

FACULTY SENATE EXECUTIVE COMMITTEE

Tuesday, 3 September 2024
4:00 p.m. – Via Zoom

ACTION MINUTES

MEMBERS PRESENT: Jeremy Robinett, Chair; Jeff Hancks, Vice Chair; Ben Brewer, Secretary

ALSO PRESENT: Mark Mossman, Interim Provost; Krista Bowers Sharpe, Parliamentarian; Annette Hamm, Faculty Senate Office Manager

GUESTS: Amy Carr, Gloria Delany-Barmann, Hunt Dunlap, Lora Ebert Wallace, Rich Filipink, Keith Holz, Sarah Lawson, Sherry Lindquist, Hector Maymi-Sugranes, Angela McClanahan-Simmons, Holly Nikels, Linda Prorise, Christopher Pynes, Alisha White

1. *Potential implications of recent library changes*

Chair Robinett said he asked the Library Dean to provide an update on recent actions taking place there. University Libraries Dean Hector Maymi-Sugranes affirmed that the Library is an important part of the institution and, now that decisions have been made, is in the process of analyzing the next nine months and how they can continue to provide services in the ways faculty and students have indicated in surveys that they are happy with. Dean Maymi-Sugranes assured the Executive Committee that he has the support of the Interim Provost and Interim President for anything that needs to be done to continue those operations, but the Library is still in the process of analyzing where they are headed because these are uncharted waters. He is confident that, with the support of the administration and Library personnel, University Libraries will be able to continue to do an excellent job in the coming years, but an analysis will be conducted over the next nine months.

Chair Robinett remarked that in a recent press release Dean Maymi-Sugranes spoke about changes to the Bachelor of General Studies (BGS) program. Dean Maymi-Sugranes related that he served as academic chair at a previous institution and was excited when he arrived two and a half years ago to find out that a degree program was being offered through University Libraries. He said WIU is one of only two US universities that offers a degree program, and that represented a good challenge to him. He related that after discussions with Dr. Hancks, who oversees the BGS degree program, they spoke last Friday to Alisha Looney in Communications, Marketing, and Media Relations about a more aggressive marketing program. Dean Maymi-Sugranes said one of the Library employees is an expert in marketing and will be helping with this effort. He has met with Dr. Hancks about how to move from the ideas of the past five to seven years, which have seen mostly “inside” applications, to a new reality that would target community colleges and other outside targets. He noted that this is Phase 1, and Phase 2 would explore inclusion of minors within the BGS degree program; he would like to include industrial technology as part of this idea.

Dean Maymi-Sugranes plans to go to the University of Illinois in Urbana-Champaign because they are creating a new Master’s in Global Studies and have been interested in creating a 4+1 program so that WIU students could complete a bachelor’s degree here, then take one more year at UIUC to receive this masters degree. He stated that once the University of Illinois gets a clearer idea of what this means, he will sit down with Interim Provost Mossman to see how this can be marketed to other WIU programs in addition to the BGS. Dean Maymi-Sugranes also wants to create a three-year Bachelor’s in Global Studies that would stay at WIU. He said this is in the early stages, but he and Interim Provost Mossman are very excited about it. He has promised Interim Provost Mossman that in two to two and a half years, with the addition of these new programs, the BGS degree program can double the number of students graduating from it.

Chair Robinett asked if the relaunch discussed in the press release is more that the Library is moving into a planning stage of what to do with the BGS program rather than creating a new program that would result in the BGS going 100 percent online right now. Dean Maymi-Sugranes confirmed this is correct and that the program is in the planning stages right now.

Gloria Delany-Barmann, last year's Chair of the Council for International Education (CIE), asked Dean Maymi-Sugranes if he anticipates a role for foreign languages in the new Global Studies major. Dean Maymi-Sugranes replied he imagines there will be, but he wants to talk to the University of Illinois to see what they are requiring. He related that he been talking to the U of I for the past year, then they offered the new degree early this past summer, when there was so much happening at WIU, so he is starting discussions with them again because they now have a new person in charge of their Center for Latin American Studies.

Chair Robinett told ExCo that Library professor Hunt Dunlap also wanted to share his concerns about the Library with the Executive Committee. Mr. Dunlap related that librarians are extremely concerned about the firing of all WIU's librarians and believes this will make it very difficult for University Libraries to continue to provide first-rate services to faculty and students. He noted that WIU has a commitment to providing support for research and scholarship; the university's strategic plan was mostly written by librarians since four of the six members of the committee were librarians. Mr. Dunlap was somewhat puzzled by the recent press release about University Libraries because it seems to be in response to the firings and present some kind of alternative or new vision of a library without any librarians. He does not think the new vision, which was created by librarians, will be able to be supported and implemented without librarians to move it forward. Mr. Dunlap said he is always open to share WIU librarians' perspectives on any issues that may come forward to Faculty Senate in the coming days. He wants senators to know that WIU librarians have a different perspective than what is being promoted in the press release regarding the need to have librarians for the benefit of the university's students, faculty, and the large community which they serve.

Chair Robinett has had several people reach out to him with questions about what a librarian is. He thinks this question may seem a bit awkward but that it may explain some of the tension on the campus. He asked what makes someone a librarian and what the difference is between a librarian and someone who works in a library. Mr. Dunlap replied that a librarian holds a Master of Library Science degree from an accredited American Library Association institution. He noted that anyone who works in a library but does not hold an MLS is not a librarian; they may be a civil service employee or paraprofessional, who are valued members of the Library presence at WIU, and the Library could not provide the services that it does without them. Mr. Dunlap stated that the only employees at WIU's Libraries who hold MLS degrees are Dean Maymi-Sugranes and the eight faculty librarians, who were all fired. He thinks it is kind of a farce to have an academic library at WIU with an administrative dean and not a single librarian; he finds this sad and astonishing, noting that this does not happen at master's level comprehensive universities across the country. He observed that this action is being communicated all over the nation, which is too bad because the librarians want to be at WIU, WIU's students want them at the institution, and librarians are trying to provide the best services possible. He is happy to speak with anyone who wants to know about the profession.

Chair Robinett asked if this is also the operational definition that the institution is saying is a librarian. Interim Provost Mossman replied that the state of Illinois defines three classifications for employment in libraries; all have librarian or library in their titles. He stated that, without intending any disrespect to WIU's faculty librarians, Illinois State University has three research librarians, and WIU's other peer institutions do not have close to the number of library staff that WIU does. Mr. Dunlap remarked that Interim Provost Mossman must be referring to the state civil service system in terms of his definition of a librarian, and if one looks at it closely it does not mention any of those titles requiring an MLS. He noted that Illinois State does employ MLS librarians, but with the recent actions at WIU there will be none.

Dean Maymi-Sugranes said he refers to what WIU's librarians are doing for WIU's strategic plan in terms of hope. He noted that all of the institutions hire personnel with library degrees, and some of those are considered faculty while others are considered civil service or academic support, even though they have master's degrees. He thinks the issue at WIU is how the contract is reframed, which can in one way or another impact WIU's librarians. He noted that library personnel can have Master of Library Science degrees without being considered faculty, but the question is how this can be pursued through the contract that WIU has with the faculty union. He recalled that there was one case of this when he arrived at WIU, and the Library promoted her into Unit B. Dean Maymi-Sugranes thinks there needs to be general contextualization regarding the difference between one and the other and why some library employees with master's and doctoral degrees in some institutions are considered library faculty with the issues associated with unionization while others are not.

Dr. Hancks told ExCo he just went through the Illinois State employee roster, and by looking only at titles he estimates they have 35 people with MLS degrees; they may not be faculty, but they do have Master in Library Science degrees. He noted that WIU will have zero, besides the Dean.

Chair Robinett thinks this will be a conversation that will continue as the time moves forward and it is determined what course of action the institution and University Libraries will take as regards its staffing. Dean Maymi-Sugranes thanked ExCo for the opportunity to speak to the group and reiterated that his office will be working very closely with the Provost's and President's offices. He said Interim Provost Mossman has assured him that he will do whatever it takes to continue the level of service that University Libraries currently has. He does not know what the future will hold and plans to analyze this with Interim Provost Mossman in the next month. He thinks it is important to remember that the university is facing a fiscal situation that is not easy, and he needs to assure the Provost's and Budget offices that all of the Library's databases have been paid for without affecting any of their programs. Dean Maymi-Sugranes considers that the Library is now in Stage 2; it has the infrastructure but needs to determine how to handle its new situation. He plans to work not only inside the Library but with the rest of the community to provide the best that they can. Interim Provost Mossman expressed his support for Dean Maymi-Sugranes and the way he develops University Libraries.

2. *Clarification of revised General Education*

Linda Prosis, Administrative Assistant to the Provost, remarked that people keep referring to the Multicultural Perspectives graduation requirement as a new requirement, but it is really a repackaging of the Foreign Language/Global Issues (FLGI) graduation requirement combined with the Multicultural Studies category of General Education. She explained that any course which previously satisfied either of these former requirements also satisfies the Multicultural Perspectives requirement. She said the Provost's office has developed a webpage with frequently asked questions about the changes to General Education, to include the courses that are considered to be Gen Ed in Fall 2024 (<https://www.wiu.edu/provost/newgened/> -- ecom password necessary to access website). She said this includes courses with special considerations and ones which satisfy the Multicultural Perspectives graduation requirement. She pointed out that a chart which shows the former FLGI and Multicultural Studies Gen Ed courses shows a lot of overlap, and both of these are accepted as Multicultural Perspectives courses. Ms. Prosis thinks that combining these into one requirement ensures students do not have to complete similar requirements twice, and catalog descriptions for these courses will now include (Multicultural) within parentheses in their course descriptions.

Ms. Prosis stated that departments and programs are not required to develop a new Multicultural Perspectives course; similar to the Discipline-Specific Global Issues (FLGI) courses, departments are encouraged to create their own discipline-specific course, although it is not required. She explained that the 6 s.h. from the former Multicultural and Human Well-Being General Education categories were reallocated, where possible, to Open Electives. She noted this was not possible in every degree program, but every effort was made to minimize the impact on students. She asserted that no degree requirements were changed, but they might be presented a little differently in the catalog; for instance, some courses which were formerly Directed Gen Ed had to be moved into the Other category since they are no longer Gen Ed courses, which affects the number of hours of Gen Ed overlap (the courses on the CCPI form which can count toward both Gen Ed and another category).

Ms. Prosis told ExCo that 9 academic programs were affected for Fall 2024; this includes 51 degree programs, which include 26 emphases, 41 options, and ten tracks within those options. She stated that 78 of those 98 programs remain unchanged as far as overall semester hours, 17 of them decreased, and three saw a slight increase. She reiterated that no degree requirements were changed. Ms. Prosis stated that of the 17 programs with decreases in semester hours, five were decreased by 6 s.h., two decreased by 5 s.h., two decreased by 4 s.h., seven decreased by 3 s.h., and one program decreased by 1 s.h.

Ms. Prosis observed that currently the BS degrees in the College of Arts and Sciences require 55 hours of General Education, the BA degrees require 60, and the BLAS degree requires 57. She pointed out that reducing these General Education requirements to 37 would require the reallocation of 18-23 hours of Gen

Ed coursework rather than just the 6 s.h. for non-Arts and Sciences degrees. She said for this reason the College of Arts and Sciences has been allowed an additional year to convert their Gen Ed to 37 hours. Ms. Prorise understands they may decide to introduce college-wide or departmental requirements similar to the College of Business and Technology business core which is required for all BB programs, but those hours would not be considered Gen Ed.

Ms. Prorise told ExCo her first priority has been to complete the undergraduate catalog, which she worked on over the summer in order to get it done before fall semester started. The catalog is complete, and a hard copy can be picked up at the Registrar's office; it is also available via .pdf and an interactive version online. Now that the catalog is done, Ms. Prorise has been working with chairs and faculty to prepare courses to submit for Illinois Articulation Initiative (IAI) designation. She said once this designation is received, courses can go to the Council on General Education (CGE) for Gen Ed designation. She encourages CGE, Faculty Senate, and the Provost to make those designations retroactive to Fall 2024 because if the courses expected to be accepted into Gen Ed do so, then those three degree programs with slight increases can go back to 120 s.h.

Ms. Prorise told ExCo that once the courses that need to be submitted for IAI designation are completed, she plans to work on request forms because all the programs that use College of Arts and Sciences Gen Ed will need to submit a change of major request for Fall 2025. She noted that any department that wants to change where the 6 s.h. were reallocated can also do that this year in order to be effective for Fall 2025. Ms. Prorise plans to fill out the existing columns for the forms with all the courses and semester hours so that department chairs and directors will only need to figure out what changes they want and complete the proposed columns.

Ms. Prorise recalled that last spring she discovered a program where all three options were in violation of the definitions of academic terms; the three options had too many semester hours and did not fit within the range for the major. She said her final project for this fall will be to go through every degree program and option at WIU to make sure that no others are in violation of those definitions. She will notify chairs and directors of any issues so that they may submit changes at the same time they submit other revisions. Ms. Prorise pointed out that all these projects will take some time and cannot all be done at once, so she will appreciate everyone's patience.

Amy Carr, professor in the Department of Race, Religion, Gender, and Multidisciplinary Studies, said she attended the meeting because she serves on CGE. She thought when the changes to Gen Ed were announced it sounded like departments could pick what would count as a Multicultural Perspectives course, but now it sounds as though all of the former FLGI and Multicultural Studies Gen Ed courses will by default count for any student. She asked if departments will not get to pick which ones count for their majors. Ms. Prorise replied that at this point what will count is the combined list of FLGI and Multicultural Studies courses on the chart she compiled. She understands there may be some changes to this process; as departments decide what they want to do for that category, they can apply for courses to be added to this list or the requirement may change in the future, which would be implemented as sort of a Phase 2. She stated that Phase 1, however, is intended to do the least harm to students and avoid harm if at all possible.

Rich Filipink, History professor and CAGAS Chair, asked if in the future departments will have the ability, as they have had in the past, to establish what they want to count for this graduation requirement. He recognizes that cut-and-paste was necessary for this one year's catalog since no one was around to make changes over the summer, but going forward he wonders if departments will be allowed to, as they have in the past, determine what they want to count for this requirement, or whether every Multicultural Perspectives course will count, regardless of what departments want. Ms. Prorise responded that departments will certainly have some say in this, particularly if they revise their degree programs to require a specific course to meet the Multicultural Perspectives requirement. She added that departments can create a new course or modify an existing course, but that will be up to them. Interim Associate Provost Christopher Pynes stated that the Provost's office is encouraging departments to create their own Multicultural Perspectives courses in large part because of the desire to increase retention for DEI purposes. He added that if departments want to create or include a course in the Multicultural Perspectives category that they think, through assessment, could aid in the retention of students, the Provost's office encourages departments to do that. Chair Robinett asked if the expectation is that those courses would also be included in IAI. Interim Associate Provost Pynes replied that Multicultural Perspectives is not a General Education requirement but a graduation requirement, so IAI would not be relevant.

Interim Provost Mossman remarked the intention is for departments to be innovative and think about the ways that FLGI and the Gen Ed Multicultural Studies requirement worked in their departments in the past. He stressed that this was not intended as a requirement for departments to create a new course, but the hope is that as the university evolves its curriculum, certain departments will develop new courses or tailor existing courses. Dr. Filipink asked, in the absence of departments doing this, inertia being what it is, whether all these courses will be counted going forward. Both Interim Provost Mossman and Interim Associate Provost Pynes replied that is correct. Dr. Filipink asked, if some departments will create courses that will count for their majors to the exclusion of others, how this can be squared with the idea that all former FLGI and Multicultural Studies courses can count for the students outside of those majors. Ms. Prosis replied this will work the same way the FLGI requirement did in the past; some departments created Discipline-Specific Global Issues courses that were required for their majors to meet the FLGI requirement while other departments and majors did not have any specific required course to meet the FLGI requirement, and students were able to choose any approved course from the list. Dr. Filipink pointed out that the Gen Ed Global Issues courses will have to be renamed because they are no longer Gen Ed. Ms. Prosis pointed out that those terms have gone away in favor of the Multicultural Perspectives terminology. Dr. Filipink pointed out that students under previous catalogs will still be under the FLGI and previous Gen Ed graduation requirements and terminology. Ms. Prosis agreed, stating that the requirements will work the same way they always have for students under previous catalogs because their requirements have not changed.

Dr. Delany-Barmann said she has learned that the first three semesters of Spanish are not categorized as IAI courses, so freshmen are not being encouraged to enroll in them. She does not think other state universities deny these courses as Gen Ed, and she suspects this will have a pretty detrimental impact on WIU's Department of Foreign Languages and Literatures and its instructors. She noted that the department has already experienced the layoff of a tenured professor and a Unit B faculty member, which will result in German no longer being taught at WIU, and two faculty members are retiring at the end of the year, one of those a Unit B. Dr. Delany-Barmann suggested that an exception be made so that these three courses can be categorized as IAI or open to students because there are a lot of majors and minors within the Department of Foreign Languages and Literatures and a lot of Latinx students and faculty, and the department is really being hit hard by this. Dr. Delany-Barmann said that while she is attending the meeting on behalf of CIE, she is also a multilingual English as a Second Language educator, and there is a dire need for foreign language and multilingual educators in the state of Illinois. She believes that WIU students need to be supported appropriately, and if these first three semesters of Spanish are not honored, students cannot be expected to jump over them into the second year of Spanish. Dr. Delany-Barmann said that although she is not sure anything can be resolved today, she wanted to share these concerns and put them on the table. Dr. Delany-Barmann also expressed her appreciation to Ms. Prosis for all the work she does, adding that she would not have been able to navigate past curriculum changes without her help.

Interim Associate Provost Pynes stated that at this point no classes will be exempted from the IAI requirement for Gen Ed, which will affect foreign languages for the first three semesters and the department's FL class. He said the Provost's office found that the vast majority of WIU students are not using a foreign language for their Gen Ed because many satisfied the former FLGI requirement by taking Spanish or French in high school and do not start at WIU by taking Spanish I. He added the Provost's office has not seen any data showing that this will impact WIU students taking a foreign language. Interim Associate Provost Pynes said a similar request has been submitted from the Honors College for university honors courses to be exempt from the IAI Gen Ed requirement, but that is not being accommodated either. He said that while the Provost's office is sympathetic to this concern, the data does not show that it will be the concern that others think it will be, and it can be revisited in the future if needed. Chair Robinett asked if Interim Associate Provost Pynes can provide the data if Senate councils want to see it to better understand this; Interim Associate Provost Pynes replied that he can.

Chair Robinett related a faculty member reached out to him to ask about the implications of the changes in General Education on the honors program. He recalled this was discussed over the summer but does not think there has been an update on those impacts yet. Interim Associate Provost Pynes explained there are four ways to become an honors student at WIU. He said the simplest to understand conceptually is for a student to be a Pre-Law honors student and graduate from the Honors College. He explained that the second way involves taking honors courses within the Honors College as well as getting honors in the student's major. For the third method, students can just get honors in their major, such as by doing a special project. The fourth way to

achieve honors designation is General Honors, for which students take honors classes within the Honors College but do not take honors in their majors. Interim Associate Provost Pynes told ExCo the IAI rule will affect those students who graduate with General Honors. He asked Sue Thorman in Institutional Research and Planning to run an analysis over the past couple of years, and there are actually a lot of students that graduate with General Honors, and in many cases their GPAs are quite low. He said the Honors College is concerned that with the changes to Gen Ed students will not take General Honors courses because they will no longer satisfy the General Education requirement. Interim Associate Provost Pynes said he told the Honors College that the reason students take these courses now is because they are honors students; if they want to graduate with honors, they will take honors courses, not because they satisfy two requirements. He added that the Provost's office is currently looking at the Honors College and how it works, but at this point they do not see any reason to grant an exception to the Honors College, and their students will have to use electives to take those courses. Chair Robinett asked if there have been meetings with the Honors College or the Honors Council to discuss these things as well. Interim Associate Provost Pynes replied there have been two discussions with Honors College Dean Lorette Oden as well as two discussions with Honors College advisor Krista Skein. He added there is another meeting scheduled with them on September 11.

Chair Robinett related that a faculty member in the College of Arts and Sciences told him that the Bachelor of General Studies was also not going to be making changes to their General Education requirements this year and would have an extension until Fall 2025; he asked if this is correct. Ms. Prorise replied that had to be changed back to Fall 2025 because of technology limitations; there cannot be more than one University Gen Ed for a catalog, and the General Studies program uses University Gen Ed and accepts the College of Arts and Sciences Gen Ed package.

Dr. Carr asked what the rationale is for requiring IAI rather than, for example, just the IAI categories. She also asked if there are other universities in Illinois that require students to fulfill Gen Ed with only IAI courses. Interim Associate Provost Pynes replied the overarching rationale was to get WIU to one University General Education in order to retain students more easily. He observed there are many disciplines where students drop out and leave the university because they do not want to go from another college's Gen Ed to the College of Arts and Sciences Gen Ed, or vice versa. He stated there has been a lot of feedback from advisors that the complicated nature of WIU's General Education has created an outside view that Western is not transfer friendly, and the changes to Gen Ed should make things easier for advisors. He concluded the changes were driven by ease of curriculum understanding for students, maintaining students through retention, having more transfer students come to WIU more easily, and allowing for scheduling of General Education in a more efficient manner. Dr. Filipink asked if there is any data for any of these reasons. Interim Associate Provost Pynes replied the Provost's office will have the data as soon as they find out how it all goes, but they know that Gen Ed has been affected by past reductions at WIU, so they are trying to get it more uniform and efficient so that faculty can have more Gen Ed opportunities in a more efficient manner. Dr. Filipink remarked that once there is some data available, he would like to see it.

Chair Robinett is aware of the work Justin Schuch, Interim Vice President for Student Success, has done with withdrawal forms and spreadsheets and asked if any of that was shared or what types of data actually did affect these determinations. He asked if the advisors, for example, provided anecdotal information or if there were counts based on survey data to understand why WIU is not perceived as transfer friendly. Interim Associate Provost Pynes said there is a narrative that WIU is not transfer friendly, so that narrative can be changed by saying students can come to WIU if they satisfy the IAI requirements. He believes this is a simple fix for that narrative because the university no longer has additional requirements. He noted that now WIU will have the minimum amount of requirements so that if a student leaves an institution with or without an associate's degree, they can transfer straight into WIU; he does not think any data points are needed for that because it can be changed immediately.

Chair Robinett thinks there does need to be data to support this when considering that it has become harder in many ways for out-of-state students to transfer into WIU. Chair Robinett said he knows this based on the data he looked at when trying to figure out how to help student-athletes or working with a student in his program the other day where courses that used to count for General Education no longer do. He noted that those courses that could formerly transfer in as Gen Ed courses now have to become elective courses, which is problematic for programs that do not provide students with a lot of electives; in essence they become wasted courses. Chair Robinett has observed this is also a problem for military service students because many of

them have had a stop-gap education across several deployments, which can make things more difficult for them. He said this is why he asked what data points went into this decision. Associate Provost Mossman remarked the history of this discussion has been very long because WIU has been understood to be transfer unfriendly for at least a decade. He stated that while there are different arguments for different positions, the overriding narrative is that WIU is not an easy school to transfer into. He believes this is a crucial narrative for the university to adjust when trying to develop partnerships to increase transfer students across the board. Interim Provost Mossman assumes that if this corrects the issue for a certain percentage of transfer students, there is also a certain percentage who will now have an issue, but he thinks the university has the flexibility to fix those issues. He noted that in the past one complaint was that chairpersons did not evaluate transfer student transcripts fast enough, and WIU was slower at this than every other state institution. He said the Provost's office worked hard with chairs, particularly a specific group who looked at a lot of these transcripts, and was able to fix this problem, but still the narrative of being transfer unfriendly remains because of a bigger issue. He noted that prior credit is another issue that is difficult and depends on the discipline that students are transferring into. He believes the changes made to Gen Ed are a way to fix that larger narrative.

Dr. Filipink asked if it is possible this larger narrative is coming from within the university rather than externally. He thinks this explanation for why the university does not attract more transfer students seems like it is blaming internal processes in order to shift the blame from admissions and retention efforts. Interim Provost Mossman said he appreciates that comment, and he has made that argument in the past in response to the suggestion that chairs were not reading transcripts quickly enough. He stated that while minor issues have been fixed, there is a larger issue in the way transfers work across institutions of higher education in the state of Illinois, and he believes this change will ultimately work towards making WIU more accessible to students while acknowledging that there will still probably be work to do with certain transfer students in certain programs. He recognizes that this is an evolving process, and there may be issues with prior credit and student-athletes to address, but it is moving toward fixing an issue that is not just Western looking at itself in the mirror. He believes it is actually a larger issue for not just Western but the state of Illinois.

Dr. Filipink observed that Dr. Carr's earlier question asking whether other state institutions limit their students to IAI-articulated Gen Ed was not answered. Interim Provost Mossman replied the answer to this question would require a deep dive into every institution and the way they assign General Education hours. He offered to prepare a larger document that analyzes every public institution in Illinois and the way they nuance their Gen Ed and put certain requirements in certain places.

Chair Robinett asked Dr. Carr if the IBHE Faculty Advisory Council had done something like this, but she replied they did not; however, the Select Committee to Review the CAS College Curriculum prepared a comparative chart of Arts and Sciences-equivalent level Gen Eds. She said there were other Gen Ed structures referenced in this document, but she has not searched out and does not know of any other state institution that requires only IAI Gen Ed because the intent of IAI was to ensure the transferability of courses from community colleges. She added that IAI was not intended to be statewide network metrics for the adequacy of a course to count as Gen Ed at a four-year institution. Interim Provost Mossman remarked that IAI is comprehensive and also covers majors as well. Dr. Carr agreed this aspect of IAI is in development, but IAI is more about public institutions being able to receive courses that count than it is about saying that all courses at a university have to be IAI. She thinks it is interesting that a student transferring in from another state will either have to redo all of their courses or WIU will have to make exceptions, but a student who takes a non-IAI course for humanities, social sciences, or sciences here would not be able to have it count. Interim Associate Provost Pynes pointed out that classes counting for a major are different than classes counting for Gen Ed. He added, in response to Dr. Filipink's earlier remark, that Admissions can no longer say that WIU is not transfer friendly, so they can be held responsible if things do not pan out the way they should. He added that sometimes it cannot be determined how a change will work out without making that change, and WIU is trying to change the narrative, although it may take some time. Dr. Filipink stated that although he remains unconvinced, he will not argue the point except to point out, as Dr. Carr noted, that IAI is intended for articulating courses from community colleges to universities, not from universities to community colleges, so WIU seeking IAI articulation for our courses seems to be backwards to the intent for IAI from its inception.

Chair Robinett pointed out that much of what has been discussed today will become charges for Senate councils and committees to continue to work on with the administration in order to understand such things as

the data that was utilized, how a narrative was established, and how it can be changed. Alisha White, Chair of CGE, said she is still unclear about the process because she is already getting requests for inclusion in General Education, but she understands that they have to be approved for inclusion in IAI first. She asked what she should do with those she has already received; Ms. Prorise replied those should remain pending. She added that IAI panels will begin meeting in October, and as she is informed that a WIU course is approved for IAI inclusion she will inform Ms. Hamm that it can now move through CGE and on to the Senate. Dr. White expressed concern about knowing what to look for when Gen Ed requests are submitted now to CGE. She does not think that if a course is now accepted as IAI the council should automatically approve it because it still needs to fit within what is considered the level of quality for WIU Gen Ed. She asked if there are specific things CGE should look for when considering these. Interim Provost Mossman confirmed that CGE should continue to look for the things it typically requires in a WIU Gen Ed course. Dr. White asked if there is anything beyond what CGE has done previously that now has to be looked for; Interim Provost Mossman replied there is not.

Chair Robinett asked whether a course approved for inclusion in IAI automatically becomes WIU Gen Ed or still needs to be reviewed through normal processes (CGE, Senate) to determine if it can be offered. Interim Provost Mossman replied it still needs to be reviewed through internal WIU processes as well. Interim Associate Provost Pynes added that IAI is a necessary but not a sufficient condition for General Education inclusion at WIU. Ms. Hamm asked if CGE could go ahead and review courses submitted to it since they are supposed to use the same parameters they have typically used but they could not go forward to Faculty Senate for approval until they have been approved for inclusion as an IAI course. She suggested this might help CGE move through its submissions rather than having to spin their wheels waiting on IAI approval. Interim Associate Provost Pynes replied he would leave that up to the council.

Dr. Carr asked if CGE has to look at courses again that are already in Gen Ed if they get IAI approved or whether they only need to review new requests for Gen Ed designation. Associate Provost Mossman thinks they would only have to review new course submissions, but he would leave that up to CGE as well. Interim Associate Provost Pynes observed that right now there are not any courses in Gen Ed that are not IAI approved except in Arts and Sciences, which only got a year's extension, so CGE would only need to approve new course requests for Gen Ed designation. Ms. Prorise asked if Dr. Carr's question was regarding courses that lose their Gen Ed designation because they are not included in IAI; Dr. Carr confirmed that it was. Dr. Carr added this goes back to how much authority CGE has and what the criteria is that they will be working with. She recognizes that there will be a change in Fine Arts Humanities and whether it can count just as Humanities, for example, but if one of these classes is already approved as Gen Ed in its current form and will be approved by IAI, it seems redundant for CGE to review it again.

Chair Robinett asked if it is correct to state that policies have been established thus far, but faculty processes at this point are returned to faculty groups to determine how the IAI approval process will be handled going forward. Interim Associate Provost Pynes reiterated that IAI is a necessary condition but not a sufficient condition for being considered Gen Ed at WIU, so CGE will have to decide how to run Gen Ed. Dr. White expressed her thanks for the clarification.

3. *Charges for CGE and CAGAS*

Chair Robinett stated that charges for CGE and CAGAS will come out of today's discussion. He asked the chairs of those two councils, as well as CIE, to discuss these topics with their council members over the next few weeks in order that the Executive Committee develops the appropriate charges to address these issues. He noted that there were a great many items discussed today, and he is sure going forward that additional things will come up that may need clarified and considered. He hopes the councils can go ahead and start meeting about these topics and bring back to the Executive Committee anything that needs to be resolved. He particularly encourages councils to think about what data they might need so that this can be requested in writing in order for the councils to make informed decisions.

4. *CAGAS Pregnant and Parenting Students Policy*

Dr. Filipink told ExCo this is a follow up to previous policies regarding pregnant and parenting employees. He said it will allow for reasonable accommodations for students who are pregnant or parenting in terms of classroom instruction and allowing for students who are going to be hospitalized to make up coursework

or get an Incomplete, as per the Incomplete Policy. He noted it also allows for students to file a complaint with the Office of Equal Opportunity and Access if they feel their Title IX rights are being violated. Dr. Filipink added that this policy will be disseminated to all faculty or anyone who teaches a course.

Chair Robinett asked if there was discussion about whether this might need included on the syllabus statement or whether it should just be a policy. Dr. Filipink thinks it would just exist as a policy. He noted that students have a positive requirement of informing the Student Development office so that they can inform faculty; that way faculty will not have to make a guess about a student's condition.

5. *Designated representation for LEJA faculty on councils and committees (per Article II of Senate Constitution and Article I of Senate Bylaws)*

Chair Robinett informed ExCo there are two faculty members currently serving on Senate councils that are members of the School of Law Enforcement and Justice Administration (LEJA), but LEJA is now administered under the Provost's office rather than under the College of Education and Human Services. He noted that the Senate Constitution (Article II) and the Bylaws (Article I) that in these situations the Executive Committee makes an interpretation related to their ability to represent in different spaces. He said the language requires that ExCo visit with the affected faculty to determine where they would like to serve. Chair Robinett met with both faculty members and determined that both want to continue serving; one serves on the Senate Council on Intercollegiate Athletics and the other serves on the Senate Council on Campus Planning and Usage, and both would like to continue in those roles. The Executive Committee approved allowing the two LEJA faculty member to continue to serve in those positions and expressed appreciation for their willingness to serve.

6. *Proposed bylaws and procedures changes for Council for Instructional Technology*

Chair Robinett noted that the bylaws changes would require two readings at Faculty Senate and would need to be approved before the policies and procedures, so this would be done over the next three meetings.

7. *Budget Transparency Committee charge*

The Executive Committee approved the following charge for the Budget Transparency Committee (BTC):

- *To provide monthly reports on WIU's balance sheet and anticipated budget revenues or deficits for FY 25 in consultation with the WIU Budget Director*
- *To explore how anticipated staffing changes (layoffs, anticipated retirements) will impact FY 25 and FY 26 personnel costs for academic programs in terms of instructional reductions and associated costs (i.e., overload, adjuncts)*
- *To explore financial metrics (salary, credit hour production, schedule impacts, revenue production) related to instruction by program, department, and college*
- *To explore how fee and revenue supported (local) accounts are utilized in academic colleges and other areas of campus*
- *To explore revenue and expenditures of WIU Athletics in comparison with other Ohio Valley Conference institutions.*

Deadline for Preliminary and Final Reports:

December 3, 2024 – Preliminary Report

March 25, 2025 – Final Report

Chair Robinett told ExCo he and Interim Provost Mossman are on the same page regarding wanting to get this committee going as soon as possible.

8. *Programs on Quad Cities campus for Fall 2025*

Chair Robinett reported that a memo was sent out regarding programs on the Quad Cities campus for Fall 2025. He does not think there had been much discussion about this and wanted to provide opportunities for transparency in that process. Interim Provost Mossman explained the administration is rebooting the Quad

Cities campus and is working with UPI leadership on this. They are trying to get a proposal together to share with stakeholders such as UPI leadership and the Quad Cities Chamber of Commerce. He stressed that the administration really wants to get the Quad Cities campus to work, and one argument has been that the campus needs to think of itself in terms of a system. Interim Provost Mossman said the administration prefers to think of the Quad Cities campus in terms of an innovation campus that aligns more directly with community needs. He explained the administration plans to bring multiple institutions together to work on very specific private-public concerns, adding that WIU has the campus and the potential to really build on it. He thinks this is a very positive initiative that aligns with QC community needs.

Chair Robinett asked Interim Provost Mossman to share a bit about the criteria or metrics that were used to select these specific programs. Interim Provost Mossman replied they primarily looked at enrollment, including face-to-face enrollment. He thinks there are 328 students on the Quad Cities campus this semester with the rest of the students attending online. He stated that, given the fiscal crisis WIU is in, the administration looked for various ways to achieve budget cost savings in the short term and the viability of offering courses on the Quad Cities campus based on previous strategic planning documents. He noted that Faculty Senate completed a report in 2019 evaluating the Quad Cities campus in terms of its impact on the larger budget of the entire institution, so all that was in mind when evaluating how to plan for next steps for the campus and the direction the university plans to go. Associate Provost Mossman stressed that he wants to be clear that the administration did not eliminate the Quad Cities campus; the idea is to refine what the campus is and how it aligns with community needs and the Quad Cities region.

Chair Robinett remarked that Interim President Mindrup has shared quite a bit about the innovation and manufacturing projects that are happening on the Quad Cities campus and asked Interim Provost Mossman if he wanted to comment on that. Interim Provost Mossman observed that manufacturing has really been a major part of the Quad Cities indigenous economy and culture, certainly in regard to the Rock Island Arsenal. He stated that WIU, Iowa State, and the University of Illinois have signed a partnership to work with the Arsenal and with the manufacturing industry in the Quad Cities; the other universities' role is research, and WIU's role is workforce development. Interim Provost Mossman recognizes this is a nebulous term, but basically WIU would be responsible for taking the research and applying it to the actual ways people are learning in these programs and industries.

Interim Provost Mossman said the other thing the Quad Cities Chamber has identified as a major point of economic development in the region is healthcare, so WIU is looking to develop its healthcare programs in the Quad Cities. He explained that instead of thinking about a specific program or even a specific institution, there is a lot of collaboration and an attempt to think about how to address healthcare industry wide. He said the focus is building a healthcare industry rather than just a handful of programs offered at different institutions that are often very costly to run anyway. Associate Provost Mossman concluded that both healthcare and manufacturing are the two-pronged focus for the way the innovation campus will work.

Interim Provost Mossman encourages everyone to look at the Wichita State innovation campus, which provides an interesting model. He said they closed a golf course 20 years ago and built an economic development area which even includes restaurants. He also noted that Southern Illinois University-Edwardsville has a university park, as does the University of Illinois, so there are multiple examples and models of how to do this. He added that it involves planning between the state, public agencies, local chambers of commerce, universities, community colleges, and more.

Chair Robinett asked if it is anticipated that any revenue production will come from this. Interim Provost Mossman replied there will be federal dollars available potentially for the development of the campus and possibly Illinois Innovation Network funding. He said there are some issues with procurement, but he is not an expert in this area. He added that because WIU will be partnering with Iowa State and the University of Illinois, there will be the opportunity for grants related to workforce development.

Interim Provost Mossman stressed that this is really the beginning for this new initiative. He hopes to share a draft of the proposal with UPI leadership and others by the end of the week. Chair Robinett stated that since the proposal will likely involve curricular issues, building utilization, and overall university policy, he would appreciate if it could also be shared with Faculty Senate. Interim Provost Mossman agreed.

Keith Holz, professor in the Department of Art and Design, a recent member of CIE, and a former chair of CGE, remarked he has had a hard time, after reading the press releases for the manufacturing institute, determining what product or products are being produced and how teaching is related to this “factory” on the Quad Cities campus. He asked if buildings will be retrofitted to be a factory-type space. He also asked if the Department of Defense is the only supporter or sponsor of this other than the two universities. Interim Provost Mossman replied the answer to these questions is “no.” He explained that while the Rock Island Arsenal is a big part of this initiative, there are nine different engineering firms also involved. Interim Provost Mossman stated that because he is not an engineer, he cannot describe with clarity everything that is involved, but the suggestion from John Deere and other larger, as well as smaller and mid-size, corporations is that WIU would be able to align with what they need in terms of what they are doing in their businesses. He compared it to Ohio State University, which has a welding engineering program that is tied directly to the automotive industry in Columbus, Ohio. He noted the problem some of these smaller businesses have is that they do not have access to the kinds of training they need and cannot afford the fees that are involved in obtaining it. He said the new institute will work closely with smaller and mid-level engineering firms, which is already done to some extent, in addition to working with the Rock Island Arsenal and the Department of Defense. He added that a lot of the university’s partners in these smaller engineering firms graduated from WIU.

Chair Robinett asked if this is information that will be included in the upcoming plan related to the Quad Cities campus. Interim Provost Mossman replied that it will, except that it will probably not include detailed information on curriculum. He said the proposal will discuss the larger creation of industries and the manufacturing plan.

9. *Election notices to fill vacancies (Senators: COFAC 2-year term and COEHS 1- and 2-year terms; UPC: COFAC 3-year term)*

Notices will be emailed tomorrow to faculty in the two colleges to fill vacant seats on Faculty Senate and on the University Personnel Committee. Chair Robinett reported that he looked into the request made at Faculty Senate that the number of signatures on petitions for Senate seats be reduced, but this number is written into the Senate Bylaws (Article II): “At least fifteen members or twenty percent of the eligible college faculty, whichever is fewer, must sign the petition of a college representative, and at least fifteen eligible University faculty members must sign the petition for a University representative.” Chair Robinett noted that only one college, Business and Technology, would be able to use the 20 percent figure, and that would only reduce the number of required signatures by one. He concluded that the number of signatures will need to remain 15 unless a bylaws amendment is proposed down the road.

10. *Request to discuss vote of no confidence at Faculty Senate*

Provost Mossman said he did not think it appropriate for him and Interim Associate Provost Nikels to remain for this part of the meeting, so they left; Interim Associate Provost Pynes had already left the zoom. Sherry Lindquist, professor of Art and Design, brought forward two referendums. She stated that, given recent developments, she does not have confidence in Interim President Mindrup or Interim Provost Mossman. She believes that the institution of a very chaotic and complicated approach to General Education without proper consultation with faculty undermines shared governance. She also stated she believes that Interim President Mindrup laying off so many people has grave implications for almost every program on campus and was done without consulting the faculty, as is expected by Board of Trustees documents which indicate that academic planning is an area in which “the duly constituted committees of faculty governance shall participate in the decision making process at the university.” Dr. Lindquist believes that the fact these actions occurred over the summer gives the impression that Interim Provost Mossman and Interim President Mindrup were trying to evade faculty participation and consultation.

Chair Robinett clarified that the language that has come forward asks Faculty Senate to have this as an item for discussion in order for it to move forward. He explained it was proposed under the Senate’s referendum procedures, which specify the two ways that a document can become a referendum for the campus: 1) gathering signatures of 20 percent of the faculty and presenting those to the body, and 2) an item on a Senate agenda which is then voted on. Dr. Lindquist stated she is requesting that Faculty Senate administer a referendum to the faculty. Chair Robinett clarified that there are two referendums: one for Interim Provost Mossman and one for Interim President Mindrup. Dr. Lindquist confirmed that is correct. Chair Robinett asked if Dr. Lindquist is asking the Executive Committee at this time to make a

determination if these referendums can appear on an upcoming Faculty Senate agenda; Dr. Lindquist confirmed that is correct.

Lora Ebert Wallace, professor in the Department of Sociology and Anthropology, remarked that she met with Dr. Lindquist and supports the referendums. Chair Robinett asked if Dr. Ebert Wallace means she supports the referendums appearing on a Senate agenda or if she is expressing support for the referendums themselves. Dr. Ebert Wallace replied that both are correct, adding that although Dr. Lindquist wrote the referendums, many faculty have been thinking about this step.

Dr. Ebert Wallace remarked that one of the last items for Faculty Senate in the spring, when she served on Faculty Senate, was a proposal to merge Social Work with the Department of Counselor Education and College Student Personnel. She recalled that Faculty Senate voted against this proposal and wondered if that merger subsequently occurred. Dr. Hancks replied that the merger did occur, and the Department is now Counselor Education, College Student Personnel, and Social Work. Dr. Ebert Wallace remarked this is another recent instance of not following process. Chair Robinett clarified that process and delegation of authority are two different things. He recalled that there were many things noted in the spring as to how that process rolled out and what was occurring, but Faculty Senate, through the Delegation of Authority section of the Board of Trustees procedures, is not delegated sole authority for making academic decisions. He explained that Faculty Senate is delegated, as part of the desire for “wise and proper decision-making,” the authorization to participate in those decision processes. Dr. Wallace responded she understands the administration does not have to follow what Faculty Senate says, but it is customary, if there is a belief in faculty governance, that it matters how Faculty Senate votes on things and how, in this instance, the faculty in those departments voted. She added that those faculty were not in favor of merging but were made to merge anyway.

Dr. Lindquist asked if the Executive Committee received her proposed language; it was confirmed that they did. She stated that if there were suggestions on how to make the referendums better or perhaps to add this further example of not really paying attention to the principles of shared governance, there is still time to change the language before it goes to Faculty Senate. Dr. Hancks suggested an editorial change to the heading.

Mr. Brewer said he means no disrespect but wonders what the referendums would actually do because the Board of Trustees charged the administration to do X, Y, and Z. He observed that if there was a vote of no confidence against the fire chief in Peoria, where Mr. Brewer is from, the City Council would be under a lot of pressure to dismiss him. He noted that in this case, however, the Board of Trustees told the administrators exactly what to do, so he wonders if the vote of no confidence is just “in spirit.” Dr. Lindquist agreed that the Board indicated they wanted layoffs, but she does not think they told the administrators to lay off specific people, and it is not clear to her why certain programs and people were targeted over others. She thinks these decisions have such grave implications for the success of many departments that it would make sense to ask the people in those departments how actions will affect the university and their place in it. She is also not clear why some departments have been essentially gutted; for example, Museum Studies, which has 25 graduate students and two faculty members, one of whom teaches most of the classes and who is coming up for tenure. She noted that person is now laid off, so it would seem impossible to run that program and also seems that the decision to lay off that faculty member was a way of ensuring the failure of Museum Studies without going through the Academic Program Elimination Review (APER) Committee. She said there are other programs in similar situation, and she does not believe this is the way things should be run, so faculty need to speak up because if they do not, it is tacit approval.

Mr. Brewer said he does not disagree with this because he is a faculty member of a program with 56 students to one professor and was also laid off. He reiterated he is just asking what point the referendums serve and whether they are just intended in spirit because he does not think the Board of Trustees will do anything about them. Dr. Lindquist responded that faculty need to do what they can do, and if it puts pressure on the Board of Trustees, that is good. She thinks that even if the Board resists the pressure, faculty should still take this step because they have this avenue open to them and should use it. Dr. Ebert Wallace told Mr. Brewer that many faculty have the same thought and do not expect the Board to do anything, although there was a time, perhaps when she was in college or graduate school, when a vote of no confidence would be a big deal and the Board would be pressured to replace that administrator. She does not expect that to happen in this case, but the referendums would still make the news and be a very public show. She thinks it would be a positive way for faculty to indicate that they still care about WIU

and want to try to make sure it succeeds in spite of the things they think are going wrong. Dr. Hancks remarked that the Governor's office would know about this as well.

Chair Robinett asked what the motivation is for the referendums in regard to WIU's students. Dr. Lindquist replied that the recent decisions have been very damaging to WIU's students. She noted that getting rid of all of the librarians is shocking, and students expect that to be one of the things their tuition pays for because their grade schools and high schools have librarians. She thinks these actions make the institution look bad and not serious. She explained one reason she submitted the referendums is to protect WIU's students because there is a need to protect the integrity of the programs into which they are entering and which are being torn apart. She added that these decisions are taking resources away from WIU students that every other college student in the country has, and that is despicable.

Dr. Holt remarked he thinks WIU's students deserve a better General Education than they could get at any community college in the state, which is exactly what has happened. He means no disrespect to community colleges, but he thinks WIU needs a richer Gen Ed than community colleges. He understands that WIU's Gen Ed up to this point may have arguably been too strong or at this juncture a bit too rich, but nothing like this kind of cut down to only IAI Gen Ed was needed.

Dr. Ebert Wallace pointed out that Dr. Lindquist wrote a letter to *The Chicago Tribune* that was published and encouraged those who have not yet read it to do so. She said the letter does an excellent job of articulating how WIU, which serves a disproportionate number of students who are disadvantaged when they enter college, should not have these resources withheld. She said the letter points out that this is not conducive to one of WIU's primary missions that the university should be bragging about all the time – that WIU delivers social mobility for lower status individuals. Dr. Ebert Wallace believes the university already accomplishes this disproportionate to its resources, but these cuts will not help that, and the loss of all Library staff is probably one of the clearest examples because it affects all students. Dr. Lindquist remarked this is very personal for her because she was a first-generation student who got an associate's degree from Harper's College before attending Northern Illinois University, and she wants students to have the kind of education and General Education program that she found in an Illinois regional public university in the 1980s.

Parliamentarian Bowers Sharpe expressed her appreciation of the support for librarians, and noted that earlier there was a discussion about what a librarian is. She thinks there is a lot of misinformation about that, so librarians are trying to be very careful about how this is discussed because the plan is not to get rid of all Library staff, as Dr. Ebert Wallace indicated earlier, but to get rid of the librarians who have MLS degrees. She noted that the other Library staff are overstretched already and will then be asked to fulfill the roles of nine other people that they have not been prepared for and for which they do not have time. She reiterated the plan is not to get rid of all Library staff but to get rid of the people who have the professional credentials. Dr. Lindquist remarked it seems the administration thinks that having a library building is sufficient. She noted that, additionally, Music and Theatre/Dance faculty are being laid off while a \$100 million dollar Center for the Performing Arts is being built. She wonders who is going to make these investments in buildings worthwhile because a university is not buildings; it is people.

Chair Robinett summarized that, per Article IV of the Senate Bylaws, a request has been made to the Executive Committee to place an item on the agenda. He said the Executive Committee has listened to the conversation related to the request and now has ten days to consider it and notify the faculty member bringing it forward of its dispensation – whether ExCo approved the request and if it is being added to an agenda. He added that if ExCo is ready to discuss or determine at this point if it should be added to the agenda, they can do so.

Dr. Lindquist asked if she should leave the meeting; Chair Robinett asked Ms. Hamm if individuals typically stay at this point. Ms. Hamm replied that sometimes individuals choose to leave the meeting once the discussion of their agenda item is completed, but it is optional, and this discussion would not seem to fulfill the requirements of an executive session. Parliamentarian Bowers Sharpe added that it would not seem to make sense to make someone leave when they could read the discussion in the minutes afterward anyway. Ms. Hamm pointed out that the decision could be pushed to a subsequent agenda since there is time to do so if the Executive Committee wishes. Mr. Brewer does not think there is any need to postpone the decision. He remarked that he has tried to be objective because he was one of the faculty affected, but he has seen Dr. Lindquist's passion and supports putting the referendums on the Senate agenda. He added that six or seven faculty members have asked him if Faculty Senate is going to have a vote on this, and he

does not see any point in holding off on it.

Chair Robinett observed that of the three options when an item is submitted to the Executive Committee, according to Bylaws Article IV – place it on a Senate agenda, refer it to an appropriate committee, or refer it to the administration – there is not a committee to deal with this. and referring it to the administration would not make sense. He stressed that these referendums have not been forwarded to ExCo as referendums on the “administration” but as referendums on two specific individuals. The Executive Committee unanimously voted to place the referendums on the September 10 Senate agenda under New Business.

Parliamentarian Bowers Sharpe clarified that the referendums moving forward will be the ones submitted by Dr. Lindquist for this meeting with only the small editorial change to the title. Chair Robinett confirmed that what is voted on at Faculty Senate needs to be the exact language that would go forward to a vote of the faculty if any senator votes to move the referendums or a referendum forward. He explained that, from a procedural standpoint, Dr. Lindquist is asking for Faculty Senate to make a motion, which would need to be approved by majority vote, to distribute one or both of the referendums to the eligible faculty for a vote. He stressed that senators can vote for one to go forward, for both, or for neither, or there may be no motion made on either.

Mr. Dunlap asked if Faculty Senate could bring forward a separate motion independent of either of the referendums. Chair Robinett responded that senators are able to bring forth any motions they choose from the Senate floor. He noted, though, that at this time there is a referendum request, which could be submitted via two vehicles – signatures or placed on an agenda and a motion from the floor – following the Faculty Senate’s referendum processes.

11. *Finalize agenda for Senate meeting of September 10*

It was clarified that the two referendums will appear as separate agenda items under New Business as A. and B.

The Executive Committee meeting adjourned at 5:58 p.m.

Respectfully submitted,

Annette Hamm, Faculty Senate Office Manager
and Recording Secretary