

WESTERN ILLINOIS UNIVERSITY
FACULTY SENATE
Regular Meeting, 23 October 2018, 4:00 p.m.
Capitol Rooms - University Union

ACTION MINUTES

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

Ex-officio: Kathy Neumann, Interim Provost; Ilon Lauer, Parliamentarian

SENATORS ABSENT: S. Cordes, A. Hyde, S. Macchi

GUESTS: Steven Barnum, Tom Blackford, Amy Carr, Brian Davies, Katrina Daytner, Jack Elfrink, Christopher Ginn, Anita Hardeman, Keith Holz, Buzz Hoon, Sharon Keeling, Michael Lorenzin, Jeanette Malafa (via conference call), Colton Markey, Sue Martinelli-Fernandez, Patrick McGinty, Kristi Mindrup (via teleconference), Greg Montalvo, Russ Morgan, Mark Mossman, Jill Myers, Lorette Oden, Luciano Picanço Renee Polubinsky, Ron Williams

I. Consideration of Minutes

A. October 9, 2018

- On page 5, the second sentence of the first full paragraph states, “She related that she attended a meeting at the University of Illinois a couple of weeks ago of history teachers from across the state ...” Senator Boynton clarified that instead of “history teachers” this should specify “public university history teacher education coordinators and department chairs.”

MINUTES APPROVED AS CORRECTED

II. Announcements

A. Approvals from the President and Provost

1. Approvals from the President

- a. Policy on Articulating Credit for Advanced Placement and External Examinations

2. Approvals from the Provost

- a. Request for New Course
 - i. LEJA 333, Terrorism Investigations, 3 s.h.
- b. Request for Change of Minor
 - i. Homeland Security

B. Provost's Report

Interim Provost Neumann announced that the ethics exam needs to be completed by 4:30 p.m. on October 31. She informed senators that 618 employees have not yet completed the exam, and 516 of those are from Academic Affairs. This version of the ethics exam was provided by the University of Illinois, and Interim Provost Neumann stated that all institutions have complained about it. She agrees that the exam is tedious, and there is no way to move through it faster. Senator Boynton

observed that persons taking the exam should have their volume turned up because it is important to hear the prompts in order to respond to them; Dr. Hardeman remarked that closed captioning is available in case that method is preferred. Interim Provost Neumann agrees that the exam is not intuitive.

Interim Provost Neumann reminded senators that her open town hall meeting will be held tomorrow (October 24) from 3-4:30 in the Union Capitol Rooms and teleconferenced to RF 111 on the Quad Cities campus. The Interim Provost told senators she has met with two colleges and several departments and has several more town hall meetings to go. Remaining town hall meetings are scheduled for:

School of Global Education and Outreach	November 1, 2018	3:30 PM
College of Education and Human Services	November 5, 2018	3:30 PM
University Libraries	November 8, 2018	3:30 PM
College of Fine Arts and Communication	November 15, 2018	3:30 PM

Chairperson Pynes recalled that because the College of Arts and Sciences town hall occurred on the Thursday before fall break and the administration representatives had a meeting immediately after, it seemed that not all concerns were addressed. President Thomas had said the administration would meet with the College a second time, and Chairperson Pynes asked if that meeting has been arranged yet. College of Arts and Sciences Dean Sue Martinelli-Fernandez replied that it has been set for February 13 from 2:00-3:00 p.m.; no location has been set for the meeting at this time. Senator Allison said she would appreciate it if the administration could try to find an earlier date for the College to meet. Interim Provost Neumann replied that it is difficult finding a time when everyone is free. Senator Bellott suggested that it might be easier to just schedule a meeting with the President and Provost and that the other administrators might not need to attend this second meeting. Interim Provost Neumann responded that budgetary questions are often raised, so it has been helpful to have those representatives present at the meetings.

Interim Provost Neumann announced that the Fallen Soldiers Run will be held at 9:00 a.m. Saturday, October 27. The Horn Field Campus Corn Maze will be open again this weekend and was well received last weekend. Saturday will also see a home football game versus Northern Iowa in conjunction with Teacher Appreciation Day for all in-service teachers, principals, and superintendents. Interim Provost Neumann told senators that a lot of invitations have gone out and hopefully some in-service teachers will be able to attend.

Interim Provost Neumann announced that the dedication of the McCamey Crime Lab will be held at 5:00 p.m. on December 5 in Tillman Hall. She stated that Bill McCamey was a longtime faculty member in the School of Law Enforcement and Justice Administration, and his family donated the funds for creation of the lab in his memory.

Advance registration for spring semester begins next week.

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

Mr. Markey informed senators that SGA's Superhero Blue Light Fun Run was held on October 20. There were four guest speakers for the event: President Thomas; Women's Center Director Stephanie Hovsepian; Western Illinois Regional Center (WIRC) Victims Services Director Diane Mayfield; and Public Safety Officer Jerry Allen. Mr. Markey said the run was a fun, educational event, and SGA hopes to expand it in future. The event raised \$774 for WIRC Victim Services.

D. Other Announcements

1. Senator Ginny Boynton will present her "last lecture" on November 1 at 7:00 p.m. in Morgan Hall Room 109. Senator Boynton's topic will be "We are Still in the Process of Becoming: Grappling with the Promise and Reality of America."

2. An election will be held to fill a spring semester vacancy on the University Personnel Committee. The one-semester vacancy is open only to tenured full professors in the College of Fine Arts and Communication. An election notice and petition form can be found at http://www.wiu.edu/faculty_senate/elections.php or by contacting the Faculty Senate Office.

III. Reports of Committees and Councils

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

1. Requests for Changes of Minors

- a. French
- b. Spanish

NO OBJECTIONS

2. Request for Change of Major

- a. Foreign Languages and Cultures

Senator Boynton questioned a major having a core of only 3 s.h. Dr. Hardeman related that this was discussed at the CCPI meeting. CCPI determined that the department is rolling together teacher education and language options; because two languages are being merged into one major, the department cannot list the core conventionally because the languages are different. Dr. Hardeman pointed out that the course content will be the same; 324, 325, and 326 will have to be taken in whichever language is appropriate to the area of study. CCPI understood these courses to be included in the core, but the form will not allow for listing these in the Core Courses section. Senator Boynton understands that students will take one course in a second language; then, if their major is French and their minor is Spanish, the secondary course can be a Spanish course that counts for their minor. Foreign Languages and Literatures Chair Luciano Picanço confirmed this is correct, although it is not usually done this way.

NO OBJECTIONS

B. Senate Nominating Committee (SNC) (Ginny Boynton, Chair)

1. Faculty Nominations

SENATE COUNCILS AND COMMITTEES:

Council on Admission, Graduation, and Academic Standards

Amy Mossman, English	replacing	Susan Meiers	Spr 2019	At-large
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Council on General Education

Joyce Runquist, Engineering Technology	replacing	Todd Lough	2021	At-large
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Council for Instructional Technology

Beth Hansen, Mathematics & Philosophy	replacing	Jim Olsen	Fall 2018	A&S
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Council for International Education (CIE)

Jongnam Choi, Earth, Atmos, & GIS	replacing	Fuyuan Liang	Spr 2019	A&S
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Samit Chakravorti, Management/Marketing	replacing	Mandeep Singh	2020	B&T
<u>Summer School Committee</u>				
Jeannie Galiotto, Theatre & Dance	replacing	Rick Kurasz	Spr 2019	FA&C
<u>(Ad Hoc) Textbook Affordability Committee</u>				
John McMurtery, Music				FA&C
<u>UNIVERSITY COUNCILS AND COMMITTEES:</u>				
<u>FYE Committee on Classes</u>				
Bill Thompson, University Libraries	replacing	Zheng Li	2020	At-large
<u>Interdisciplinary Studies Degree Program Advisory Committee</u>				
Courtney Blankenship, Music	replacing	Amy Ekanayake	Spr 2019	At-large
<u>Judicial Board</u>				
Kathy McGuire, Psychology	replacing	Rafael Obregon	2019	At-large
<u>Radiation Safety Committee</u>				
Richard LaFlam, Computer Sciences	replacing	Esteban Araya	2019	At-large
<u>Talent Grants and Tuition Waivers (Macomb)</u>				
Brian Winnie, Music	replacing	Zheng Li	2019	At-large
<u>Traffic and Parking Committee</u>				
Phil Entzminger, LEJA	replacing	Susan Meiers	Spr 2019	At-large
<u>Social Responsibility Task Force</u>				
Scott Hemenover, Psychology			2019	At-large
Jose Fernandez, English			2019	At-large

Senator Boynton explained that many of the nominations are to replace faculty who will on sabbatical during spring semester. One vacancy remains to be filled. There were no further nominations, and the slate of candidates was declared elected.

Motion: To move Old Business after New Business (Boynton/Allison)

MOTION APPROVED BY VOICE VOTE

V. New Business (Reordered)

A. Illinois State Board of Education (ISBE) Teacher Licensing Program

The ISBE has proposed “policy solutions to alleviate teacher shortages in Illinois” under the title of Teach Illinois: Strong Teachers, Strong Classrooms. Greg Montalvo, College of Education and Human Services Assistant Dean for Educator Preparation, told senators that the biggest issue in the proposal that is causing concern is the potential for school districts to be able to offer licensing programs instead of these types of programs being limited to higher education entities. Dr. Montalvo is specifically concerned about intentionally allowing school districts to start training their own teachers in English as a Second Language (ESL) and bilingual methods. He related that the ISBE has suggested partnerships between universities and school districts, so universities will not necessarily be excluded from the process.

Dr. Montalvo pointed out that one pressing concern for WIU is ISBE Recommendation #2 on p. 11, which states that ISBE will work with partners to “incentivize pathways with small grants to fund P12 and higher education to work together to create clear, smooth pathways into teaching.” He told

senators this would mean that WIU would have to partner with school districts to create pathways from high school to teaching. He stated that this recommendation aims to create “communities of practice” for developing partnerships with P12 schools and to “identify common postsecondary teacher preparation foundations courses and facilitate additional dual-credit certification paths so these opportunities can be expended statewide for interested students.” Dr. Montalvo pointed out that right now, however, not all institutions have the same foundational courses; for instance, WIU does not have the same educational foundational courses as Northern Illinois (NIU) or Southern Illinois University (SIU), but the intention of this recommendation is to get everyone to require the same sequence. Dr. Montalvo stated that this affects the ability for WIU to govern its own curriculum, and individuals have lots of opinions on whether this is good or bad. He added that the ISBE recommendations came about because Illinois is undergoing a crisis situation for teachers, and the Board is trying to come up with ideas to make the process of becoming a teacher easier.

ISBE Recommendation #4 on p. 16 says that the Board will work with partners to “support collaboration by encouraging educator preparation programs (EPPs) and local education agencies (LEAs) to co-design, develop and implement preparation routes that support the workforce needs of their communities and regions (e.g., preparing teachers in shortage areas and preparing a more diverse workforce).” Dr. Montalvo stated that these types of partnerships work really well in large urban areas; SIU-Edwardsville, for example, is partnering with schools in East St. Louis. Senator Delany-Barmann stated that WIU is currently partnering with schools in Moline and Monmouth. Dr. Montalvo recognizes that these partnerships works well for universities in higher population areas, but what it means for WIU is the necessity of partnering with small, rural schools in our region, and these do not have as many students who want to become teachers. He pointed out that if the emphasis is placed on universities partnering with larger towns and cities, so that students go from their high schools to the local university and then back to teach in their local school system, it has the potential to affect WIU enrollment. Dr. Montalvo clarified that this does not mean that WIU cannot set up partnerships; Illinois State University has set up partnerships with schools in Peoria, Decatur, and Chicago, and has offices on all three locations, including an office in one of the Peoria high schools.

ISBE Recommendation #5 on p. 19 states that the ISBE will work with partners to “revise policy by increasing flexibility to meet qualifications for endorsement areas.” Dr. Montalvo stated that this is where Teach Illinois specifically talks about ESL and bilingual endorsements. He related that there is also concern that these endorsements could be extended to special education, an area for which individuals need to be more highly trained. He suggested that any response to the ISBE should bring up this point.

Senator Rahman asked if the “local education agencies” mentioned in Recommendation #4 refers to school districts. Dr. Montalvo responded that the push right now is for universities to partner with districts, charter schools, or communities to do what is needed to facilitate this. Chairperson Pynes observed there is a movement to have licensure done by nonprofit organizations that also have relationships with schools. He asked whether part of the concern is that individuals who may be unhappy with their current jobs could simply become teachers by working through these nonprofit entities, especially in areas where there is high need, such as inner cities that need more black teachers and are trying to get individuals who, for instance, have a strong background in math. Dr. Montalvo responded that Illinois already has a couple of nonprofits that partners with charter schools to train teachers. He added that those teachers do not necessarily stay at charter schools once they are trained.

Senator Maskarinec asked what changed several years ago that led to big declines in students pursuing teacher education. Dr. Montalvo responded that the precipitating factor was instituting a basic skills requirement. He pointed out that Recommendation V of the Teach Illinois report talks about studying a more effective way to license teachers than the current basic skills requirement: “Evaluate approaches to the basic skills assessment with a goal of maintaining a high standard for licensure while increasing flexibility and responsiveness to the field.” He related that there has been a movement to eliminate the basic skills requirement because it has actually hurt teacher education programs across the state and because everybody sees it as a problem.

Dr. Montalvo explained that the basic skills gateway of a 22 ACT means that teacher education students must be in the top 36 percent of their high school graduating classes, and the required score of 1110 on the SAT means students must be in the top 31 percent. Dr. Montalvo pointed out that students in the top 36 or 31 percent of their classes may also want to study political science, social science, engineering, or medicine, so there may not be a lot of students left in that select group that want to go into the teaching field. He believes this standard represents an arbitrary decision that everyone has to live with right now. He does not see the shortage going away in the next five or six years since there would need to be a review before a decision is made to remove it.

Chairperson Pynes clarified that the basic skills requirement means that a student who is studying to be a math teacher, for example, still has to show basic skills proficiency in English, and vice versa, which is where students are struggling. Chairperson Pynes asked if one solution would be to lower the threshold. Dr. Montalvo responded that the state could decide to bring the threshold down to 50 percent, which would be about a 20 ACT score; he noted that it would probably be easier to get teacher education candidates with a 20 score than with a 22. He added that the University Committee on Educator Preparation (UCEP) is developing a course to help potential teacher education students so that there will be a mechanism in place to help a student that has a 19 ACT but wants to be a teacher.

Senator Boynton remarked that UCEP had an extensive discussion about this yesterday. She pointed out that students who want to be licensed have to take multiple state required tests that cost over \$100, as well as the edTPA, which costs over \$300. She pointed out that after these expenses, teachers go into a profession that is underappreciated and underpaid. She recognizes there is nothing that Faculty Senate can do about this, but she wants everyone to know about this basic reality. She stressed that the reason there is a teacher shortage is because teachers are not appreciated or paid appropriately, so they move into other careers. Dr. Montalvo related that the Great River Teacher Corp began a scholarship program this year, and WIU had three recipients; there is enough money to give out ten scholarships next year. He told senators that WIU's teacher education program is trying to get more money for scholarships, and there are some proactive things that they are doing. He believes that although the University cannot get teachers to be paid better after graduation, it can try to make it so that they do not work at a \$25,000 a year job and have to pay back student loans. He believes that these types of programs are good for the economy of west central Illinois and good for WIU.

Senator Czechowski asked if there is currently a mechanism in place to provide extra tutoring or extra help if teacher ed students need it for English or math. Dr. Montalvo responded that there is tutoring available, but it has not been a good, organized effort. He related that at the beginning of this academic year, Governor Rauner passed a bill saying that universities could not use the basic skills requirement as an entrance requirement for teacher ed; this meant that WIU had to accept students into the teacher education program with ACT scores of 18-19 ACT. Dr. Montalvo added that the teacher education program did let these students know that they would have to meet the basic skills requirements and has been trying to provide support for them. Chairperson Pynes remarked that Mathematics and Philosophy professor Jim Olsen and others have created an experimental 275 course to try to alleviate the problem. Senator Czechowski observed that the Department of Art has a number of teacher education students who struggle with the math component of the basic skills test and tell her that, every time they retake it, the cost is several hundred dollars. She added that these students do not have extra money for tutoring to try to get a higher score on the test or to keep retaking it. Dr. Montalvo understands this situation, adding that the state got universities into this mess and needs to get them out of it. He added that WIU can do some things to help, however, and that is what he wants to focus on.

WIU Representative to the Illinois Board of Higher Education (IBHE) Faculty Advisory Council (FAC) Amy Carr related that one focus of the Council at their meeting last week, after the ISBE decided to go ahead with its recommendations, was their concerns about alternative licensing, particularly if it involves entirely bypassing higher education. She stated that, while some alternative licensing involves various ways of working with higher ed, the alternative licensing

opposed by the FAC is one that bypasses higher ed teacher education programs entirely, perhaps by combining mentoring by current K-12 teachers with passing tests that would most likely be provided by Pearson or a similar entity. She pointed out that ISBE is not accountable to anything beyond itself but only accountable to state government, while universities are accounting to the Higher Learning Commission and other accrediting bodies. Dr. Carr suspects that the IBHE may develop a report to try to gain support with the state legislature. She said one question is whether ISBE can push through alternative licensing proposals using its rule-making process, based on current laws (as ISBE seems to be trying to do), or whether the proposed changes are significant enough to require legislative approval to move them forward. She stressed that the ISBE did not communicate with the IBHE before bringing forward their recommendations, and she promised to bring back to Faculty Senate anything she learns from the IBHE FAC.

Jeanette Malafa, Assistant to the President for Government Relations, phoned into the meeting. She has been told the IBHE intends to write a letter to Illinois State Board of Education Chairperson James Meeks and State Superintendent of Education Tony Smith. She had lunch with the lobbyist for the Illinois Association of School Boards today and does not believe they will take a position one way or the other anytime soon. She has also spoken with teacher union representatives from University Professionals of Illinois/Illinois Federation of Teachers, and they do not like the ISBE proposal. Ms. Malafa pointed out that P12 has a lot of lobbyists that push these kinds of big agenda items in Springfield, and it is easier for P12 to “get things” than it is for the public universities.

Ms. Malafa has seen some of the questions about what ISBE recommendations would have to be changed by law and what could be changed by rules. She thinks the legislature would have to change the statutes if some entity other than higher education was able to offer teacher education certificates, so she suspects some of the ISBE recommendations will have to go through the General Assembly. Dr. Montalvo said that he hopes so. Ms. Malafa stated that governmental relations representatives of public universities will meet on November 2 and will probably talk more about this at that time. She added that when she worked for the Illinois Senate, her specialty was P12 and higher ed, so this is her field and she understands the teacher education laws. She thinks, however, that this fight will be a very uphill battle.

Senator Allison is curious if anybody has a sense of what the superintendents of K-12 schools think about this change. She noted that there needs to be a body in the room to teach a class, but it is important that the person be qualified to teach. Ms. Malafa responded that she has not heard what superintendents are thinking, but she has been hearing reports about the lobbying efforts of the School Management Alliance. Ms. Malafa has not reached out to school administrators yet; she started by talking to school boards to see how they felt. She cannot, however, imagine that a lot of school districts would have the time and money to run teacher education programs. She finds the proposal to be very reminiscent of a former program called “Grow Your Own,” a very partisan initiative that Democrats liked but Republicans did not. Ms. Malafa suspects that one-quarter of the General Assembly may be new members after November, so there will be a huge learning curve on this issue. She cannot believe that school districts will support this; when Ms. Malafa spoke to the lobbyist for the Illinois Association of School Boards today, she asked her how school districts can afford to do this, and the Director agreed that they probably cannot while at the same time bemoaning the lack of students wanting to go into the teaching profession.

Senator Delany-Barmann expressed concern that the Teach Illinois report, which represents the ISBE’s policy solutions, was based on teacher shortages in two highly skilled areas – ESL and bilingual education – which represent much marginalized groups. She thinks if these are the groups the ISBE plans to target for this alternative certification, they should be ashamed of themselves for even suggesting this. She also pointed out that these shortages are at schools in the most impoverished areas. She finds a lot of things in the report concerning; Ms. Malafa agreed.

Dr. Montalvo observed that if the ISBE plan plays out and school districts partner with universities to train teachers in special education and bilingual education, then WIU will be okay; but everyone is afraid that school districts will develop some sort of portfolio program where teachers will just have to show a portfolio, reviewed by someone at Pearson or another entity, to prove that they have

the necessary competencies. He stated that if the result instead is a pure partnership with Chicago Public Schools or schools in Moline, Peoria, or Rock Island, then WIU will be able to work with these changes since the University is currently approved to offer alternative licensing programs that the teacher education program is working to get off the ground. He said that graduate programs in math and special education will be developed sometime in the near future. Dr. Montalvo talks with superintendents on a regular basis and spoke to the Superintendent of Stark County schools recently about potential partnerships. He related that the Superintendent asked how some seniors in Stark County schools and ROVA can take classes that will easily transfer to WIU. Dr. Montalvo responded that it takes money; there needs to be enough students to enroll in such courses and a faculty member who is willing to teach them, probably through distance education. Dr. Montalvo gets a lot of recommendations from superintendents, community members, and others, but the question always comes down to resources – not enough money and not enough people to teach the courses. He said that WIU has the technology but does not have faculty willing to teach a class of high school students, and the issues that go along with that, when they are already teaching other courses in overload. Dr. Montalvo told senators there are a lot of things that WIU *could* do, but the University needs to focus on what it *can* do to try to turn things around.

B. For the Good of the Body – None

IV. Old Business

A. Realignment Discussion

Senator Boynton remarked that the list of schools that the Interim Provost looked at when considering realignment, as detailed on p. 4 of the Executive Committee minutes, seems to be an idiosyncratic list; George Mason and Columbia are major research universities, while most of the rest are branch campuses. She asked, since WIU is neither a research university nor a branch campus, why schools that are more similar to Western were not chosen. Interim Provost Neumann replied that the list represents a subset of schools that were found to have combinations of Humanities and Social Sciences, which is part of the current plan that has been put out for consideration and feedback. Senator Boynton asked if there were no institutions similar to WIU that had those combinations; Interim Provost Neumann responded that this depends upon the definition of “like us,” which could refer to regional comprehensive or some other definition. She added that the schools on the list had some interesting combinations of programs or programs configured in interesting ways that were different than what WIU has been doing. Senator Allison stated that “interesting” does not define anything for her. Interim Provost Neumann recalled that she has said for the last several years that WIU in many cases has narrow pathways for degree completion; WIU has both traditional pathways and traditional degrees. She said the administration has asked departments for several years to find combinations, interdisciplinary approaches, collaborations, or new degrees, and this list of institutions has some of those things. Interim Provost Neumann said that these schools are “interesting” because they are examples of lots of schools that work across disciplines or collaborate in ways that WIU does not but could. She said that in a lot of cases WIU has the resources and areas of expertise but has not put them together in a coherent way so that students have defined pathways. Senator Boynton asked if the Liberal Arts and Sciences program does these things; Interim Provost Neumann agreed that this is one example that WIU has.

Senator Perabo asked what makes an interdisciplinary degree in History and Political Science, for example, better than majoring in History and minoring in Political Science (or vice versa) or getting a Liberal Arts and Sciences degree where History and Political Science are two of the minors. Interim Provost Neumann responded she does not see interdisciplinary degree programs as taking away from but as adding another possibility for students; if the resources are available and it will not stretch departments too much to offer additional programs, she does not see why things such as this should not be packaged in a way to meet curricular goals. Senator Perabo asked if there is some indication student needs are not being met by being able to take a History major and a Political Science minor (or vice versa). She asked if the Interim Provost has gotten some sort of sense that students want something like this. Interim Provost Neumann responded there has not been a feasibility study done for this particular example, but she thinks one should be done. She thinks

departments should investigate these kinds of combinations to see if they will resonate with WIU students, and the administration has been encouraging that for the last two years. She thinks departments should assess what they have and see if they can package things differently without using additional resources. Senator Perabo asked where the focus was for Interim Provost Neumann: whether students have told her that these sorts of combinations would be awesome or whether she was looking for ways to combine Humanities and Social Sciences. Interim Provost Neumann responded that she is trying to find more pathways to get students to WIU, but no particular student has spoken to her about this.

Senator Boynton related that the Department of History offered a minor in Contemporary United States Studies, but no students enrolled in it so it was dropped. Interim Provost Neumann asked why the program was developed as a minor rather than an option within a major. Senator Boynton responded that former History Department Chair Simon Cordery created and promoted it as an interdisciplinary minor, but one student enrolled in the four to five years it existed. Chairperson Pynes related that he has complained over the years that the administration's desire for interdisciplinary programs at the undergraduate level does not make sense. He pointed out that interdisciplinary programs require that students be steeped in the discipline first, so he thinks these happen best at the graduate level after getting a major in one discipline at the undergraduate level. He added that if a program cannot survive as a minor, it probably would not be able to survive as a major. Interim Provost Neumann wonders if the Contemporary United States Studies minor would have survived as a concentration or an option, but Chairperson Pynes responded that it appears no students were interested.

Senator Allison related that she was one of the founders of the interdisciplinary Cultural Studies minor from which two students graduated. She said her department was told at that time to start with a minor because that is where programs are grown, but without support that minor did not grow into a major. She believes this conversation comes back to the Academic Program Elimination Review (APER) process. She explained that with new concentrations or options, classes will not be full right away, so any faculty member teaching those courses will be at risk because they will have underenrolled classes, which is what happened with the Cultural Studies minor. Interim Provost Neumann pointed out that there is no feasibility study required for minors but she wonders if the department did a feasibility study anyway for the Cultural Studies minor; Senator Allison replied that they did not. Senator Allison thinks the issue becomes rather circular: the department does have the resources, because faculty are available to teach those classes, but decisions must be made about how those resources will be implemented if students do not want to take the classes and they become cancelled or taught as tutored study. Senator Allison related that she is fascinated by the idea of Caribbean Studies, but she cannot imagine that it would work at WIU, even if it is an "interesting" program. Interim Provost Neumann stated that the exemplar universities package things in a way that are creative; she thinks WIU need to have more of those types of discussions, and the current discussion is a good way to start.

Parliamentarian Lauer related that the Department of Communication once had an interdisciplinary Computer-Mediated Communication minor that was established with the School of Computer Sciences and a third department, and it "withered on the vine." He said the department has not yet eliminated it but intends to do so. He suspects the problem may not be with the structure but with the process of how the University is determining student interest. He thinks a process should be developed to determine student interest first rather than trying to guess student interest and design around it.

Interim Provost Neumann stated that she is not a complete fan of comprehensive majors, although she understands that in some cases they make sense. She had hoped to have more conversations about comprehensive majors because part of the concerns that she is hearing about starting minors which then did not work may be because there is a narrower pool of students taking those classes. She thinks that departments need to get more creative and rethink what kinds of things students might be interested in taking. Senator Dimitrov asked what the feasibility study criteria are for adopting majors, minors, or programs. Interim Provost Neumann responded that Interim Associate Provost Mark Mossman would be happy to talk to department chairs or individual faculty members

who want to work through the logistics of the feasibility study process. Senator Dimitrov stated that when thinking about a feasibility study for a Math major, if 60 percent of the students that WIU accepts need remedial math, and 40 percent of accepted students possibly may want to major in Math, but of that 40 percent only 1 to 2 percent decide to actually major in Math (which is the statistical average at other universities), that means the number of potential Math majors is reduced significantly by the pool of possible majors and is not feasible. Interim Provost Neumann responded the feasibility study has to do with looking at what the demand for new students would be rather than with dividing up WIU's current student pool more.

Senator Allison agrees with Chairperson Pynes regarding the relationship between interdisciplinary programs and undergraduate students. She thinks a lot of minors, like the interdisciplinary Cultural Studies minor, fail because students do not understand what they are. She believes the University can do all kinds of interesting things with students in the classroom, but it is difficult to convince students to buy-in to a minor or option in something they do not understand. She added that students understand what an English, History, or Political Science major is, but it is even difficult to get students to go home and tell their parents they are majoring in English or History because parents ask what they are going to do in those fields. Interim Provost Neumann asked how the University can fix this and get the message out to help students understand about the choices that they have. Senator Allison responded that she is not a marketer and failed to get a minor to be successful so she does not know the answer.

Senator Allison remarked that the question has been raised before that the realignment does not seem to address the problem that WIU has, which is enrollment. She noted that if WIU still had 10,000 students, there would be enough of them looking for something that departments could sell them on some of these interdisciplinary programs. She noted that English majors are discovery majors, but there are not currently enough students like that. Senator Allison thinks the problem is not how departments are aligned but that the University does not have the students.

Senator McIlvaine-Newsad related that she came into the University when Anthropology was only a minor and was asked by the previous dean of her college to create a major in Anthropology with three to four faculty, so she has been through the feasibility study process. She related that Anthropology faculty asked their students, who thought it would be great to have a major. Anthropology faculty recognized that they would have to teach more than their Sociology colleagues to make the major successful, and they decided to develop an online major to grow it. Senator McIlvaine-Newsad told senators the online Anthropology major has found those people looking for something because they understand what it is, but it took 1½ years of quantitative and qualitative research to develop the Anthropology major program. The major has seen 65 percent growth in one academic year, and Senator McIlvaine-Newsad said anthropologists still do more than their colleagues who are in a recognized discipline. She had a student recently tell her that she loves Anthropology and wants to be a Math minor and another that said she wanted to minor in Forensic Chemistry, which illustrates that Anthropology is inherently interdisciplinary and can pair with any discipline. She does not believe, however, that a successful program can be developed from the top down and stressed that students must be asked what it is that they want.

Senator Rahman expressed her discomfort thinking of students as consumers because they are not buying something, although they are in a country where they have to pay for their education. She recognizes that WIU has an enrollment problem that has to be solved, but she is completely unconvinced that creating interdisciplinary majors, minors, options, and concentrations for students that WIU does not yet have but might have at some point is the way to move forward. She agrees that English, Anthropology, and many other disciplines have 200 years of history and that faculty should teach to their disciplines and not diminish them in order to respond to the current top-down situation.

Senator Franken observed that if students are viewed as consumers, the consumer does not always know what he or she wants. He thinks that if the University wants to look at the demand side, it should look to its alumni and industry to see what would be helpful in various areas. He remarked

that the Interim Provost's list of schools seems to be grasping at straws to see what somebody else has done, but he wonders what WIU's alumni say.

Senator Boynton remarked that when the President and Interim Provost met with the College of Arts and Sciences, they were asked again about silos versus money, and the President was clear that most of the reorganization was about saving money. She said that senators can come up with wonderful programs, but if the reorganization is about who will be laid off, senators should be informed about that, and the administration should not hide behind interdisciplinary language. She noted that the change to the Foreign Languages and Cultures major approved today was prompted by low enrollment and believes that if departments are repackaging things with the same number of students and courses, nothing is really changed. Senator Boynton understands that WIU just does not have enough students, which is why the administration wants to save money, but she is not sure how much the interdisciplinary discussion is relevant to what the President wants to do, which is to cut costs.

Senator Maskarinec stated that in response to the question about what students can do with a certain degree, the answer is that they can get a job in a certain field. He agrees that WIU cannot create a minor in Caribbean Studies, but if departments can answer the question of what students can do with their degrees they have a plan to go by. Senator Maskarinec related that the School of Computer Sciences is working with Mathematics, who approached the School about a joint degree. He stated that, after some discussion, Computer Sciences decided they could not offer a joint degree, but they did agree to collaborate on a minor designed for Math majors. He thinks this approach would work for other programs. He remarked that the sticker price for a WIU education is at or near \$100,000, and students are thinking about that from the perspective of what they are going to do with their degrees. Senator Maskarinec thinks that telling students they can get a certain job with a skill set developed in their degree is a very strong selling point. He would encourage other departments to partner together to develop similar minors and programs because it focuses what the university is trying to do. He said the idea is not to create a major in English with a minor in Political Science but to create a minor in Technical Writing with a Computer Science emphasis, for example, which is a program recently created by the University of Illinois. Senator Maskarinec thinks the focus needs to be on what students can do with their majors, minors, or clumps of classes that will help them after they graduate.

Senator Allison observed that studies frequently report that corporations and CEOs want to hire people that can think rather than graduates of a certain program. This morning in her Women's Studies class she showed students a clip from 1961 where three women were deliberating whether married women should have higher education; two said yes and the other said no. Those in favor of higher education for married women argued that it opens up one's ways of thinking; even if the skills learned in a college degree are not used immediately, they help to organize one's thought processes. She related that the message of helping to develop a way of thinking rather than developing a skill resonated with the 32 students in her class. She told senators that these students will likely not go on to careers in Women's Studies, but they often tell her that the class makes them rethink everything they thought they knew and they wished they had taken it as freshmen. She does not understand why chairs are being shuffled around or why the University should care what students major in.

Dr. Carr related that at the IBHE Faculty Advisory Council meeting, one of the things that startled her was how many schools are just now starting a process similar to what WIU is going through, including Illinois Wesleyan, DePaul, McKendree, and the University of Northern Iowa. She said these institutions are going through realignments, and their faculty are equally confused and do not know in what direction they want to go. Like WIU, DePaul is laying off full professors, too. She said that faculty do not think there are intellectual arguments to support these reorganizations but understand that budget deficiencies are behind them. Dr. Carr does not understand why departments must be reorganized to create interdisciplinary majors and why the University cannot just go with the Liberal Arts and Sciences degree, since it already inherently interdisciplinary.

Chairperson Pynes remarked that when the Interim Provost mentioned that Columbia had a Humanities division, he thought it would be a Department of Humanities and Social Sciences, which is why he remarked at the Executive Committee meeting that Columbia has a stand-alone Department of Philosophy. He stated that, instead, Columbia has a College of Liberal Arts and Sciences and three names under it where they divide up departments; Humanities is comprised of 13 individual departments. He explained that rather than having a big department called Humanities, it is a way to carve out departments and is not exactly comparable to what is proposed for WIU.

Chairperson Pynes related that there was at one time an Ethics minor at WIU which did not go well and was eliminated, but everybody knows what ethics is. He thinks the problem is not that students do not know what certain programs are but that there are just not enough students. He observed that certain kinds of minors allow students to also take courses that apply to their majors, which helps fill those majors, so when minors are eliminated, especially for small programs, it makes those majors struggle to offer enough courses for students to graduate. Chairperson Pynes pointed out that students want the availability of their courses so that they can graduate faster, so this is problematic. He thinks that the Computer Science minor for Mathematics is a great idea, but it is not the integrated program that the Interim Provost has been asking for; he also likes the idea of a Technical Writing minor for some of the sciences, but, since it is a minor, this also is not the kind of breaking down silos that departments have been told they are supposed to address. He does, however, think both of these ideas are fantastic ones.

Senator Dimitrov suspects that when senators use the word “thinking,” they are referring to different things; the Philosophy Department at one time had a poster encouraging students to “major in thinking,” and Senator Dimitrov pointed out that thinking in the humanities and social sciences may mean procedural or logical thinking. He stated that as long as students can be convinced that this type of thinking will be useful in their lives and parents can be convinced to pay for it, students can major in it. Senator Dimitrov wonders, however, whether departments should give a program a five-year grace period in order to decide whether it is successful. Senator Perabo believes that departments need to leave a lot of room for failure if they want to engage in experimental program development, and she wonders if WIU is willing to leave room for failure at this particular time. Senator Perabo related that Religious Studies had a similar trajectory to what Senator McIlvaine-Newsad described for Anthropology; they talked to students, completed a feasibility study, and developed a major that was then eliminated because of low enrollment. She does not trust that these innovative programs show clear evidence that they will increase enrollment, and that is what she would like to see. Senator Perabo thinks the list of programs at various universities provided by the Interim Provost seems rather random; they may be interesting, but she would prefer to see a much more robust evaluation of other regional state comprehensive universities who developed particular programs and what sort of enrollments they were able to attract with them.

Interim Provost Neumann believes that the University will have to take some risks because being paralyzed by apprehension or fear will not get WIU on the path that it needs to follow because sometimes high risk equals high rewards. She observed that many senators have pointed out programs that have failed, but there are an equal number of examples of programs that have been tried and done well. Senator Perabo pointed out that those risks were taken in the absence of realignment. She observed that Interim Provost Neumann seems to suggest that the realignment will get people thinking in different ways, but there are all sorts of evidence around the table of creativity, new majors and minors, without things coming from above. Senator Perabo thinks faculty are very interested in being creative and coming up with new programs, but she is not sure that the administration is going to have room for failure. Interim Provost Neumann responded she has not seen anything come forward and would be happy to have those discussions.

Senator Bellott pointed out that the Interim Provost’s goal and process has been to increase enrollment, but the President said definitively in his meeting with Arts and Sciences that the reason for the realignment was budgetary. He stated that when thinking about enrollment, departments should perhaps ask what programs WIU is missing; it may be that English can provide something that students are missing if they knew what it was. Senator Bellott would support developing a

committee to look for majors that WIU is missing and could develop with available resources. Chairperson Pynes agrees that programs are not secret at other universities. Senator Bellott believes that if students have a need, WIU should identify it and develop programs for it; if there is no need, he does not see why a major should be developed for it. Chairperson Pynes stated that this is a zero-sum game; the students already at WIU will major in something before graduating, so the problem is not about the students already at WIU but about how to get more students. Senator Bellott stressed that the University needs to find programs that will fill in order to increase enrollment. Senator Allison suggested that maybe this is a place that SGA could step in to ask students that did not come to WIU if there is a program they wanted that the University did not offer and whether that is the reason they did not come here.

Senator Czechowski related that students are leaving WIU because the Department of Art does not offer animation and motion graphics; students can get a degree in Graphic Design, which will be combining with Graphic Communication, but they cannot pursue animation here. She pointed out that Louisiana State University-Shreveport, one of the Interim Provost's comparison schools, has a BFA in Digital Arts, which is one of the hottest fields for graduates. Senator Czechowski pointed out that WIU's BFA in Art is on the APER list because it cannot attract 40 students; someone in graphic design retired a year ago, but that position cannot be filled. She stressed that good students, who are juniors, are transferring to other schools to study this field. Interim Provost Neumann observed that part of the feasibility study asks about resource needs, such as if another faculty member is needed and what expertise that individual would need to have. She stated that beginning to offer a Digital Arts major is no different than beginning to offer a major in Nursing or Engineering; resources need to be requested in order to make sure that programs stay healthy. She noted that as Supply Chain Management has grown it has requested faculty with expertise in that field. Senator Czechowski pointed out that Art already has a BFA in Graphic Design and a certificate program, but if it is to be compared to LSU-Shreveport the main difference is that they are doing motion graphics.

Senator Zbeeb observed that realignment has been discussed during the last three Faculty Senate meetings; he has heard a lot of concerns from all of the senators but does not see that any changes are forthcoming from the administration as a result of this. He does not think the discussions have been affecting the administration's decision. Senator Zbeeb stated that this is his first year serving as a senator, and he thought that Faculty Senate was part of shared governance, but he thinks most faculty have a different view than the administration, and he does not think anybody is listening. Interim Provost Neumann said she respectfully disagrees, adding that the feedback she has received from the town hall meetings has been very good so far. She told senators there have been a lot of good suggestions, and she state with 100 percent certainty that there will be modifications to the restructuring based upon that feedback. She does not, however, think that modifications should be made public until all of the town hall meetings are completed so that the administration does not have to put out five different iterations. She has heard a lot of frustration and apprehension in the meetings but, once everyone gets past that, also a lot of very good comments and ideas, and she anticipates that this will continue in the remaining meetings. Senator Zbeeb asked if Interim Provost Neumann is getting positive feedback from faculty or from chairs; Interim Provost Neumann responded she has heard positive feedback for modifications and ideas for moving forward from the faculty meetings with departments.

Senator Allison related she has attended two meetings so far and would be curious to hear about the good suggestions that have come out of them. She said so far it feels like faculty keep talking, but she has no sense that the minds of the President and Interim Provost have been changed. Interim Provost Neumann responded there have been lots of changes and tweaks to the physical realignment structure and how departments can reach out across the aisle, but she does not think it is fair to the other two colleges that have not had town hall meetings yet to have them react to something different than what everyone else reacted to, so she plans to continue to collect that feedback.

Senator Czechowski remarked that President Thomas says the realignment is financial, so she does not see why the focus is not on what will be saved because realignment seems tangential to that

problem. She suspects that in two or three years, when finances are still bad, the University will be asking if realignment worked and considering what the new shape or face of WIU should be. She believes the focus needs to be on how many positions or departments need to be cut and how much money needs to be saved, and she is unsure whether realignment will compensate for this at all. Chairperson Pynes remarked he would prefer more students than fewer faculty and programs. Senator Czechowski wonders why the University did not hire a team of five marketing people with ten assistants to promote WIU's programs. She has spent every Friday for the past five weeks recruiting at various places but she does not see the push at the other end to bring students in.

Senator Tasdan asked if WIU has a recruitment office in Chicago. Vice President for Student Services Ron Williams replied that WIU does not have a recruitment office in Chicago, although Chicago is one of WIU's strongest areas. Instead, the University has five regional recruiters in Chicago that live in the area and have established relationships with high schools and community colleges. He added that there is a WIU office that does more than just recruiting in the St. Louis area; two recruiters work out of that office and are engaged in community development and engagement and are trying to cultivate relationships with corporations.

Senator Boynton suggested that the Senate Budget Transparency Committee consider meeting with the President to find out how much money he wants to save with realignment. Chairperson Pynes stated that a number has been provided – the administration wants to save \$5.5 million with everything other than Academic Affairs and is trying to cut \$10 million total. Senator Boynton feels this message is getting lost; she believes the purpose of the realignment is to cut faculty to save money, which is why the University is undergoing an APER review at the same time instead of realigning first. Chairperson Pynes related that ExCo had a conversation with the Budget Transparency Committee Chair and requested that she ask a couple of similar questions. Senator Perabo related that she has asked to meet with the Budget Director in late November or early December and would be happy to try to meet specifically with the President.

Senator Allison understands the desire to be fair to all of the colleges, but it appears to her and many of her colleagues that it is the College of Arts and Sciences that is really being asked to realign. She has not attended any meeting where anyone has said they would like to pair with one to four other departments; she does not know what has been tweaked because she has not seen anybody say yes to a proposal. She thinks if the realignment is really directed toward Arts and Sciences, then Arts and Sciences has spoken at least once and continues to speak about the proposal, and she would like to hear the response specifically to that college. Senator Allison stated that Senator Czechowski's points are well taken because really the realignment is about firing faculty, and if more people in the Department of English are going to be fired, she would to know it now. Senator Allison pointed out that job lists are out now, and hiring in English happens between now and March; if layoffs occur in June, there will be no jobs available for English professors. Interim Provost Neumann stressed there is no additional layoff list right now. She believes everyone needs to buckle down and bring in more students in order to assure that WIU remains viable. She stressed that everyone needs to help and to remain as optimistic as possible in working to attract students. Interim Provost Neumann observed that senators have said they are concerned about student preparation for coming to college and costs going up for those students while appropriations and retention rates are going down. She said everyone needs to put their collective heads together to come up with new ideas and to implement some of the ideas that have already been brought up. Senator Allison responded that she wants to solve these problems, but she has yet to see the argument that realignment solves any of them. She loves teaching, wants WIU to be around 100 more years, and wants students to leave WIU after having had a transformative experience, but she does not know if the realignment addresses any of the concerns.

Senator Czechowski remarked that when Interim Admissions Director Jason Woods came to Faculty Senate, his presentation focused on what faculty can do to recruit students. She would like to see a presentation on what Marketing and Admissions are doing to bring in students and to see the trajectory one to five years down the road. She would like for faculty to be taken out of the equation and see the plan because right now it seems like a lot is being put on faculty.

Motion: To adjourn (Maskarinec)

The Faculty Senate adjourned at 5:40 p.m.

Susan Czechowski, Senate Secretary

Annette Hamm, Faculty Senate Recording Secretary