

WESTERN ILLINOIS UNIVERSITY
FACULTY SENATE
Regular Meeting, 29 March 2016, 4:00 p.m.
Capitol Rooms - University Union

ACTION MINUTES

SENATORS PRESENT: S. Bennett, V. Boynton, J. Brown, A. Burke, G. Cabedo-Timmons, D. DeVolder, D. Halverson, R. Hironimus-Wendt, S. Holt, K. Kapale, C. Keist, N. Lino, B. Locke, J. Myers, K. Pawelko, C. Pynes, T. Roberts, B. Siever, A. Silberer, T. Solomonson, T. Westerhold
Ex-officio: Kathy Neumann, Interim Provost; Janna Deitz, Parliamentarian

SENATORS ABSENT: K. Dodson, T. Sadler

GUESTS: Dan Atherton, Andy Baker, Mark Bernards, Andy Borst, Simon Cordery, Katrina Daytner, Ray Diez, Anita Hardeman, Margaret Hoffman, Bob Intrieri, Charles Lydeard, Angela Lynn, Stacey Macchi, Sue Martinelli-Fernandez, Kyle Mayborn, Jim McQuillan, Russ Morgan, Nancy Parsons, Gordon Pettit, Joe Rives, Steve Rock, Gary Schmidt, Karen Sears, Dovile Svirupskaite, Ron Williams, Lora Wolff

I. Consideration of Minutes

A. March 8, 2016

Senator Boynton remarked that she was happy to see in the Executive Committee minutes that the Faculty Senate office will be transitioning to electronic voting for elections.

MINUTES APPROVED AS DISTRIBUTED

II. Announcements

A. Approvals from the Provost

1. Requests for New Courses

- a. A&S 196, Introduction to Research Methods, 0 s.h.
- b. FS 300, Administration of Firefighter Safety Programs, 3 s.h.
- c. FS 487, Fire Codes and Standards, 3 s.h.
- d. HORT 386, Sustainable Landscape Construction, 3 s.h.
- e. THEA 145, Fundamentals of Lighting and Sound, 3 s.h.
- f. THEA 165, Fundamentals of Costume Creation, 3 s.h.
- g. THEA 350, Technical Theatre Practicum III, 1 s.h.
- h. THEA 450, Technical Theatre Practicum IV, 1 s.h.

2. Requests for Changes of Options

- a. Fire Protection Services (Fire Administration major)
- b. Fire Protection Services (Fire Science major)
- c. Performance (Theatre major)
- d. Production/Design (Theatre major)

3. Requests for Changes of Majors

- a. Journalism
- b. Marketing

4. Requests for Changes of Minors

- a. Fire Administration
- b. Fire Science

B. Provost's Report

Interim Provost Neumann congratulated History professor Febe Pamonag, who was awarded a prestigious National Endowment for the Humanities summer stipend for her work on Patients' Activism in the Culion Leper Colony in the Phillipines.

Hannah Drake, senior Forensic Chemistry major, has been awarded an Honorable Mention in the 2016 National Science Foundation (NSF) Graduate Fellowship Award competition. NSF began recognizing and awarding outstanding graduate students in 1952. Interim Provost Neumann stated that while Ms. Drake did not receive the full stipend to pay for her doctoral program at Texas A&M in Chemistry, she will have access to many other resources because of her honorable mention.

Engineering Technology Chair Ray Diez has been appointed the first Senior Fellow for History for the Association for Technology Management and Applied Engineering. The Senior Fellow program was developed by ATMAE to recognize leaders in the field and help them to further their specific skills within the Association.

WIU was recently recognized by the U.S. Department of Education as outperforming peer institutions in enrolling and graduating Pell grant recipients. WIU is one of only two Illinois public universities recognized in the report. Interim Provost Neumann stated that Pell grants give qualified students the opportunity to graduate, and those students comprise at least 40 percent of the populations for the schools that were recognized. She believes that this recognition highlights that everyone at WIU is doing a good job helping these students meet their educational goals.

Interim Provost Neumann encouraged those present to attend one of the upcoming Distinguished Faculty Lecturer presentations. Distinguished Faculty Lecturer Sandra McFaddon, Psychology, will present "More Than Meets the Eye: The Ear" at 7:00 p.m. Wednesday, March 30 in the COFAC Recital Hall and at 3:00 p.m. Tuesday, April 12 at WIUQC Riverfront, Rooms 103-104.

C. Student Government Association (SGA) Report
(Dovile Svirupskaite, SGA Representative to Faculty Senate)

SGA elections began last week; students can vote on STARS from April 11-15. Two groups are running for the President/Vice President positions: Matthew Alwood (Pres)/Lucas Urbane (VP) and Dovile Svirupskaite (Pres)/Garrett Covington (VP). Ms. Svirupskaite stated that three students are running for five open at-large seats. She asked faculty to encourage students to run for the at-large seats as write-in candidates.

D. Other Announcements

1. Budget Context and University Plans
(Joe Rives, Vice President for Quad Cities and Planning)

Vice President Rives told senators that President Thomas asked him to provide a statewide budget overview to various constituent groups; he has presented to the Board of Trustees and will be presenting to SGA this evening. Feedback from the presentations will be provided to the leadership team, who are meeting tomorrow. The PowerPoint presentation outlined variables being considered by the leadership team as they prepare plans to meet the budgetary challenges facing WIU.

Vice President Rives pointed out that Illinois public universities did not create and could not have foreseen the current budget stalemate. He noted that this is the first time Illinois public universities have not had a budget for nine months in the 159-year history of higher

education in the state. He stressed that WIU does not have plans to cease operations temporarily or permanently. The final step before a university closes is to declare financial exigency, which Vice President Rives explained is dangerous for a university to do because it sets off a red flag for the Higher Learning Commission, could affect accreditation, and could jeopardize the availability of financial aid, which would eliminate about 75 percent of WIU's students. Vice President Rives said it can take decades to recover from a declaration of financial exigency, and if WIU were to take this step it would indicate that every other alternative avenue has been exhausted.

Vice President Rives explained that general revenue funds (GRF) refers to the money the state normally dispenses to universities but this year has so far held back. Both GRF and tuition funds have unrestricted use. Auxiliary facilities system funds can only be used for facilities needs, such as remodeling the University Union or Student Recreation Center. Other non-appropriated funds include student fees, which are restricted to the purpose for which they were voted. Vice President Rives explained that the state capital construction budget, which is not currently being funded, is excluded from university budgets and cannot be used to meet WIU's operating needs. Foundation funds are affiliated with the University but constitute a different legal entity; WIU cannot take foundation funds to use for immediately operating needs. If WIU were to take out a loan from its foundation accounts, permission would need to be obtained from the state legislature.

Vice President Rives showed senators budgetary trends for the past 13 years. In FY02, over \$1.5 billion was invested by the state in public higher education; this has fallen to about \$1.2 billion. Vice President Rives stated that WIU's allocation reduction pattern has closely followed that of the state at large; Western's state funding since FY02 has dropped from about \$64 million to about \$51 million. He explained that from FY02-10, GRF funding was very variable, with small increases and rescissions, and it was very hard to predict a budget. During this time period, WIU tried to restrict spending to immediate needs, monitored travel requests and expenditures, and limited replacement hiring to address GRF instability. Vice President Rives explained that these three actions resulted in WIU being able to establish a 1-2 percent contingency fund while avoiding employee layoffs and furloughs. Reduced and delayed appropriations throughout FY11-15 were addressed by negotiating delayed salary increases with collective bargaining units; cancelling salary increases for non-negotiated personnel; continuing to restrict spending, monitor travel, and limit hiring; carefully monitoring cash balances; and increasing the reserve fund. Additionally, the University introduced retirement incentives; implemented zero-based budgeting within Academic Affairs; consolidated 18 academic units into ten and four technology units into one; and consolidated Admissions, Advising, and the School of Graduate Studies between the two campuses. Vice President Rives explained that the 25 percent that has been held back from operating budgets in recent years has been needed to meet WIU's salary and other bills, and those funds are now gone. WIU has also implemented phase-out plans for 20 academic minors, four pre-professional programs, one undergraduate major, one graduate degree, and two post-baccalaureate certificates.

Vice President Rives told senators that the result of these actions has been to save \$16.9 million annually (\$14.2 million in personnel and \$2.7 million in operating expenses). The size of the WIU workforce decreased by 163 employees (52 faculty and 111 staff) between FY11-15. Three layoffs of elevator mechanics occurred during this time period and no furloughs. Vice President Rives pointed out that even in these fiscally challenging times WIU received ten-year reaffirmation of accreditation from the Higher Learning Commission, earning the highest level with no follow-ups or reports.

As GRF funding has decreased from the state, WIU and other public universities have become more reliant upon student tuition dollars. The state provided 72.3 percent of institutional budgets in FY02; this has now decreased to 39 percent. At the same time, enrollment has declined six percent overall across the state and 11 percent at WIU. Vice President Rives stated that one way to ease the burden on students is through increased

fundraising. In 2014, WIU's fundraising campaign generated \$62.1 million, which increase the endowment from \$16 million to \$40 million and raised the University's total asset base to \$55 million. The University has also increased the number of external grants and contracts to \$11.1 million, a \$1.2 million (12%) increase from FY14 to FY15. Instructional costs are being maintained below the statewide average for Illinois public universities; the cost of instruction at WIU per credit hour is nearly 20 percent below the statewide average. Only Southern Illinois University-Edwardsville has instructional costs per semester hour lower than WIU. Similarly, administrative costs are also being maintained below the statewide average; WIU's administrative costs are 24 percent below the average for Illinois public universities statewide.

Vice President Rives stated that the University continues to look for partnerships to keep costs low while remaining competitive. He cited the example of The Mills, an apartment complex near WIUQC, that was opened with no construction, operating, or personnel costs to the University but which benefits WIU students. He explained WIU has maintained overall fiscal health and stability according to thresholds established by the KPMG Financial Ratios used by the Higher Learning Commission to assess the financial health of institutions.

Vice President Rives pointed out that the state's lack of GRF funding for WIU represents 21.2 percent of the University's total \$248 million all-funds budget; restricted-use funds now represent 46.6 percent of WIU's budget. Vice President Rives added that the \$51.4 million FY16 reduction is compounded by the fact that the state has not so far provided Monetary Awards Program (MAP) need-based funds for students, so WIU assumed that \$11 million cost. He explained that if WIU had not covered MAP funds and if every WIU student who receives those funds did not attend WIU in fall 2015, enrollment would have dropped to 8,500, which would have put WIU in a dire situation for continued operation.

Vice President Rives stressed that WIU has weathered 14 years of budget reductions, and the University's greatest expenditure is primarily personnel, which represents 80 percent of the budget. The FY15 workforce was down 26 faculty positions, 25 civil service positions, and eight administrative/professional positions due to limited replacement hiring. The Retirement Incentive Program implemented in fall 2015 resulted in the retirement of eight faculty, 12 administrative/professionals, and 39 civil service employees. Contract lengths have been reduced for some employees, and layoff notices were delivered to others. Eleven staff positions and 26 non-tenured faculty positions will be laid off, effective either FY17 or FY18 depending upon their years of service. Vice President Rives warned that if the University were to declare financial exigency, the timeline for layoffs becomes null and void, according to legal counsel.

Vice President Rives stated that the leadership team is working on repackaging and rebranding WIU to move forward through the remainder of FY16 and beyond. In addition to previously-employed strategies, the leadership team also recommends: increased corporate recruitment; expanded dual enrollment agreements and outreach; and implementing high-demand programs and formats, such as the hybrid MBA and hybrid master's in College Student Personnel. Vice President Rives is working with 76 employers in Chicago, St. Louis, Peoria, the Quad Cities, and Macomb who have tuition remission plans in place for their employees, representing a new source of revenue that WIU has previously not targeted. He pointed out that online, hybrid, and weekend academy classes are very attractive to these employers. He hopes this will also lead to more internship opportunities for WIU students. Vice President Rives explained that the dual enrollment partnerships involve students who have already committed to attending a community college with the intention of transferring to WIU; the dual enrollment agreements solidify this intent. St. Louis Community College is the most recent institution that wants to set up an agreement with WIU.

Vice President Rives reminded senators that the recently-completed Price Sensitivity and Elasticity Study resulted in the three percent reduction for incoming FY16 undergraduate students, in-state tuition for all domestic undergraduate and graduate students, and no fee increases. The University eliminated 72 undergraduate courses in FY15, but class sizes remained, on average, at 20.2, nearly identical to FY14. The University reduced 22 graduate classes in FY15; the average class size was 11 in FY14 and 12.6 in fall 2015. Vice President Rives explained that if programs are eliminated under the Academic Program Elimination Review Committee process, they would be phased out, with savings realized in FY18 and beyond. The Committee makes recommendations based upon trends in enrollment, majors, course offerings, and program costs.

Voluntary pay reduction or equivalent donations began in January 2016 for the President, Vice Presidents, and senior administrators. Furloughs were announced in spring 2016 for all non-negotiated personnel earning more than \$40,000 annually, as well as a voluntary pay reduction program. The number of furlough days ranges from six to 15, depending upon salary. The furlough and voluntary pay reduction plan affects 479 of the 1,101 non-negotiated employees; excluded are 264 employees who make less than \$40,000 and 358 employees who are not paid from appropriated funds. Vice President Rives explained that grant-funded employees cannot take furlough days because it would jeopardize the funding of all WIU grants. He added that many employees have taken additional furlough or no pay days; Vice President Rives is taking the equivalent of a month without pay, and some employees who make less than \$40,000 have also volunteered to take days without pay.

Plans for FY17-18 include: more aggressive corporate recruitment; continued establishment of high demand programs and formats; completion of recommendations from the Persistence and Completion Academy; intensifying pursuit of external and private funding; identification of new revenue streams; planning for the next comprehensive fundraising campaign; and advocating for more predictable state funding. Vice President Rives related that President Thomas and the leadership team are working on a plan to reduce the employee base by 100. He stated that discussions are ongoing about what this will mean for the future of WIU and what the University will look like after this is implemented. The University will engage in attrition savings, and the hiring freeze will be continued. Vice President Rives stated that layoffs will be implemented to help align staffing with enrollment, and some offices and academic units will close, combine, and/or see reduced hours in an effort to consolidate or eliminate programs and services. Salary increases for non-negotiated personnel will be cancelled, and the administration will negotiate with collective bargaining units to ask for no salary increases. Administrative contract lengths will be adjusted from 12-months to 11- or 10-months where feasible. Reduction and conservation of operating budgets will continue, along with previous budget strategies. Finally, the leadership team will evaluate the need for additional furlough and voluntary salary reduction programs for FY17. Vice President Rives told senators that town hall meetings are planned before the end of the academic year to go over these plans. He recognizes that everyone is anxious to see which specific areas will be affected, but he is hearing that the campus wants to see the entire plan rather than individual parts, and there is much work to be done before a determination is made regarding which individuals or academic units will be cut. Vice President Rives stressed that everyone must work together to solve Western's problems and move ahead as an institution, and he encourages employees to bring any good ideas forward to the President or leadership.

Senator Boynton asked why enrollment has declined six percent overall statewide but 11 percent at WIU. Ron Williams, Interim Vice President for Student Services, replied that he does not have statistical data but can ask Admissions Director Andy Borst to provide that information. Vice President Rives related that he read two articles today stating that the top three factors impacting reduced Illinois community college enrollments are price sensitivity, a net migration out of the state of Illinois, and economic concerns, and

reductions in community college enrollments also impact WIU. Dr. Borst partly attributes the enrollment decrease to declines in the population throughout the state. He related that data from the Western Interstate Commission on Higher Education projects that high school graduation rates will continue to fall. Senator Boynton asked why WIU's enrollment decline is twice that of the state average. Dr. Borst replied that Illinois State University and Southern Illinois University-Edwardsville enrollments have remained fairly stable but are not growing, while enrollments at the University of Illinois-Urbana/Champaign are increasing. He described the difference as between the "haves" and the "have-nots"; schools that have money have had healthy enrollments in the past and are continuing to have healthy enrollments, while those that have struggled financially in the past ten years continue to struggle. Dr. Borst stated that WIU is in the middle of the pack; while WIU's enrollment decline is double the average, it is also better than some other public universities in the state.

Psychology professor Bob Intrieri said that he has heard that WIU needs to recruit more aggressively, but his impression is that Admissions has already implemented more aggressive recruitment strategies. He asked how much more Admissions can push recruitment. Dr. Borst replied that, in terms of turning up the pressure on Admissions staff and expecting results, he does not think WIU can increase enrollment by making Admissions counselors work harder. He believes that exploring new partnerships and attracting private entities with tuition assistance programs, focusing on the Quad Cities and St. Louis, will result in the best chance for success. He does not think Admissions staff can be pushed any harder with the expectation of a better result.

2. Petitions are sought for fall 2016 vacancies on the University Personnel Committee. Only tenured, full professors can serve. Three-year vacancies exist for the Colleges of Arts and Sciences, Business and Technology, and Education and Human Services. The deadline for petitions to be submitted to the Faculty Senate office is Friday, April 1. If elections are necessary for contested seats, those will now be administered electronically.
4. WIU will host the regional conference for Phi Alpha Theta, the History honor society, on April 1 and 2.
5. Faculty Senate elections for fall 2016 vacancies are now completed, with the following results:

College of Arts and Sciences – two 3-year vacancies

- Heather McIlvaine-Newsad, Sociology and Anthropology
- Marjorie Allison, English

College of Business and Technology – one 3-year vacancy

- Cecil Tarrant, Management and Marketing

College of Education and Human Services – one 3-year vacancy

- Jennifer Plos, Kinesiology

College of Fine Arts and Communication – one 3-year vacancy

- Stacey Macchi, Communication

Macomb At-Large:

- two 3-year vacancies
 - Diane Sandage, Sociology and Anthropology
 - Mallory Sajewski, University Libraries
- one 1-year vacancy
 - Gloria Delany-Barman, Educational Studies

7. The Faculty Senate Council on Curricular Programs and Instruction (CCPI) will sponsor a panel discussion on the curriculum approval process at 3:30 p.m. on Tuesday, April 5 in Horrabin Hall 1, with a connection to the Quad Cities Complex Room 2203. Chairs, curriculum committee members, and faculty who prepare curriculum are encouraged to attend.
8. Senator Brown will perform in a piano recital of the works of Beethoven at 5:00 p.m. on Sunday, April 2 in the COFAC Recital Hall.

III. Reports of Committees and Councils

- A. Senate Nominating Committee (SNC)
(Ginny Boynton, Chair)

SENATE COUNCILS AND COMMITTEES:

Distinguished Faculty Lecturer Selection Committee

Hal Marchand, Hlth Sci/Soc Wrk replacing Dennis Bowman 2017 E&HS

There were no further nominations.

- B. Council on Admissions, Graduation, and Academic Standards (CAGAS)
(Steve Rock, Chair)

CAGAS approved a request from the Department of Foreign Languages and Literatures to change their course catalog regarding advanced placement. The change would add the following sentence to p. 214 of the Undergraduate Catalog: “Students who begin at the 224-level may qualify, upon application, for advanced intermediate placement credit (equivalent to 122 and 223) by completing 224 and one 300-level class (in the same language) with a grade of C or better.” It would also change the sentence immediately following to, “Students who begin at the ~~200-~~ 223-level may qualify, upon application, for intermediate placement credit (equivalent to 122) by completing ~~either 223 or 224~~ with a grade of C or better,” and, finally, adds, “Please note that a grade of C- does not fulfill this requirement.”

Senator Boynton asked if high school students can only receive advanced placement (AP) credit if they complete more advanced courses at WIU. Foreign Languages and Literatures Chair Gary Schmidt replied this is correct; however, this proposal refers to advanced placement given by the department based upon classes taken at WIU and does not refer to the AP exam taken in high school.

NO OBJECTIONS

- C. Council on Curricular Programs and Instruction (CCPI)
(Lora Wolff, Chair)

1. CCPI Subcommittee on Certificates of Undergraduate Studies
(Mark Bernards, Chair)

- a) Final Report and Revision of Terms Related to Academic Programming Chart

The CCPI subcommittee began meeting in spring 2015 and was charged by the Senate Executive Committee to crystallize the definition of an undergraduate certificate; determine whether undergraduate certificates should exist and who is the intended audience; determine what constitutes replication of a minor and how much overlap can occur between certificates and minors; discuss the downside of offering a certificate and a minor within the same program; and determine what WIU’s peer institutions are doing with undergraduate certificates. The

subcommittee was composed of four chairs and four CCPI members, one each from every academic college, as well as the Registrar, Associate Provost Parsons, and a representative from the Council of Academic Advisors. CCPI received the report from its subcommittee in February and, over two meetings, passed two motions: 1) To accept only the IBHE definition of a certificate as the University's official certificate definition, and 2) That certificates meeting the IBHE criteria should come to CCPI for approval. Previously, certificates at the University were transcriptable with 9-16 s.h. A ruling by the IBHE would recognize only certificates of 30-60 s.h. The subcommittee and CCPI also recommend that the definition of a certificate be changed to "An approved set of **upper-division** undergraduate courses **focused** around a ~~multidisciplinary~~ **an interdisciplinary**- or single discipline-specific theme." The previous criteria that students must have at least 60 s.h. to enroll in a certificate is eliminated, but specifications that certificates not replicate existing majors or minors is retained, as well as the criteria that students must have successfully completed a bachelor's degree for certificates to be transcripted. The changes to Terms Related to Academic Programming go to the President for final approval.

NO OBJECTIONS

2. Curricular Requests from the Department of History

a) Request for New Course

- (1) HIST 381, World War II, 3 s.h.

NEW COURSE APPROVED

3. Curricular Requests from the Department of Psychology

a) Requests for New Courses

- (1) AGE 460, Individual Research in Aging Studies, 1-3 s.h., repeatable to 3 s.h.
- (2) AGE 463, Individual Readings in Aging Studies, 1-3 s.h., repeatable to 3 s.h.
- (3) AGE 487, Practicum in Aging Studies, 2 s.h.
- (4) AGE 490, Seminar in Aging Studies, 1 s.h.

Senator Boynton asked if the AGE prefix is new; Dr. Intriери replied that it is. It replaces the previous GERO prefix.

NEW COURSES APPROVED

b) Request for Change in Interdisciplinary Minor

- (1) Aging Studies

CHANGE IN INTERDISCIPLINARY MINOR APPROVED

4. Curricular Requests from the Department of Philosophy and Religious Studies

a) Requests for New Courses

- (1) REL 460, The Bible and Current Issues, 3 s.h.
- (2) PHIL 495, Internship, 1-3 s.h.

NEW COURSES APPROVED

- b) Requests for Changes of Options
 - (2) Philosophy (Option A)
 - (3) Pre-Law (Option B)

CHANGES OF OPTIONS APPROVED

- c) Request for New Option
 - (1) Religious Studies (Option C)

Senator Boynton asked if the new option will replace the existing B.A. in Religious Studies. Philosophy and Religious Studies Chair Gordon Pettit replied that his department does not plan to willingly give up its existing Religious Studies major, but if it were to be eliminated, the new option would be more substantial than a minor for Religious Studies students.

NEW OPTION APPROVED

3. Curricular Requests from the School of Computer Sciences

- a) Requests for Changes of Majors
 - (1) Computer Science
 - (2) Information Systems

CHANGES TO MAJORS APPROVED

- b) Requests for New Emphases
 - (1) Cyber Security (B.S. in Computer Science)
 - (2) Cyber Security (B.S. in Information Systems)

NEW EMPHASES APPROVED

4. Curricular Requests from the Department of Engineering Technology

- a) Request for Change of Major
 - (1) Engineering Technology

CHANGE OF MAJOR APPROVED

5. Curricular Requests from the School of Agriculture

- a) Requests for New Courses
 - (1) AGTM 207, Introduction to Precision Agriculture, 3 s.h.
 - (2) AGTM 471, Agricultural Remote Sensing, 3 s.h.
 - (3) AGTM 472, Agricultural Analysis and Decision Making, 3 s.h.

NEW COURSES APPROVED

- b) Request for New Minor

- (1) Precision Agriculture

NEW MINOR APPROVED

Motion: To consider Old Business, A. Request for New Course, next (Brown/Myers)

NO OBJECTIONS

IV. Old Business (Reordered)

A. Request for New Course

- (1) HORT 370, Plants in the Human Context, 3 s.h.

HORT 370 APPROVED

III. Reports of Committees and Councils (Continued)

D. Committee on Provost and Presidential Performance (CPPP) (Tim Roberts, Chair)

Senator Roberts expressed his thanks to the Committee members: Senators Carncross, Brown, Hironimus-Wendt, Dodson, and Silberer. He also thanked David Towers, Center for Innovation in Teaching and Research (CITR), for his vital support to administer the survey. Of 612 survey invitations emailed to faculty, 278 faculty opened the survey of the President and 243 actually submitted it, which was about 15 percent higher than previous years but still represented a minority of the eligible faculty. CPPP believes the higher participation rate may be a reaction to the staff reductions in December 2015. Senator Roberts also pointed out that the survey this year included a statement from the Board of Trustees (BOT) Chair emphasizing that the survey assists the BOT in its overall assessment of the University operation and the President's leadership. The survey this year also included a statement that President Thomas will be invited to address the Senate about the survey results, an explanation of how survey data will be compiled, and an assurance of the survey's confidentiality. CPPP considered a paper survey form for faculty concerned about confidentiality but decided not to offer that option.

Senator Roberts observed that 95 percent of survey participants indicated their affiliation with the Macomb campus, and a fairly large number of respondents indicated "no basis for response" to questions about the Quad Cities campus. This answer was also frequently chosen for questions about the President's work with Student Services. One new area of evaluation in this year's survey was called Student Success, which Senator Roberts explained asked faculty to consider the President's performance in ensuring that education remains affordable. Senator Roberts observed that there were also two new questions in the area of Academic Goals: one asked faculty to evaluate the President's role in student quality of life, while the other new question asked faculty to rate the President on promoting student learning to prepare for a globally competitive environment. Senator Roberts told senators the new questions were adapted from CPPP's query of peer institutions that evaluate their presidents or chancellors.

Of faculty who indicated their college affiliation, 41 respondents were from Arts and Sciences, four percent from the Library, 21 percent from Education and Human Services, 19 percent from Fine Arts and Communication, and 15 percent from Business and Technology. Senator Roberts stated that about two percent more Arts and Sciences faculty participated in the survey than their percentage representation of total University faculty; about three percent fewer Business and Technology and Education and Human Services faculty participated than their percentage representation, while participation rates for the Library and Fine Arts and Communication were about the same as their percentage of total faculty.

Faculty were asked to rank the nine initiatives the President set for the current year in order of importance; faculty ranked Academic Programs most important, closely followed by Budget. Least important to faculty was Committees, followed by Campus Collaboration. Senator Roberts reported that in the area of Total Campus Enterprise, the President's relationship with the BOT was ranked the highest by the faculty and his relationship with University Professionals of Illinois (UPI) the lowest, while many faculty in the comments for this section perceived a lack of vision by the President regarding the method used to undertake faculty reductions. He noted that in the area of Student Services, the President received some praise for trying to keep tuition flat and advocating for MAP funding for students to keep WIU affordable, while other faculty expressed concern about the quality of students who are admitted to the University. Senator Roberts related that in the area of Academic Goals, the President received a slightly higher score for his support for the Quad Cities campus than for the Macomb campus; he added that faculty appear divided about what the President's plans are for the University as an academic institution, as well as expressing uncertainty about the President's vision for the relationship between and goals for the Macomb and QC campuses. Senator Roberts stated that numerous faculty comments in the area of Personnel, Faculty Relations, and Campus Issues related to the administration's hiring practices; the President received relatively higher ratings for efforts to ensure diversity among faculty, staff, and students, but relatively lower ratings on efforts to achieve excellence among those groups. He stated that in the area of Overall Performance, some comments expressed doubts about the President's leadership ability, while others voiced support for his leadership; some comments expressed doubt about administrative decisions, while others credit the President for attempting to keep the University solvent and affordable. CPPP noted that many faculty comments took the form of recommendations for University leadership; many of those were included in Appendix 1.

Chairperson Pynes thanked CPPP members for a very difficult job, adding that having chaired the Committee twice he understands that it is a complex undertaking and noting that there was a 15 percent increase in responses with many faculty comments. He asked senators to continue to remind other faculty that they are colleagues, the CPPP survey is a professional survey, and *ad hominem* attacks are not appreciated or appropriate. He pointed out that faculty can dislike a person and disagree with their beliefs or leadership without making very disparaging comments about a colleague as a fellow human being. He stated that when presidents read those types of *ad hominem* comments, they understandably want to stop reading everything. He would like senators to remind their colleagues that constructive comments are the most effective and personal attacks are very inappropriate. He added there were not a lot of *ad hominem* attacks in the survey responses, but there were enough to be troubling, and it is the responsibility of faculty to be civil and professional. CPPP gives the President all of the comments and provides the BOT with the evaluation summary.

Senator Boynton thanked the Committee for its work and asked if the "no basis for response" category is new. Senator Roberts explained that last year's survey included "no response," which this year was split into two categories: "decline to respond" and "no basis for response." Senator Boynton observed that many faculty indicated "no basis for response" to several questions. Senator Roberts said this indicates that faculty do not have enough information to respond to some areas, and next year's CPPP may wish to consider whether to keep those questions in the survey.

Senator Solomonson would have liked to see David Towers invited to the meeting to support what he did for the survey, adding that he would like to congratulate him on an excellent instrument. Senator Solomon observed that the response rate is superlative compared to typical survey response rates.

Chairperson Pynes told senators that President Thomas has been invited to provide a written response to the survey, which will be posted on the Faculty Senate website along with the report. He added that President Thomas was also given the opportunity to respond to the survey in person; he will meet with the Executive Committee and Faculty Senate at their next meetings. Chairperson Pynes stated that April 8 has been set as the deadline to provide feedback to the BOT as they prepare their evaluation of the President. He reiterated that the Committee did a fantastic job of pulling the information together in time to meet this deadline.

NO OBJECTIONS TO THE REPORT

IV. Old Business

B. Proposed Addition of FYE Language to Course Syllabus Policy

FYE Faculty Associate Stacey Macchi, Associate Provost Nancy Parsons, and Arts and Sciences Dean Sue Martinelli-Fernandez provided senators with a revised proposal for inclusion of FYE language in course syllabi:

“This course has been designated a First Year Experience (FYE) course. As a graduation requirement, the two FYE courses you take (UNIV 100 and an FYE ‘Y’ course) are intended to help you transition to college effectively, as well as learn to think critically, understand multiple perspectives on issues, and improve your skills in research and problem solving. Your FYE ‘Y’ course also provides an environment in which to apply the academic skills you learn in UNIV 100 and help prepare you to transfer those skills to your other courses.”

Chairperson Pynes observed that UNIV 100 has a common syllabus, which was required to satisfy the University Course Syllabus Policy. He informed senators that Senator Boynton proposed a shorter statement be used only for “Y” courses, separate from the statement for UNIV 100 courses:

“This course has been designated a First Year Experience ‘Y’ course and is intended to help you to learn to think critically, understand multiple perspectives on issues, and improve your skills in research and problem solving. It will also provide an environment in which to apply the academic skills you learn in UNIV 100 and help prepare you to transfer those skills to your other courses.”

Chairperson Pynes stated that FYE leadership would prefer to see both UNIV 100 and “Y” courses covered in the same statement. Parliamentarian Deitz asked why FYE leadership thinks this would be a better path than that recommended by Senator Boynton. Associate Provost Parsons responded that the FYE classes component of the First Year Experience includes both UNIV 100 and “Y” courses; the idea is that these should be seen as working together. She explained that UNIV 100 does not fall under a separate category, nor do the “Y” Gen Ed or pre-professional courses; FYE is one category. She added that UNIV 100 helps provide transitional tools for college, while students learn specific content in a “Y” section where they can apply some of those tools in a 3 s.h. class. She stressed that the idea is for UNIV 100 and FYE “Y” to come together as a total package for the student.

Senator Boynton likes the revised statement provided by FYE leadership much better than the first one they provided to Senate, but her concern is that course syllabi should reflect what students can expect from one specific course. She believes references to other courses could be confusing to students, particularly freshmen, and she would not like to see mandates about including information regarding other courses on everyone’s syllabi. Senator Boynton concluded that she does not strongly object to the revised FYE statement, but she does not think it is appropriate to be talking about other courses on one’s syllabus because that is not where that language belongs.

Associate Provost Parsons related that in an article by Parks and Harris discussing the purpose of syllabi, one purpose, as Senator Boynton points out, is to address the contract of that content and what takes place between instructor and student, while another purpose is as a permanent record of what takes place in the class. A third purpose for syllabi is as a teaching tool that helps provide a context for courses and how they relate to one another. She said that FYE leadership is looking at the proposed language within this third context; while FYE is not a new concept, the relationship between the two courses is an essential building block to help students be successful at WIU. She believes the combined syllabus statement provides a learning concept and context to help students see how the two courses fit in relationship to each other.

Chairperson Pynes observed that it has been useful in other parts of the Course Syllabus Policy to reference a website for students to go to for more information. The policy includes links to student rights and responsibilities, plagiarism, and disability support services. He suggested that perhaps an FYE website link would be helpful to add, which would enable FYE leadership to address the relationship between the two courses and include more resources to address the teaching aspect while still having a shorter syllabus statement. Associate Provost Parsons replied that FYE leadership followed the example of the WID and BGS-Writing statements in #9 and #10 of the Course Syllabus Policy, neither of which include links. She stated that students will not absorb everything about their syllabus while in class and will hopefully look it over more carefully at home. Associate Provost Parsons added that the SGA representative to Faculty Senate at the last meeting said that she would have liked to have seen the relationship between the two classes when she was going through the First Year Experience. Senator Boynton remarked that the WID statement does not mention ENG 180 and 280, although all three comprise the writing requirement for the University, so she does not see the parallel to #9 on the Course Syllabus Policy.

Senator Roberts pointed out that the FYE syllabus language includes the statement that the two courses “are intended to help you transition to college effectively.” He asked if this implies that students in “Y” courses will be evaluated on their success in transitioning to college. Associate Provost Parsons replied that when the First Year Experience program was reviewed, it was found that the transition materials that were intended to be part of the “Y” sections were not consistently applied, which led to UNIV 100 being pulled out as a separate content area. She stated that “Y” courses are not being evaluated at this point; that is a departmental issue, under the UPI contract. FYE leadership would like at some time to gather information as to how FYE is assisting students to obtain the skills to be successful and transition to college, but faculty are not being evaluated on this aspect. She believes that this transition should not fall entirely on the back of UNIV 100 but should also be a component of the smaller “Y” courses. Associate Provost Parsons added that the class sizes for “Y” courses may have to go up slightly in the future. Senator Roberts stated that to include “transition to college effectively” as one purpose of the course (along with learn to think critically, understand multiple perspectives on issues, and improve skills in research and problem solving) seems ambiguous and out of place. He is not sure how students would demonstrate that skill. Associate Provost Parsons pointed out that the proposed syllabus language includes two pieces: “transition to college effectively,” which applies to UNIV 100, and all of the other areas, which are specific to the FYE Gen Ed course. She pointed out that the other items come directly from the General Education Handbook. She reiterated the purpose of the two courses is to come together to give students the ability to think, act, and be good students.

Senator Boynton does not think things should be included on the “Y” course syllabus that are not going to be covered in that course because this can be confusing to students. She thinks students might expect something to happen that will not occur since transitioning to college is not part of the purpose of “Y” courses. Associate Provost Parsons pointed out that in the original, longer FYE statement originally provided to senators it was made explicit what would occur in the UNIV 100 course and what would occur in the FYE “Y” course.

Senator Locke suggested that perhaps the problem could be solved by adding the word “collectively” to the language provided by FYE leadership, so that the second sentence would read, “As a graduation requirement, the two FYE courses you take (UNIV 100 and an FYE ‘Y’ course) are **collectively** intended to help you transition to college effectively, as well as to learn to think critically, understand multiple perspectives on issues, and improve your skills in research and problem solving.” He believes this change would address the spirit of the two courses. Associate Provost Parsons accepted this suggestion as a friendly amendment.

Parliamentarian Deitz pointed out that at the last Faculty Senate meeting senators directed Ms. Macchi to create a statement that was more student-oriented and addressed what the student should get out of these courses, and Senator Boynton seems to have accomplished this her short statement for “Y” courses. Parliamentarian Deitz pointed out that Senator Boynton’s proposed language does indicate that the two courses work together and build upon one another, and her statement lists the skills that are involved. She asked if the problem as perceived by FYE leadership is that the

objectives of UNIV 100 are not made explicit. Associate Provost Parsons responded that if “Y” is removed from the first sentence of Senator Boynton’s statement it would work fine, noting that FYE is not just “Y” classes. Senator Boynton pointed out that “in UNIV 100” would also need to be removed from the last sentence of the statement in order for it to be generalized for both courses. Associate Provost Parsons stated that if both “Y” and “in UNIV 100” were removed from Senator Boynton’s statement, it would be acceptable to FYE leadership.

Ms. Macchi pointed out that there are few individuals at WIU who teach both UNIV 100 and a “Y” course. She believes the course syllabus statement will help all FYE professors to see that these two courses are fundamentally a graduation requirement and 100 percent connected to one another, and that UNIV 100 learning should also be applied to “Y” courses. She stressed that the intention of the syllabus statement is to be transparent about that connection because it is very important to first year students. Dean Martinelli-Fernandez remarked that because of the discussion over two meetings at Faculty Senate, she believes a much better FYE course syllabus statement has been developed.

Motion: To approve Senator Boynton’s revised FYE course syllabus statement (Silberer/DeVolder)

MOTION APPROVED 18 YES – 1 NO – 0 AB

V. New Business – None

Motion: To adjourn (DeVolder)

The Faculty Senate adjourned at 5:30 p.m.

Jeff Brown, Senate Secretary

Annette Hamm, Faculty Senate Recording Secretary