***Reception to Honor Emeriti Faculty***

***and Administrators Who Retired in 2012***

***3:30-3:55 p.m., Tuesday, April 23, 2013***

***University Union Capitol Rooms***

**WESTERN ILLINOIS UNIVERSITY**

**FACULTY SENATE**

**Regular Meeting, *23 April 2013*, 4:00 p.m.**

**Capitol Rooms - University Union**

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

**SENATORS PRESENT:** J. Baylor, L. Brice, J. Choi, :45etary. and councils, and to the SEnate for their work this year, to the chairs of SEnate hat she feels as appropriate for tS. Cordes, S. Haynes, R. Hironimus-Wendt, A. Hyde, G. Jorgensen, I. Lauer, M. Maskarinec, B. McCrary, K. Pawelko, B. Polley, J. Rabchuk, S. Rahman, S. Rock, S. Romano, M. Siddiqi, A. Silberer, B. Thompson, R. Thurman, D. Yoder

Ex-officio: Ken Hawkinson, Provost; Tej Kaul, Parliamentarian

**SENATORS ABSENT:** D. Hunter

**GUESTS:** Dale Adkins, Cecelia Benelli, Steve Bennett, Stacy Betz, Keith Boeckleman, Andy Borst, Craig Conrad, Jana Deitz, Gloria Delany-Barmann, Ralph Dirksen, Jeff Engel, Tom Erekson, Angie Ferree, Rich Filipink, Pamela Godt, Hoyet Hemphill, Bob Intrieri, Kris Kelly, Laura Kieran, Bill Knight, Angela Lynn, Sue Martinelli-Fernandez, Bill McFarland, Patrick McGinty, Russ Morgan, Terry Mors, Mark Mossman, Darlos Mummert, Kathy Neumann, Tere North, Nancy Parsons, Bill Pratt, Karen Sears, Michael Stryker, Bhavneet Walia, Jim West, Tara Westerhold, Janet Wigglesworth, Gregg Woodruff, Charles Wright

Chairperson Rock acknowledged the retirees in the audience who were honored before the meeting at a reception for faculty emeriti for 2012: Cecelia Benelli, Ralph Dirksen, Angie Ferree, Pamela Godt, Bill McFarland, and Tere North.

1. Consideration of Minutes
   1. 9 April 2013

**Corrections:**

* On p. 19, the second sentence of the second paragraph reads “He wonders, however, how reliable the survey is if between one-fourth and one-third of all WIU faculty members are participating in the survey, whether it is a valid measure, and what that response rate says about the other two-thirds and their lack of participation.” Senator Hironimus-Wendt asked that “He wonders, however,” be changed to “He understands Senator Thompson to be asking”.
* On p. 19, later in the second paragraph, Senator Hironimus-Wendt asked that “measurable” be changed to “sampling” in the following sentence: “He theorized that those who chose not to participate may have done so because they were comfortable, or uncomfortable, with the President or Provost, but it is impossible to know anything about their reasons, so their lack of responses are thrown out as random error rather than measurable error.”

**MINUTES APPROVED AS CORRECTED**

1. Announcements
   1. Provost’s Report

Provost Hawkinson informed senators that he presented the consolidated annual report on Friday, April 19, and it is now available on the Provost’s website.

There will be a retirement reception for University Libraries Dean Phyllis Self from 2:00-4:00 p.m. Thursday, April 25 in the Malpass Garden Lounge.

Dan Malachuk, English and Journalism, has received a Fulbright award to study in Germany next year. Provost Hawkinson had previously announced that Joe Dobson, Management and Marketing, had also received a Fulbright award to study next year in Romania.

Provost Hawkinson thanked senators for their graciousness during the past productive year and their willingness to work together with other University entities toward the betterment of WIU.

Senator Brice noted that there was talk in the fall of creating new options in the Educational Leadership doctoral program and a new Ph.D. in Environmental Sciences. He asked what the University will do to fund the library resources needed to support those programs when there are still not sufficient materials to support the Nursing and Engineering programs. Provost Hawkinson related that the Environmental Sciences doctoral program was held back a number of years but has now been approved by the Board of Trustees and is on its way to the Illinois Board of Higher Education for approval. He explained that it is an interdisciplinary program utilizing several existing graduate courses, so he anticipates that it will be a relatively low-cost program. He added the program will serve WIU’s mission in this part of the state, and the University was asked to create a the Ph.D. program by the Army Corps of Engineers, the Department of Agriculture, the National Fish and Wildlife Service, and other environmental services because it will examine the economy of rivers. Provost Hawkinson stated that resources will not be needed for the program until 2014, and if at that time it is found that the University cannot afford to hire the one or two professors necessary for the new Ph.D. program, it will be reevaluated. Provost Hawkinson added that the possibility of creating additional tracks for the Educational Leadership doctoral program is very much in the planning stages and years away from development; the University will evaluate the financial aspects of those plans closer to when they may become a reality, but right now ideas are being brainstormed and plans are just in the discussion phase.

* 1. Student Government Association (SGA) Report – None
  2. Other Announcements

Chairperson Rock recognized outgoing senators whose terms are expiring: Senators Haynes, Hironimus-Wendt, Hunter, Pawelko, Rahman, Silberer, Thompson, and Yoder. Senator Silberer, who has replaced Senator Myers while she has been on sabbatical this semester, was recently elected to serve a full three-year term beginning in the fall.

**Motion:** To consider New Business next (Rahman)

**NO OBJECTIONS**

V. New Business (Reordered)

1. Memorial Resolution to Honor Dr. Phyllis Rippey

Senator Rahman read the resolution into the minutes:

**Faculty Senate Resolution To Honor Western Illinois University Political Science Associate Professor Emerita Phyllis Farley Rippey, who passed away on April 17, 2013**

**Whereas,** Dr. Rippey served Western proudly from 1989 until her retirement in 2012, serving as a member of the political science faculty and dean of the College of Arts and Sciences; and

**Whereas;** Dr. Rippey taught courses in American government, constitutional law, judicial politics and politics and religion, as well as the senior seminar course; and

**Whereas**, Dr. Rippeyserved her faculty colleagues as an active and effective member of many university committees, including the Faculty Senate; and

**Whereas,** Dr. Rippey served as president of the Western Organization for Women (WOW) and was honored as the 1997-98 recipient of the WOW Achievement Award; and

**Whereas,** Dr. Rippey was one of 45 women honored in the "Women of Western Centennial Photographic Exhibit," which documents some of the extraordinary contributions of women who have served WIU since its founding in 1899; and

**Whereas**, Many of Dr. Rippey’s former students testify to how much her classes have helped them in law school; and

**Whereas,** Upon her retirement, Dr. Rippey’s colleagues expressed that they would miss her passion and enthusiasm for teaching and politics as well as her leadership and her sense of humor;

**Therefore, be it resolved that** the Western Illinois University Faculty Senate expresses appreciation to the family of Phyllis Farley Rippey for the dedicated service she provided to this institution.

**NO OBJECTIONS**

Senators observed a moment of silence in memory of Dr. Farley Rippey.

1. Reports of Committees and Councils
   1. Council on Admission, Graduation, and Academic Standards

(Jeff Engel, Chair)

* + 1. Advanced Placement Credit for Lower-Division Engineering Courses

The School of Engineering has requested that up to 18 s.h. of advanced placement credit be granted for lower division Engineering coursework completed at community colleges upon passage of the Fundamentals of Engineering Exam. Dr. Engel related that CAGAS approved the recommendation after being convinced that the request would not weaken the 60-hour requirement for graduation from WIU. He stated that CAGAS was convinced there is a need for an advanced placement opportunity for Engineering and that the majority of Engineering students coming to WIU may not be ready for calculus but are still able to succeed in the program. He explained that the 2+2 agreements that WIU has with community colleges could stretch to three years because students often have to take pre-calc before taking calculus, which is a prerequisite for other required courses; he added that in the course of those three years, students at community colleges often take enough other courses that they don’t have 60 hours of coursework left to do at WIU in order to graduate. Dr. Engel added that there are ways to assure the quality of the coursework being put forward by the community colleges for advanced placement: similar to Nursing where students take a licensure examination, Engineering students would have to take the Fundamentals of Engineering Exam prior to WIU graduation. He added that the concept is also similar to that in place for foreign languages whereby students can receive advanced placement credit for foreign language courses taken elsewhere provided they achieve an adequate grade in foreign language courses taken at WIU. Dr. Engel pointed out that if students did not accomplish what they should have in their previous undergraduate courses, they will not be able to succeed in subsequent Engineering courses and become licensed.

The proposal specifies that “Advanced placement credit for 18 hours of select lower division engineering courses from a community college or from a non-ABET accredited engineering program will be provisionally granted providing the following is true: 1) the student earned a minimum grade of ‘C’ or above (2.0 on a 4.0 scale) for complete courses that are deemed equivalent as determined by the School of Engineering, 2) the courses conform with I.A.I. standards, 3) the student completes 9 semester hours of 300 level engineering courses with a ‘C’ or above in their first semester at WIU. Final advanced placement credit will be granted upon proof of passing the Fundamentals of Engineering Exam.”

**NO OBJECTIONS**

* + 1. Requests for S/U Grading
       1. HRM 400, Human Resource Management Internship, 1-3 s.h., repeatable to 3 s.h.

Dr. Engel informed senators that many internship courses have been approved for S/U grading.

* + - 1. PSY 492, Capstone Experience, 1 s.h.

Dr. Engel explained that PSY 492 represents a way for the department to add a major written paper to another 400-level course in Psychology; students write the capstone paper, which is graded S/U, in conjunction with a graded 400-level course. He added that PSY 492 will be utilized by many different instructors and added on to courses where there is already a full workload.

**NO OBJECTIONS TO S/U GRADING REQUESTS**

* + 1. Changes to Admissions Standards

Dr. Engel informed senators that what was proposed by Admissions represents a change from using a grid, based on GPA and ACT scores, to using an equation. He explained this would result in a slight increase in standards and would change the way that standards are expressed in order to provide more flexibility in future. He added the equation is more easily communicated and would change the way the Office of Academic Services assesses students below those standards so that the University can choose the most promising students from that pool. Dr. Engel said that CAGAS appreciated that the proposal was based on analysis of data from the last change in the admissions standards and is geared toward admitting better students and attracting those students that Western wants.

Admissions Director Andy Borst informed senators that the recommendations build on the 2011 CAGAS report, when CAGAS was chaired by Senator Polley; Dr. Borst believes that analysis should continue to see which students are successful at Western and which are not. Dr. Borst asserted that the change is minimal but will allow the University to implement further incremental changes over time which can be marketed to a wider audience. He stated that one of the major challenges facing the Office of Admissions is one of perception; many schools, especially in the north and west suburbs of Chicago, send WIU those students that are exclusively intended to be admitted through OAS while they direct their more academically proficient students to other universities.

Dr. Borst outlined the four goals associated with the proposed change:

1. To be able to say that WIU is increasing its admissions standards.
2. To actually increase WIU’s admissions standards.
3. To be as transparent as possible.
4. To change admissions standards in a way that will not adversely affect enrollment.

He explained that as part of goal #3, the “grid” utilized since 2004 will be eliminated and replaced by a formula. A comprehensive review will be performed for each student receiving a score of 46 or below. Dr. Borst explained that the Office of Admissions will now oversee orientation and retention functions and will be able to absorb the additional workload without adding positions. The formula to be utilized for determining admissions will be shared with guidance counselors but will not be specified on recruitment materials shared with students because some schools operate under a five-point scale and students may incorrectly interpret the formula as it applies to them.

Chairperson Rock remarked that the University spent a lot of time and effort developing the admissions grid. He noted that the Admissions office will now be performing a comprehensive review of approximately 2800 applications, an increase from about 1100 applications currently, and he wonders how doubling the workload will be able to be handled internally utilizing existing personnel. Dr. Borst responded that the Office of Admissions currently works in conjunction with the University Advising and Academic Support Center to evaluate students that fall below the line for regular admissions. He stated that evaluation currently involves calculating an academic core GPA, but the new comprehensive review process will include examining all courses that a student has taken in high school. He explained that more time will be spent evaluating students who are on the margin than on those who clearly fall below the line; those students who have 2.0 GPAs or ACT scores of 14, for example, are very easy to evaluate and will be advised to improve their GPA before reapplying to Western. The evaluation process will involve looking at core courses, such as Math and English; improvement of GPA from freshmen to junior/senior years; and the personal statement. Dr. Borst informed senators that it takes Admissions personnel about an hour to review 10 to 25 files; personnel have become efficient with this process while implementing the OAS waiting list for this year. Dr. Borst is confident that his office can handle doubling the workload by sharing resources not only within his own office but also with the University Advising and Academic Support Center.

Senator Thompson remarked upon Dr. Engel’s statement that changing to a formula will increase flexibility. He asked what that increased flexibility will look like and if it will mean that it will be easier in the future to increase Western’s standards. He also asked if the new formula will result in a change in the number of students going through the OAS program. Dr. Borst responded that he does not think the change from a grid to a formula changes the flexibility of the process. Dr. Engel explained that he meant it will be easier to change the equation in future that it was to change the entire grid.

Dr. Borst informed senators that he has never given the grid out to high school guidance counselors, but now the University can give the formula to them and tell them that this is the line at which students will be automatically accepted. Dr. Borst does not anticipate a large change in the number of students admitted through OAS, adding that admitting a lot of OAS students stretches the University’s resources and impacts enrollment and retention numbers. He stated that WIU can serve about 400 students comfortably through the current OAS program and should focus on those students who can truly be successful through the help of that program. Senator Yoder asked if the number of OAS students contributes to the perception that Western has lower standards than other universities. Dr. Borst responded that some of the perception is a result of the increase in the number of applications for the OAS program and positioning of the students that universities are competing to attract. He explained that as state support has failed throughout the Midwest, WIU has seen more competition from the Chicago area for students that used to be Western’s “bread and butter.” Dr. Borst informed senators that the Universities of Missouri and Kentucky, both flagship schools, are now competing heavily for Illinois students, and when students see the facilities at those schools, it is hard for Western to compete. Senator Yoder reiterated that he wonders if greater numbers of OAS students at WIU increases the perception that the University has lowered its standards. Dr. Borst responded that Western has actually increased its standards over time, but to be able to send representatives out to *announce* that Western is going to be increasing its standards will be one way to combat that inaccurate perception. Dr. Borst related that former Admissions Director Karen Helmers has stated that any time Western increased its admissions standards, it saw a corresponding increase in enrollment, so it is a strategy that is certainly worth a try.

Senator Rabchuk stated that in the full Admissions report submitted to ExCo, a histogram of the ACT scores of students admitted to WIU over the past eight or nine years showed that there is a significant decline of students with scores of 21, 22, and 23. Dr. Borst responded that about 50 percent of WIU’s students have ACT scores between 18 and 23. Senator Rabchuk asked if the purpose of the admissions change is to send a clear message to high school guidance councils about the line above which students will automatically be accepted to Western and below which they will undergo a comprehensive review, thus providing counselors with a strong message about the appropriateness of directing students with certain ACTs to WIU. Dr. Borst responded that sometimes universities seem to artificially increase admissions standards but WIU’s increase is based on data gathered from students; the University is saying that, based upon this formula, these are the students that can be academically successful at WIU.

Senator Brice asked if personnel in the Office of Admissions have talked to guidance counselors and others to find out why the perception exists that WIU has lower standards than other universities and how it originated. Dr. Borst responded that his office is in the process of talking to high school guidance counselors in areas that used to be key schools that provided WIU with numbers of students, such as Naperville Central who about five years ago sent about 20 students a year to WIU and has so far this year sent eight. He related that the increased competition for the middle 50 percent of students is being most frequently mentioned as the cause of the decrease rather than anything that WIU is doing wrong. Dr. Borst stated that the reasons are complicated; he noted that Western’s tradition of affordability can be interpreted as “cheap” because WIU is less expensive than other Illinois institutions, while at the same time Missouri universities are a lot more affordable for Illinois students than paying in-state tuition in Illinois. Dr. Borst stressed that affordability needs to remain part of WIU’s message coupled with a message of quality.

**NO OBJECTIONS**

* 1. Council on Curricular Programs and Instruction

(Steve Bennett, Chair)

* + 1. Curricular Requests from the Department of Communication Sciences and Disorders
       1. Request for New Minor
          1. Communication Sciences and Disorders

**NEW MINOR APPROVED**

* + 1. Curricular Requests from the School of Law Enforcement and Justice Administration
       1. Request for New Course
          1. LEJA 357, Theories of Crime, 3 s.h.

**NEW COURSE APPROVED**

* + 1. Curricular Requests from the Department of Educational and Interdisciplinary Studies
       1. Request for Change of Major
          1. Bilingual/Bicultural Education

**CHANGE OF MAJOR APPROVED**

* + 1. Curricular Requests from the Department of Curriculum and Instruction
       1. Requests for New Courses
          1. SPED 405, Moderate to Severe Disabilities, 3 s.h.
          2. SPED 415, Behavior Seminar, 2 s.h.
          3. SPED 417, Collaboration and Co-Teaching, 2 s.h.

**NEW COURSES APPROVED**

* + - 1. Request for Change of Major
         1. Special Education

**CHANGE OF MAJOR APPROVED**

* + 1. Curricular Requests from the Department of Economics and Decision Sciences
       1. Request for New Course
          1. ECON 410, Economics of Crime and Punishment, 3 s.h.

Senator Rabchuk asked if ECON 410 will consider the economics of the punishment industry. Economics and Decision Sciences Chair Tej Kaul responded affirmatively, adding that it will take into account both crime and punishment. Senator Cordes asked how statistical methods will be incorporated, noting that students need technical skills working with measurements taken in the field utilizing breathalyzers, for example, as well as working with economic data utilizing SPSS. Parliamentarian Kaul responded that students must have the ability to analyze crime and punishment data; students will use statistical packages but the thrust of the course will be how they analyze the data. Senator Cordes observed that the prerequisites for the course seem to also include a lot of data analysis. Senator Choi asked if the Director of the School of Law Enforcement and Justice Administration was contacted about the course; Parliamentarian Kaul pointed out that the Director provided a letter of support.

* + - 1. Requests for Changes of Majors
         1. BA in Economics
         2. BB in Economics

Senator Rabchuk pointed out that the proposed change to the BA in Economics would reduce the math requirement for students going on to graduate school; he asked if this will negatively impact them. Parliamentarian Kaul stated that his department does not think it will negatively impact their majors going on to graduate school; he explained the change is intended to bring this major more in line with other social science majors, such as Sociology, Psychology, and History, and to have Economics students meet similar requirements. He added that it is possible for students to pursue a particular math sequence if they wish to do so.

Senator Maskarinec asked if including the phrase “any math course that meets University requirements” adds anything to the prerequisites or if it is redundant since STAT 171 is also required. Parliamentarian Kaul admitted the phrase is in some ways redundant but he has found some examples of the use of this kind of wording. Senator Hironimus-Wendt stated that the phrase indicates that the department wants a requirement of one mathematics course other than MATH 099, since MATH 099 does not meet University requirements, *plus* STAT 171. Parliamentarian Kaul confirmed that the department wants six hours of math to include STAT 171 and one additional course.

**CHANGES IN MAJORS APPROVED**

* + 1. Curricular Requests from the Department of Management and Marketing
       1. Requests for New Courses
          1. HRM 400, Human Resource Management Internship, 1-3 s.h., repeatable to 3 s.h.
          2. HRM 499, HRM Knowledge Assessment, 0 s.h.
          3. SCM 499, SCM Knowledge Assessment, 0 sh.

Senator Yoder remarked that the course descriptions for the knowledge assessment classes don’t say much about the courses, indicating only that the assessment tests must be taken prior to graduation. He suggested that information from the course objectives be added to the course descriptions to give a better idea of what is involved in the course beyond the fact that students must complete an examination. Senator Rabchuk noted that taking the exam is what the class is about; the class *is* the exam. Senator Cordes stated that the course objectives don’t look like learning outcomes but rather like what the department wants to achieve from the information gained by students taking the test. Management and Marketing Chair Craig Conrad explained that HRM 499 and SCM 499 are simply mechanism courses; since his discipline does not have a capstone course, there is no way to capture post-program assessment data. Senator Cordes asked if students are prepped to take the exams; Dr. Conrad replied that they are not. He stated that the College of Business and Technology’s AASCB accreditation requires each department to perform pre- and post-measurements of curricula, and these courses do that.

Senator Cordes stated that although the courses are designed to facilitate the taking of required exams, the course descriptions do not describe what goes on in the courses. He suggested they more explicitly indicate that HRM 499 and SCM 499 are courses where students take the required assessment exams. Parliamentarian Kaul explained that the wording for the course descriptions mimics that used for ECON 197 and 497; 197 is used for assessment and 497 for exit assessment. He added that the description of ECON 497 on p. 175 of the undergraduate catalog is exactly the same as that utilized for HRM and SCM 499. Senator Cordes stated that despite historical precedent, these descriptions may bear looking at when there is more time, although he does not object to the proposals. Parliamentarian Kaul explained that an assessment mechanism is needed, and the two proposed courses provide a reasonable way to assess students. Senator Hironimus-Wendt stated that while he does not object to the proposals, he concurs that it seems odd to call something a course when there is no instructor, no semester hours, and no students. Dr. Conrad corrected that there are students and professors for the two courses. As chair, Dr. Conrad is responsible for collecting and compiling the assessment data, and all students must take the course. Senator Hironimus-Wendt asked if the students will gather in one location to take the courses; Dr. Conrad responded the exams will be administered online.

Parliamentarian Kaul asked Economics and Decision Sciences professor Tara Westerhold to explain ECON 497, which she teaches. Dr. Westerhold explained that for years the department couldn’t get students to take the test so were unable to fully assess their program. The department decided to make completion of the assessment exam a graduation requirement from the program. Dr. Westerhold informed senators that the way she teaches ECON 497 is to meet with the students every other week to discuss such topics as the transition from college to the working world, graduate schools, and the work environment, as well as gathering the assessment data. The department now has 100 percent compliance with the assessment exam, resulting in full assessment data to report to AASCB.

Senator Siddiqi asked if the assessment exams should be listed as graduation requirements rather than as courses. Senator Maskarinec stated that listing them as courses rather than as graduation requirements is simpler and works better with the programmatic style of STARS because students will have to register for the courses and faculty members will have to verify that they pass them. He stated this works better than having to create a new category called “assessment exam” that would require programming by Administrative Information Management Services or which would put the onus on advisors to make sure that students completed the requirement prior to graduation. He believes having the exams as courses works within the context that is intended.

**NEW COURSES APPROVED**

* + - 1. Requests for Changes of Majors
         1. Human Resource Management
         2. Supply Chain Management

**CHANGES OF MAJORS APPROVED**

* + 1. Curricular Requests from the College of Business and Technology
       1. Requests for Changes of Minors
          1. Business
          2. Pre-MBA

**CHANGES OF MINORS APPROVED**

* + 1. Curricular Requests from the Department of Kinesiology
       1. Request for Change of Major
          1. Physical Education

**CHANGE OF MAJOR APPROVED**

* + 1. Curricular Requests from the Department of English and Journalism
       1. Requests for New Emphases
          1. Creative Writing
          2. Literature
          3. Middle School Teaching
          4. Professional Writing
       2. Request for Change in Emphasis
          1. Journalism
       3. Request for Change in Option
          1. English Education

**Friendly amendment:** Add ENG 307, 351, and 357 in the list of Social Justice courses for each emphasis and option (Rahman)

Senator Brice asked if University Library collections need to be maintained at their current levels for the success of the new emphases and if they will continue to be sufficient if the Library’s budget is cut. English and Journalism Chair Mark Mossman replied that that the Library’s existing collections are sufficient currently, and whether they would continue to be sufficient if the Library’s budget is cut would depend upon how much it is cut, which would affect the entire Department of English and Journalism.

**ENGLISH AND JOURNALISM REQUESTS APPROVED WITH FRIENDLY AMENDMENT**

* + 1. Curricular Requests from the Department of Psychology
       1. Request for New Course
          1. PSY 492, Capstone Experience, 1 s.h.

**Friendly amendment:** Change abbreviated title to PSYCH CAPSTONE rather than just CAPSTONE (Rabchuk)

**NEW COURSE APPROVED WITH FRIENDLY AMENDMENT**

* + - 1. Request for Change of Major
         1. Psychology

**CHANGE OF MAJOR APPROVED**

* + 1. Curricular Requests from the Department of Art
       1. Request for New Course
          1. ARTH 389, Islamic Art and Architecture, 3 s.h.

Senator Brice observed that the proposal indicates it would be nice to have access to recent monographs and collections on Islamic art and architecture. He asked if the department has spoken to University Libraries about the prospects for obtaining these materials. Art Department Chair Charles Wright responded that he has not. Senator Brice suggested it might be helpful, given the Library’s tight budget, for the department to submit a request to the Library to purchase these items. Senator Cordes remarked that certain departments have not spent their allocations for this year so there may be money available. Provost Hawkinson informed senators that the Library’s budget has been stagnant while prices have continued to go up; University Libraries’ budget represents about 25 percent of the entire budget for Academic Affairs. He admitted there is not as much money available for book purchases as previously, but noted that journal access has increased over the past ten years from 5,000 to about 55,000 titles, resulting in an enormous increase to research worldwide. Dr. Wright stated that his department does quite well with interlibrary loans and subscriptions, which should be sufficient.

* + - 1. Requests for Changes of Options
         1. BA Graphic Design
         2. BFA Graphic Design

The requests for changes of options were withdrawn by the department.

Chairperson Rock thanked CCPI members for their hard work this year and stated that he looks forward to Dr. Bennett taking a seat on Faculty Senate this fall.

* 1. Council on General Education

(Patrick McGinty, Chair)

* + 1. Requests for Inclusion in General Education
       1. BIOL 181/GEOL 181, Integrated Science I, 4 s.h.
       2. PHY 182/GEOG 182, Integrated Science II, 4 s.h.

Senator Hironimus-Wendt asked why one of the courses has a prerequisite of MATH 099 while the other has a prereq of MATH 100. Senator Rabchuk admitted that the math requirement is slightly higher for 182 than for 181; he stated that if the courses were not going to be included in General Education, they would probably require a higher mathematics prerequisite. Senator Hironimus-Wendt pointed out that there is a different threshold for MATH 099 and MATH 100 because one counts for graduation while the other does not. Senator Rabchuk stated that it is acceptable for students to take 181 after having taking MATH 099. College of Arts and Sciences Associate Dean Russ Morgan added that teacher education courses are so closely structured that there was a desire to avoid adding anything that might slow the process down; it was also thought that requiring MATH 100 for 181 might eliminate a few candidates from the program.

**GENERAL EDUCATION REQUESTS APPROVED**

* + 1. Revised Request for Inclusion in General Education Form

Dr. McGinty informed senators that the changes are in accordance with the Council’s bylaws and its charge from the Senate. He stated the changes are intended to clarify some of the issues that arise in General Education, such as the number of prerequisites for courses, how often Gen Ed courses should be offered, and when departments need to provide assessment plans. He pointed out that the revised form asks departments to provide an assessment plan for their proposed goals when they submit the request for inclusion in General Education; this will avoid the situation the Council is currently experiencing where a number of General Education courses are set to begin this fall but no assessment plan has been approved for them. Dr. McGinty believes the revised form will help streamline the procedure and make it more effective and efficient for members of CGE and its future chair.

**REVISIONS APPROVED**

Chairperson Rock thanked Dr. McGinty for chairing CGE this year.

* 1. Council for International Education

(Michael Stryker, Chair)

* + 1. Request for Discipline-Specific Global Issues Designation
       1. IDT 390, Interactive Distance Learning, 3 s.h.

Chairperson Rock remarked that he was initially troubled where this course would fit into global issues but felt more comfortable after a second reading. Dr. Stryker related that the professor approached him at the end of the fall 2012 semester and they discussed the challenges of fitting the practical aspects of distance learning within the framework of global issues. He stated that CIE tried to get the department to flesh out specific examples of course content that would engage those things that Faculty Senate looks for in a global issues course, but it is more challenging for certain departments and courses to make those connections than it is for others.

Senator Rabchuk asked how the course will address objective c.1., to enable students to discover how different forces have shaped the development of different cultures. Instructional Design and Technology Chair Hoyet Hemphill explained that there are different cultural issues that must be addressed regarding the delivery of distance education, such as limited access to resources in countries such as China where access to Facebook and certain kinds of material is restricted. He stated that there has to be an attempt to globalize in both higher education and distance delivery, and this involves dealing with specific political and cultural differences of which this course will make the student aware. Senator Rabchuk stated that this does not answer how students will be exposed to “how different forces have shaped the development of different cultures.” Dr. Hemphill explained the course will discuss the history of distance learning and how access to the internet affects various cultures; for instance, a few years ago the University offered a graduate course to students in the Pacific Rim but some of those islands had access to the internet for only two hours per day.

Senator Siddiqi stated there seems to be some confusion because the course involves interactive distance learning and the textbook listed is *E-Learning by Design*, which indicates the course would utilize the internet as a tool to enhance distance learning but does not seem to cover how distance learning is used in China or elsewhere and does not seem to correspond to what the syllabus indicates will be covered in the course. Dr. Hemphill explained that the textbook covers the design of e-learning but other required readings address the global issues aspects of the course. Senator Cordes remarked that *E-Learning by Design* is a good book for the design environment which would be part of the thrust of the course, and other readings could be brought in to address how opportunities for technology are different in other cultures and how people interact with each other utilizing technology. He noted that IDT courses are very project based and asked how global issues will be tied together with these projects, whether students from different countries will be brought together to work on projects or how connections with different cultures will be developed through projects. Dr. Hemphill replied that instructors have contacts at universities in China and South Korea and will include current content and materials from those countries and work closely with those contacts. Senator Siddiqi stated that he, too, is familiar with *E-Learning by Design* and it is good textbook, but it doesn’t cover 60 percent of what the syllabus indicates will be included in the course. He stated that senators need to be able to tell if the proposed textbooks and readings will cover global issues; he added that the proposal states that the course will study South Korea, China, and India, but it is impossible to tell if the books and readings will cover those areas. Dr. Hemphill pointed out that p. 7 of the proposal includes, under References, different links toward a global audience, including a report from UNESCO. Dr. Stryker related that CIE asked the department to tie specific readings into the proposal and flesh out specific documents to address the learning objectives. He stated that this information is embedded within the proposal.

Parliamentarian Kaul pointed out that the title of the course listed on the syllabus does not match the title listed on the request form; Instructional Design and Technology professor Jim West stated that the syllabus was created before the title of the course was changed and will be updated to reflect the current course title. Dr. West observed that distance learning around the world is changing so rapidly that any books would be outdated by the time the course was offered. He stated that readings that might be applicable now will have to be constantly changed by the instructor teaching the course if the course is to stay relevant. Parliamentarian Kaul stated that, in response to Senator Rabchuk’s original issue, there will be periodical examinations given and students will be asked to write short papers that can be specific to a global issues goal that the course is trying to address. Parliamentarian Kaul explained that the nature of this kind of course, similar to IS 325 in his former department or to any type of technology course, is to find different mechanisms to incorporate the global issues aspect. He noted that technology is largely the same around the world but its adoption is dependent on a given culture, which will be brought out when students explore the readings and do research to discover those aspects in this class. Dr. Hemphill added that this aspect will also be built into the product that is produced within the class.

Senator Hironimus-Wendt stated that his concerns are directed more at the foreign language/global issues requirement than at this specific course. He asked why such a flawed requirement was created at Western. He stated that he has seen Faculty Senate approve courses with less global content than the current course, such as a Theatre course that spent one week studying Japanese kabuki and one week studying Chinese theatre. He believes that IDT 390 rises above that level of expectation, and he can see no reason not to approve it. Senator Hironimus-Wendt stated that while some might not think enough attention is given to global issues in this course, it has as much global issues as previously approved courses. Senator Hironimus-Wendt believes the problem is not IDT 390 but the foreign language/global issues requirement.

Senator Choi observed that the catalog description of the course is not global: “Study of the central issues and concepts in the field of distance learning, with an emphasis on the Web. Students will apply distance learning concepts and design principles to a group project converting a site-based course to a Web-based class.” Dr. Hemphill responded that the department will be changing the catalog description next year. Parliamentarian Kaul suggested the addition of “interactive global” in the first line before “distance learning” may address the issue. Dr. Stryker stated that CIE also discussed the course description but was assured that the department intends to rewrite it so that it better reflects the global nature of the course. Senator Cordes stated that what the department is trying to do is important and it should be made very clear that the effort is being made.

Senator Rabchuk stated that his problem is fundamentally with the global issues requirement because it is too convoluted. He believes the current proposal includes too much material and there must be a better way to meet the needs of the University than what has been created with the FLGI requirement.

**DSGI COURSE APPROVED**

Chairperson Rock thanked Dr. Stryker for chairing CIE this year. Dr. Stryker thanked Faculty Senate for the opportunity to serve and introduced next year’s chair, Bhavneet Walia, who will replace Dr. Stryker when his term ends this fall.

* 1. Writing Instruction in the Disciplines (WID) Committee
     1. Requests for WID Designation
        1. SPED 370, Assessment, 4 s.h.
        2. SPED 400, Planning for Instruction, 3 s.h.

**WID DESIGNATION APPROVED**

* 1. Senate Nominating Committee

(Martin Maskarinec, Chair)

**UNIVERSITY COUNCILS AND COMMITTEES:**

* Bachelor of General Studies Advisory Board

Ginny Boynton, History replacing Lora Ebert Wallace 15 A&S

* University Theme Committee

Sarah Haynes, Phil/Rel Studies replacing Jeannie Woods 15 At-large

* Technology Security Committee

Josh Averbeck, Comm. replacing Stacey Macchi 15 FA&C

There were no further nominations; the slate of candidates was approved.

* 1. Committee on Provost and Presidential Performance

(Jim Rabchuk, Chair)

* + 1. Proposed Changes to Timetable

The Committee on Provost and Presidential Performance (CPPP) has requested a change for next year so that the process of evaluating the two administrators would occur in the fall semester rather than in the spring, with the Committee continuing to make its report to Senate in the spring semester. Their rationale explains “The surveys as they have been conducted up to this year are intended to reflect the faculty’s evaluation of the President’s and Provost’s performance in the preceding academic year. It makes little sense to begin that evaluation in the spring semester of the following year.” The proposal also includes a suggestion that CPPP host a focused conversation for faculty with the President and Provost sometime in the first two weeks of the fall semester regarding the two administrators’ performances and how they relate to the state of the University. The surveys would then be distributed to faculty by the end of September.

**NO OBJECTIONS**

1. Old Business
   1. Reorganization of FYE Committee on Classes

The Executive Committee, as a follow up to the previous Senate meeting, has recommended that the FYE Committee on Classes be revised to two representatives from each college who are teaching or have taught FYE classes and two at-large representatives with preference given to non-FYE faculty. Chairperson Rock stated that ExCo would like to see those persons who were asked to serve this year in order to help with the FYE review to remain on the Committee but be moved into the newly reorganized positions. Additionally, ExCo recommends that in future all vacancies on the FYE Committee on Classes be filled by the Senate Nominating Committee.

Senator Thompson observed that Interim Associate Provost Parsons’s original recommendation included one representative from University Libraries, which was dropped from the proposal by ExCo. He asked what department has the most faculty teaching FYE classes; Dr. Parsons responded that Psychology or Sociology have the most FYE professors. Senator Thompson asked which area has provided the most faculty to teach UNIV 100. Dr. Parsons responded that there are five Library faculty who have volunteered to teach UNIV 100, but FYE overall is taught mostly by Sociology and Psychology professors. Senator Thompson asked if the FYE Committee on Classes is a committee of the whole; Dr. Parsons responded affirmatively, adding that it deals with all of the classes under FYE.

Senator Cordes stated that, given that UNIV 100 is built around some foundational principles that the University has adopted, the resources that will be necessary during the FYE transition are very critical to the program, and he perceives a disconnect between the FYE Committee and faculty who are in a position to understand, lobby for, advocate, and locate these resources that are necessary for students. He pointed out that other faculty on the FYE Committee on Classes may not be information scientists or acquisition scientists with the skills necessary to determine the resources needed for UNIV 100. He added that Library faculty, given their size, are very motivated to serve throughout the University, and he thinks it is important that they are included on the Committee to make sure that the connection between the pedagogy and the resources is maintained throughout the program.

Chairperson Rock asserted that the proposed membership is not intended to exclude the Library; under the Faculty Senate Constitution, University Libraries is counted within Arts and Sciences for purposes of voting and representation. He added that it will be up to the Senate Nominating Committee to determine the most appropriate faculty to serve on the Committee, and they will hopefully recognize that faculty from University Libraries would be appropriate. Senator Hironimus-Wendt pointed out that Library faculty will have the opportunity to be appointed to any of four positions on the Committee – two at-large and two as representatives of Arts and Sciences – so they are not being excluded from service. He noted that the changes are partly a response to objections he expressed at the last Senate meeting to allowing four departments to hold special favor on the Committee by virtue of their status. Senator Hironimus-Wendt stated that FYE cuts across all colleges and departments, but assigning positions specifically to Human Well-Being or to the Library seems problematic because all faculty contribute equally to FYE. He concluded that he has no objection to the removal of the Library-designated slot on the Committee for that reason.

**Friendly amendment:** Change “2 representatives from each college who are teaching or have taught FYE classes” to “2 representatives from each college **with preference given to faculty** who are teaching or have taught FYE classes” (Maskarinec)

Senator Maskarinec explained that sometimes the Senate Nominating Committee has difficulties finding specific representatives from some colleges and this would give SNC options in those cases. The friendly amendment was acceptable to Dr. Parsons and the Executive Committee.

**FRIENDLY AMENDMENT APPROVED**

Senator Cordes stated that inclusion of a Library representative is not about divisions, departments, or colleges but about specific knowledge that would further the program and which no person who is not in the Library field would have access to. He believes that there should be a person who is trained in instructional design on the FYE Committee on Classes because UNIV 100 is very specialized but must also be very standardized and taught as uniformly as possible. He noted that if the University were a corporation, it would most certainly have an instructional designer along with the instructors and administrators on the team; similarly, the Committee on FYE Classes needs a technical support person available to the Committee at all times to help integrate technology into the classroom. He admitted that these positions would not necessarily have to be Committee members, but the Committee should at least establish a contact or point person to assist with these specific areas. Parliamentarian Kaul observed that the need for resource persons is not unique to UNIV 100 or FYE classes but is applicable to every class. He noted that University Libraries has a very important role to play in all classes across the board for every major, not just for UNIV 100 or FYE classes. Senator Cordes stated that, to him, the FYE Committee on Classes is not just a committee but a design team. Dr. Parsons reiterated that the Committee does not just oversee UNIV 100 but all FYE classes – all Y sections and pre-professional sections of FYE. Chairperson Rock stated that he would assume Dr. Parsons would bring in any expertise that she feels appropriate for the Committee as needed.

**NO OBJECTIONS**

Chairperson Rock expressed his appreciation to senators for their work this year, to the chairs of Senate committees and councils, and to the Senate Recording Secretary.

**Motion:** To adjourn (Brice)

The Faculty Senate adjourned at 5:45 p.m.

Jim Rabchuk, Senate Secretary

Annette Hamm, Faculty Senate Recording Secretary