting students to stay in-house. Dr. Simpson explained that it is somewhat confusing as far as the department is concerned, but in order for a student to choose an Arts and

Sciences major, the student must choose two minors within Arts and Sciences; the student can then choose the third minor from anywhere in the University. Senator Boynton explained that the change is intended to make sure that the major, which is located within the College of Arts and Sciences, is actually an Arts and Sciences major. She observed that students can take a third minor from anywhere else, but the paired minors that make up the major should not have half of them from a different college, which would potentially enable two-thirds of the major to be from outside Arts and Sciences while receiving an Arts and Sciences degree. College of Arts and Sciences Dean Sue Martinelli-Fernandez remarked that the change is toward greater truth in advertising; the degree is called Liberal Arts and Sciences, but individuals could graduate with only one minor from Arts and Sciences and two from other colleges.

Department of Communication Chair Pete Jorgensen stressed that he has great respect for his colleagues in Arts and Sciences and values the range and scope of the Liberal Arts and Sciences degree. He understands why the decision was made but does not find it a compelling reason to leave Communication out of the major. He asserted that the field of Liberal Arts and Sciences is not defined by college; the decision for the change was because Communication is not currently located within the College of Arts and Sciences. He related that, historically, Communication was formerly located within the College of Arts and Sciences; there are currently several departments on campus that might fit better in a different colleges, so, in one sense, college affiliation is basically arbitrary. He added that the current configuration of the degree allows students to engage in different kinds of philosophical thought across disciplines; he finds it ironic that the Communication paired minor is associated with the interdisciplinary part of the program, but the reason that Faculty Senate is being asked to consider withdrawing Communication is because that department is not within the College of Arts and Sciences. Dr. Jorgensen has seen a trend during the past year, for reasons that everyone can understand, for many programs to be concerned with focusing students back into their own classes, which he thinks does a disservice to the students and to the University. He recalled that one of the Interim Provost's initiatives was for departments to explore being more interdisciplinary, and nothing could be more interdisciplinary than Liberal Arts and Sciences. Dr. Jorgensen thinks the Liberal Arts and Sciences major is a strong program, and he does not think that withdrawing Communication will affect it negatively, but he objects to the elimination of Communication as more of a personal point than one of trying to address student numbers.

Dr. Simpson stated that what the department is asking is to regain control over its major; the department does not see the changes as excluding Communication, because it is still part of the option as a possible third minor, but sees the change as addressing the question of what is best for Liberal Arts and Sciences students. He stressed that if the major is located within the Department of Liberal Arts and Sciences, then they should control the curriculum.

Senator Pawelko asked why German is being removed from the program; Liberal Arts and Sciences professor Amy Carr responded that the German minor is being phased out by the University.

Senator Allison stated that, speaking from the perspective of Arts and Sciences, the proposal to eliminate Communication as one of the paired minors makes sense because it goes back to the elimination of the four majors (Philosophy, Women's Studies, African American Studies, and Religious Studies). She understands why Arts and Sciences would want to control those four former majors, which are now located within the Liberal Arts and Sciences major, since Arts and Sciences is the college that "took the hit" on their elimination.

CHANGE IN MAJOR APPROVED

3. Curricular Requests from the Department of Chemistry

a. Request for New Course

i. CHEM 418, Introduction to Scanning Electron Microscopy, 3 s.h.

Chemistry Chair Rose McConnell told senators that several faculty members in the sciences, including Senator Bellott, acquired a grant from the National Science Foundation to purchase the electron microscope. She would like to have as many people as possible learn to utilize the microscope to its maximum amount and has requested that the course be cross-listed with three other departments (Biology, Geology, and Physics). She added that the microscope is a very multidisciplinary tool.

NEW COURSE APPROVED

Chairperson Rock arrived and chaired the meeting from this point forward.

B. Council on Campus Planning and Usage (CCPU) (Hal Marchand, Chair)

1. Pet Friendly Workplace Policy

Chairperson Rock related that a faculty member asked that a campus pet policy be considered, and the Executive Committee asked the Council on Campus Planning and Usage (CCPU) to look into this. Dr. Marchand related that CCPU looked at the policies of a number of campuses around the country in addition to the information provided by the faculty member who made the request. He said some of the council's discussions were rather contentious because some members vehemently supported an amended policy while others opposed this route, but CCPU tried to be as objective as possible and did have unanimous agreement by all members who regularly attended meetings that the current policies should not be changed at this time.

Dr. Marchand related that the Council looked at the issue from the perspectives of risk, fiscal considerations, and public health. Representatives from the Offices of Public Safety and the Vice President for Administrative Services, Beu Health Center, Facilities Management, and the Disability Resource Center participated in or provided information for the discussions. Dr. Marchand related that the new Director of Facilities Management, who serves ex-officio on CCPU, believed that the loss of employees his area has suffered due to budget cuts meant that there were insufficient funds and personal to clean up after animals in offices and classrooms; Facilities Management has seen their staffing reduced from 300 employees to 215, with almost 50 of those reductions from the Building Service Workers janitorial staff. The Office of Public Safety also did not think they had the capacity to enforce a pet policy at this time. According to their report, "CCPU recommends that a Pets on Campus policy change should not be pursued at this time due

to safety, enforcement costs, risk and insurance concerns, current levels of available personnel to clean up sites disturbed by animals, and numerous public health risks.”

NO OBJECTIONS

C. Ad Hoc FYE Program Review Committee
(Tim Roberts, Chair)

1. Status Report

Senator Robert told senators that one more charge needs added to the first page of the status report: whether or how FYE should be reflected for students who prefer to or must take courses entirely online. The report notes that the committee has met three times this semester and has reviewed the history and current goals and practices of the FYE program; identified questions for which data can be gathered to enable Faculty Senate to understand the impact of the FYE program on entering students; considered how to define the program’s effectiveness; and identified possible recommendations for changes to the program. The committee has also begun to gather data from peer institutions’ FYE programs and has also considered direct or anecdotal experiences of its members who have been involved with the program, especially feedback from students.

In regard to one suggestion being considered for recommendation to “keep students together in the same cohort in FYE Y and UNIV 100 courses,” Senator Boynton related that when she began teaching many years ago she participated in a program before FYE was established where the same group of students took ENG 180, POLS 132, HIST 106, and other Gen Ed courses together as a cluster, and it was an amazing experience. Senator Boynton still hears from some of those students, who really got to know one another since they were taking all their classes together and did things together outside of the class as well. She really likes the idea of clustering but realizes that it was a scheduling nightmare, which she thinks is why it disappeared. Pedagogically, though, she thinks it was a wonderful opportunity for these students and their professors.

Senator Tasdan asked about the structure of the program. Senator Boynton explained that students registered for the same section of ENG 180 and were then automatically registered in the parallel linked course and a couple of other courses. The same group of 22 students would take three or four class together. Senator Boynton related that some members of the group became very comfortable with each other and ended up rooming together later in their college careers. Students would understand what all of the others were learning about and often would bring up in her classroom conversations related to topics in the other classes that they were taking communally. Senator Tasdan remarked that this would make a lot of sense from the perspective of math and science classes; Physics and Chemistry could easily be bundled courses. He thinks it is a good idea. Senator Sandage remarked that this sounds wonderful for retention and asked if all of the members graduated; Senator Boynton replied that she does not know. She added that one-fourth of the class members were returning veterans, so the cohort was not comprised of only 18-20 year old students, and it made for an interesting cluster. Senator Sandage remarked that faculty can forget how scary it can be for freshmen to be away from home, even when home may be only a couple of hours away, and she thinks this would be a good experience for them. Senator Rahman asked if they were all first-year students; Senator Boynton replied that the program was for the students’ first semester of their freshman year. She does not know if the program continued into the students’ second semester.

Registrar Angela Lynn related that she participated in this program as a first-semester freshman at WIU, and agrees that it was a wonderful experience. She has a different viewpoint now, however, when thinking about scheduling freshmen, who often need different levels of math and English and who have different majors, some of which require

specific Gen Ed courses, and she suspects there would be a lot of enrollment management factors which might end up resulting in some low-enrolled classes. Parliamentarian Kaul thinks in other universities this would be used for very large classes but, as a former chair, he thinks that with WIU's smaller classes of about 22 students it would be a scheduling nightmare. Senator Boynton recalled that the class sizes were determined by the number of students registered for ENG 180. Senator Hironimus-Wendt remarked that when he taught at Milliken University it was standard to have a Gen Ed course tied to an English course; this was intended explicitly to build communication and create retention and was very successful in the liberal arts setting. He added that it does not have to be four or five classes but could work with only two classes; Senator Boynton agreed that it could be tried for UNIV 100 and one other Gen Ed course.

Senator Macchi related that three or four years ago the FYE program tried the cohort model with honors students taking UNIV 100 and a Theatre course and the following year taking UNIV 100 and a Sociology course, in addition to having the group of students together in a living-learning community. She thinks it was a phenomenal experience, and the students she taught became very tight and committed to one another. Senator Macchi promised to continue talking about this idea because in Fall 2018 there will be a Liberal Arts and Sciences cohort and living/learning community, a UNIV 100 cohort, and a COFAC living-learning community.

Senator Czechowski related that there was an Art and Design cohort at Syracuse University that was conducted the same way; freshmen took five classes, and the three Studio Art classes were taken as a cohort. She related it was interesting to see how well the students came to know each other and worked together on projects; it was not just about individual learning but a synergy of group learning. Senator Czechowski is teaching a 2-D art class in Fall 2018 and 3-D in Spring 2019 and asked her chair if there is a way that students in those classes could go through as a cohort because it would be nice to keep them together all year, but it was impossible because of scheduling, which she finds very frustrating. She thinks it would be wonderful if it were possible to track freshmen in the same major during their first year taking classes together. Senator Allison remarked that it seems like natural scheduling to link those classes to ENG 180/280 since there are so many sections of that course. Senator Czechowski thinks this would create greater comfortability for students who may be introverts and not want to speak during class but are encouraged to do so by building those kinds of relationships that are possible with the cohort experience. She thinks this is something that WIU should look into more.

D. Writing Instruction in the Disciplines (WID) Committee
(Nathan Miczo, WID Committee Member)

1. Request for WID Designation

Dr. Miczo represented WID Committee Chair Munia Cabal-Jimenez at today's meeting.

- i. BC&J 200, Reporting for the Mass Media I, 3 s.h.

WID DESIGNATION APPROVED

IV. Old Business

A. Request for WID Designation

1. GCOM 320, Professional Preparation in Graphic Communication, 3 s.h.

The request for WID designation from the April 10 Faculty Senate meeting was sent back to the WID Committee because the course did not require a textbook, which is mandatory for a WID class. A textbook requirement was added to the course.

Senator Macchi expressed concerns that the writing component for the course does not appear to be extremely rigorous and seems to resemble UNIV 390, which covers resumes, cover letters, and mock interviews. She does not see a hardy writing component to the course and asked if the department talked to the Career Development Center about UNIV 390 and to the Department of Communication about their interviewing class. Engineering Technology Chair Ray Diez replied that GCOM 320 is already on the books; the department is only seeking WID designation for the existing course. Senator Macchi remarked that most WID classes have a strong writing component other than resumes or cover letters. She added that UNIV 390 is not a WID class. Engineering Technology professor Diana Higgins responded that the majority of writing for the class was added around those components that are already offered as part of the class; students create an electronic or hard copy portfolio which includes writing in all of its pieces. She explained that students are asked to write on each piece of the portfolio but there is no single long document; they are doing writing in the discipline of this class. Ms. Higgins told senators a similar discussion occurred during the WID Committee meeting, and she increased the writing component to seven different writing assignments with an opportunity for revision based on what students will do in the class. She stated that after she added components for first-draft writing with opportunity for revision and a second draft, as well as adding a required textbook, the course was approved by the WID Committee a second time.

Chairperson Rock asked if the WID Committee is comfortable with the amount of writing required in the course. Dr. Miczo related that the Committee approached the issue from the standpoint of whether there was sufficient writing instruction throughout the semester, and were satisfied that GCOM 320 meets the requirements for the WID designation.

Senator Allison expressed concerns similar to Senator Macchi's, specifically with the number of times editing is used in the syllabus. She stated that, while editing is great, it is not writing; editing comes after writing. Senator Allison raised concerns about this with WID members before their meeting and thinks Faculty Senate should have red flagged this issue two weeks ago. Dr. Diez thanked Senator Allison for bringing up her concerns. He explained that in Graphic Communication not only are students responsible for their own writing, revisions, and rewrites, but in the profession a lot of people bring copy in that Graphic Communication graduates have to make sure is grammatically and letter perfect. He explained that Graphic Communications students have to be taught how to edit other people's work because their future jobs depend on that skill; if a document has a typo or is grammatically incorrect, it can reflect poorly on the client. Dr. Diez stated that this is the WID part of this discipline, and he thinks it is very important to have that aspect as part of the class because he is not sure where else students will learn this skill.

Senator Czechowski has taught art, design, and graphics classes for 20 years at the 100- to 400-level. Her students complete a resume, CV, artist's statement, and website, so by this measure every class in her department that teaches this should get a WID designation. She stressed that reading and writing goes along with everything a visual artist does; an artist's statement is very cumbersome to write, but she has not thought of it in light of a WID designation because the writing is not of that caliber and depth. She explained that in her classes students try to convey thoughts and emotions with images and a small bit of accompanying text, which is very different from what Art professor Keith Holz does in his WID class. Senator Czechowski has spent two months working with her students on their resumes, but she thinks those skills are very different than those taught in WID classes and will not help students formulate the sentences needed to write a good 10-page page paper in Dr. Holz's class.

Ms. Higgins told senators her frustration with her students is that they write like they talk and do not use good business communication skills, correct grammar, and good sentence structure to express what they did on their projects. Senator Czechowski believes this is learned in English and other liberal arts classes, which is why she believes in a liberal arts education; these are skills that students are supposed to be getting in those areas. Ms. Higgins remarked she did not think grammar was still taught in English classes. Senator Allison responded that while it may appear that grammar is not specifically taught in English classes, she objects to the idea that English professors do not teach it. She explained that every time English professors assign writing they are also teaching grammar simply by the way that they respond to their students' writing.

Senator Macchi recognizes that classes such as GCOM 320 are extremely valuable; she knows how badly students need help with their resumes and cover letters. Senator Macchi stated that in UNIV 390 and in her Communication interviewing class, she has her students work on all of this plus write six- to ten-page research papers and several other written assignments, yet these classes do not have the WID designation. She thinks editing is a valuable skill but it is not writing. Ms. Higgins stated that she requires two presentations for the class: students have to research and present on their internship sites and on their portfolio. She asked if senators would be more amenable to a WID designation for the class if those presentations, instead of being oral, were written assignments. Ms. Higgins has taught GCOM 320 once and is revamping it this fall for the WID designation, so she is not opposed to adding additional writing to it.

Dr. Diez pointed out that part of the WID designation is that the writing be tied to the profession; Dr. Miczo confirmed this is correct. Dr. Miczo explained that the WID requirements specify that departments should set their own criteria for what they consider disciplinary-specific writing. He added that this is not about number of papers that are required or whether they are term papers but about departments defining their own criteria for writing and what it means to their discipline. Parliamentarian Kaul pointed out that WID means Writing in the Disciplines, and asked who would be better to determine what constitutes writing in this discipline than the department. He asked what would comprise ten pages of mathematical writing for a Math WID course; this question would have to be left to the experts in the given discipline. He believes that Graphic Communication should be allowed to manage and determine what constitutes writing in that discipline, which is different than writing for ENG 180 or 280.

In regard to the earlier discussion on the teaching of grammar, Senator Rahman related that she does not specifically teach grammar at the beginning of her English courses, but her students learn grammar by the end because it is part of the larger picture. When she talks to students about the WID courses they will take in their majors, she tells them they will need to find out what the writing will be like in their disciplines and that they will learn things in ENG 280 that they can apply later on. Ms. Higgins explained that the editing challenges on her syllabus are very short, but they start students thinking about editing other people's work within their discipline by looking for the grammatical and spelling errors. Ms. Higgins also does graphic communication as a side job and tells clients that they are responsible for the content, but she still has to make sure the spelling and grammar within the product is correct.

Senator Czechowski remarked that her 100-level art course goes over a lot of terminology, and students must use the technology correctly in each written assignment. She remarked that sometimes students do not know how to write at the beginning of the class or even how to use a ruler to find the center of a page; she has to spend one or two hours teaching students how to use a ruler to lay out designs on a page before doing it on Photoshop, but she struggles with giving students credit for something that they should inherently be able to do.

Senator Tarrant teaches Business Communication and believes it parallels parts of GCOM 320 but is taught from a different angle because GCOM includes a lot of graphics and web design. He disagrees that editing is not an important part of a WID course. Students in his WID course do a ton of editing and proofreading, and that is where a lot of the learning takes place, including students learning to organize their thoughts and move information around. Senator Tarrant can absolutely see why editing is so important in a Graphic Communication class and how it applies to their specific discipline and did not think that the amount of editing in the syllabus was a big problem given the amount of editing required for the course. Senator Allison said she is not suggesting that all WID courses across the disciplines should be the same nor that the model should be English WID courses because she believes every discipline should have a role in deciding what writing in the disciplines is for their majors. She also agrees that editing is important in every situation where there is writing, but she still does not see writing in this particular course.

Senator Macchi asked why this course, when compared to others that teach the same things but from a different lens, qualifies for WID designation when it covers virtually the same topics as other classes that do not have that designation. Ms. Higgins asked if the other courses have applied for the WID designation; Senator Macchi replied that they have not, to her knowledge.

Senator Perabo asked if writing in this class pertains more to the professional preparation part – writing resumes and helping students apply for jobs – than to the graphic communication part of the course, which is what she finds confusing since the course is supposed to focus on writing for this particular discipline. Ms. Higgins responded that writing will be found throughout the portfolio. She spoke to the WID Committee about part of the class that deals with writing as email communication; she pointed out that if students work after graduation with a technical firm, they may use this form of writing rather than writing long documents. Senator Perabo stated that the writing does not have to be long, but if students are designing websites with graphics, they have to write copy for the professor or for the client, and writing could be assigned that pertains to that process. Ms. Higgins stated that this is accomplished through the portfolio; students must write about each piece that is included in the portfolio, which was completed as an electronic portfolio the last time she taught the class. Dr. Diez added that there could be ten to twenty pieces in the portfolio, and students complete a first and second draft.

Senator Boynton is unsure what portfolio means in comparison to other assignments for the class, but she does understand the editing issue because she stresses to her students that writing means editing; students are required to produce writing, edit it, edit some more, edit again, and then proofread. She supports the editing part of the class but is not sure that she is seeing where students are producing the writing in the first place; instead it looks like students are editing other people's work and not producing new writing of their own in this course. Ms. Higgins replied there are seven writing assignments that students must produce on their own, including their resume and letter of application. Senator Boynton pointed out that this is not disciplinary-specific; what is specific to this discipline is the graphic communications part, and that does not seem to comprise a big part of the writing.

Senator Czechowski predicted that if this course is approved for WID designation in the fall, Faculty Senate could expect to see a lot of new WID course requests. She noted that there is a lot of writing required for her Art trip to New York City, including 20 essays written by students while they are on the trip, and she does not get a WID designation for that. Dr. Diez asked if a 10- to 20-page technical paper would need to be required at the end of GCOM 320 in order to satisfy the writing and revision requirement for WID. He and Professor Higgins have no problem with adding this to the course requirements. Senator Boynton asked if Graphic Communication already has a course in which students do these kinds of papers; Dr. Diez responded that students do this in their internship course, which is a WID course.

Ms. Higgins added that the other course in which students do this kind of writing is ENG 381.

Senator Rahman observed that the course objectives speak about cover letters, resumes, follow-up letters, email communications, meeting minutes, activity logs, and business correspondence, but these are not discipline-specific. She noted that the syllabus talks about portfolio presentation, but department representatives have said the portfolio does not include a lot of writing. She suggested that the syllabus include in the course objectives the types of writing that are discipline-specific, perhaps writing that students have to do as part of their portfolio that is not obvious from the syllabus, because the types of writing that are listed do not include anything that is discipline-specific at all. She added that this would not necessarily need to be term papers but does need to be specific to the discipline.

Senator Allison stated she does not know what the portfolio is exactly and asked if it is produced in class. Ms. Higgins replied that students should have been collecting things for their portfolios throughout their four years of college. She said that not only are students picking the pieces that will be included in their portfolios but they are refining them because they may know more now about things that they completed during their freshman year and can make those pieces better. She added this includes writing about those pieces and what that process entailed, such as the software and tools that they used to create them. Senator Allison asked how many WID classes are designed in such a way that the items that end up in the portfolio are not produced during the class. Dr. Diez explained that the graphics part of the portfolio is what students have created elsewhere; the written part is created in the class and becomes the written part of the portfolio, either electronic or hard copy. He explained students will take their website, brochure, etc., put it into their portfolio, and explain, with drafts and revisions, how the piece was designed and developed and why it was done that way, then add that as the narrative piece to what they previously created as part of a graphics design course.

Senator Czechowski asked what the current WID courses are for Graphic Communication students; Ms. Higgins replied they are ENG 381 and GCOM 493. Senator Czechowski asked if this course would replace ENG 381 as the WID course for Graphic Communication students. Ms. Higgins replied that this will not necessarily occur; the department is looking at its overall curriculum but no changes have been made. Dr. Diez added that GCOM 320, if approved, would replace the GCOM 493 internship course as the WID course for Graphic Communication majors because GCOM 493 also uses the portfolio. He added that the Construction Management and Engineering Technology programs use a different writing process so this change would be only for Graphics Communication majors.

Senator Boynton observed that she does not see the portfolio mentioned anywhere in the course objectives; she thinks that if the portfolio is the reason that GCOM 320 should be a WID course, it should be more obviously included in the course objectives.

Motion: To send GCOM 320 back to the WID Committee (Macchi/Allison)

MOTION APPROVED 14 YES – 4 NO – 3 ABSTENTIONS

B. Endorsement of Higher Values in Higher Education 2017-27

Joe Rives, Vice President for Quad Cities and Planning, told senators the University is required to have a strategic plan as part of the self-study process. He stressed it is important for WIU to meet the Higher Learning Commission's (HLC) expectations because failure to do so would limit the University's ability to distribute financial aid. He asked senators to keep in mind that the goals and priorities of the plan are not set in 10-year concrete because there are annual strategic plan supplements that can be revised and updated accordingly.

Vice President Rives told senators he is asking them to approve the draft document, but once they approve it the document is no longer in draft form. In response to a question asked at a previous Faculty Senate meeting, Vice President Rives explained that the Social Responsibility Task Force is scheduled until June because meetings were scheduled at the start of the academic year in case the task force needs that amount of time to complete its work and because the task force has other things to work on independent of the strategic plan. These include adding citations to all of the data collected throughout the process and setting up a procedure for accreditation self-study, both of which are not related to writing the Higher Values in Higher Education document. Vice President Rives thanked senators for their robust conversations over the last few weeks. He has been a reviewer for 28 years and thinks Faculty Senate's insights have made for an incredibly strong document for WIU.

Senator Allison expressed her appreciation to Vice President Rives for the work he did revising the document and the conversations he had with her and other senators about it. She is still uneasy, however, about approving a 10-year planning document in such uncertain times for the University. She understands the need to approve the strategic plan and that it is necessary for accreditation, but faculty do not currently have a contract, and she thinks that matters. She agrees with the goal on page 4 of the document that WIU should "Provide competitive starting salaries that enable the University to recruit high-achieving, diverse faculty and staff," but this does not change the fact that faculty do not have a contract. Vice President Rives expressed his appreciation to Senator Allison for her feedback when they met last week. He related that he knows, as a reviewer, that WIU is in a difficult position with the Higher Learning Commission; as a result of the two-year budget impasse, the HLC now looks at all IL public universities skeptically. Vice President Rives suspects that, due to the vote of no confidence and strike vote, WIU appears to the HLC like an institution in chaos, and he does not know how he can defend WIU to the Commission if there is no strategic plan in place as well. He stated that, if it is absolutely necessary to stop the strategic plan process as it is written today, it might be possible to go back to the drawing boards and resubmit in Fall 2018. He added that for a university to operate on a five-year plan, which is what WIU has been doing, when the institution is trying to accomplish a self-study is not strong.

Senator Boynton asked about Goal 4, Action 1.c), "Demonstrate statewide and national leadership in environmental sustainability." She wonders why sustainability is not listed as one of the action items rather than as part of Action 1, "Provide Safe, Accessible, and Attractive Campus Environments." Vice President Rives responded that it was inadvertently left out of this heading, and he will amend that.

Senator Roberts shared a concern with Senator Allison, who conveyed it to Vice President Rives during their meeting. Senator Roberts told senators the issue is not only specific to this document, and he plans to vote to endorse the strategic plan, but he is concerned that there are several references to faculty contributing substantially to student recruitment. He does not know how this will work in terms of being an addition to the other responsibilities that faculty have for teaching, scholarship, and service. He thinks the University needs to be realistic in terms of what faculty can do, what they are trained to do, and what they should be doing for the best way for them to serve the institution. Senator Roberts also wonders how these additional duties might be compensated, for instance, with PAA points. He thinks this needs to be kept in mind going forward in terms of how the strategic plan might be changed regarding expectations for faculty to contribute specifically to recruitment.

Parliamentarian Kaul asked if it is possible as a middle ground for senators to approve the current draft of the strategic plan for a two-year period rather than for ten years. He noted that there are significant concerns on the campus, and there will be changes coming up which is he is not sure the strategic plan can address. He thinks the best strategy might be a two-year window, after which Vice President Rives could come back to Faculty Senate to talk about the changes that have come into existence on the campus. Parliamentarian Kaul thinks that setting a ten-year period for the strategic plan calls for a leap of faith given the situation the University is currently going through, and he wonders if there is a middle ground. Vice President Rives responded that the University has

to be able to articulate to the Higher Learning Commission that WIU has a long-term vision. He related that the strategic plans have been for a ten-year period, but the document is reviewed after five years, and there are annual strategic plan supplements. Vice President Rives recognizes that WIU currently has some moving pieces and parts, but he would like to see senators endorse the draft strategic plan; he offered to come back in September to see if senators still think it is the best plan for moving WIU forward.

Senator Saddler asked if Faculty Senate endorses the current plan today whether it will be considered to be final or still a draft. Vice President Rives responded that other constituent groups are also being asked to endorse the plan in addition to Faculty Senate. Senator Boynton remarked that the strategic plan says it is for 2017-2027, but it is now 2018 and has not yet been approved, so she wonders why it says that it began last year. Vice President Rives responded that 2017 is indicated because that is when the University began work on updating the plan, but the document does not go into effect until 2018 at the earliest. He offered to change the date if requested.

Motion: To endorse the strategic plan (Roberts/Pawelko)

MOTION APPROVED 18 YES – 2 NO – 1 ABSTENTION

Vice President Rives thanked senators and promised to come back to Faculty Senate.

C. Additional Member for Faculty Senate Budget Transparency Committee to Represent Education and Human Services

Chairperson Rock stated that Gloria Delany-Barmann, who is on sabbatical this semester but will resume her Senate seat in the fall, has volunteered, via email from South America, to serve on this committee if no other volunteers have come forward from the College of Education and Human Services. Chairperson Rock asked if any Education and Human Services senators are interested in volunteering for the position; there were no volunteers. Dr. Delany-Barmann was declared elected, which completes the membership of this new Senate committee.

V. New Business – None

Motion: To adjourn (Rahman)

The Faculty Senate adjourned at 5:25 p.m.

Susan Czechowski, Faculty Senate Secretary

Annette Hamm, Faculty Senate Recording Secretary