

**WESTERN ILLINOIS UNIVERSITY  
FACULTY SENATE  
Regular Meeting, 29 September 2015, 4:00 p.m.  
Capitol Rooms - University Union**

**A C T I O N   M I N U T E S**

**SENATORS PRESENT:** M. Bean, S. Bennett, V. Boynton, J. Brown, G. Cabedo-Timmons, M. Carncross, D. DeVolder, K. Dodson, D. Halverson, R. Hironimus-Wendt, K. Kapale, C. Keist, J. McNabb, J. Myers, C. Pynes, T. Roberts, B. Siever, A. Silberer, S. Szyjka, T. Westerhold  
Ex-officio: Kathy Neumann, Interim Provost; Janna Deitz, Parliamentarian

**SENATORS ABSENT:** A. Burke, N. Lino, T. Sadler

**GUESTS:** Dale Adkins, Andy Borst, Heidi Clemmens, Tammy Killian, Lara Little, Angela Lynn, Stacey Macchi, Sue Martinelli-Fernandez, Marty Maskarinec, Kyle Mayborn, Esmeralda Moreno, Russ Morgan, Nancy Parsons, Steve Rock, Gary Schmidt, Jack Thomas, Carol Webb, Lora Wolff

I.     Consideration of Minutes

A.     15 September 2015

**MINUTES APPROVED AS DISTRIBUTED**

II.    Announcements

**Motion:** To move the President's report to the next item on the agenda (McNabb/Roberts)

**MOTION APPROVED 17 YES – 0 NO – 0 AB**

C.     Other Announcements (Reordered)

1.     President Thomas

President Thomas told senators that the University has received its final \$6.6 million payment for FY 15 and is waiting on an appropriations budget for the current fiscal year which began July 1. Yesterday the President attended a luncheon with Macomb Area Chamber of Commerce members, State Senator John Sullivan, and State Representative Noreen Hammond where he spoke about the challenges Western is facing due to the state budget crisis. The University has been able to survive this semester by using tuition dollars generated this year combined with reserves, but he thinks it will be very difficult to continue to do this next semester. Monetary Assistance Program (MAP) funds that have been withheld by the state amounted to \$6.2 million this semester. These have been loaded onto the accounts of approximately 2,700 eligible students because otherwise the University would have lost these students.

Presidents and Chancellors of state universities now meet weekly to discuss the budget situation. President Thomas stated that tomorrow the group will send a collective letter to the Governor and legislators. Western's Student Government Association is working with other SGAs statewide to take similar steps. He added that WIU's Assistant to the President for Government Relations Jeanette Malafa, as well as state legislators, have no good news to report about a budget settlement.

Western's enrollment was down approximately 3.7 percent overall, which continues to be a challenge. Freshmen and transfer enrollments were down, international enrollment stayed mostly even, and graduate student enrollment was up at tenth-day count. President Thomas has asked for a strategy to address these enrollment decreases. He promised an

aggressive plan will be developed in terms of extending the territory for recruitment efforts. A kick-off for the new St. Louis recruitment office will be held on October 8 with St. Louis-area alumni and friends of the University in attendance. President Thomas stressed that WIU must do more recruiting out-of-state in order to compete with other Illinois institutions that are doing the same. He has been meeting with community college presidents to talk about various articulation agreements and why enrollments are decreasing; enrollments at community colleges are down, as well, which is affecting four-year institutions.

The President has established three task forces. The Academic Enhancement Task Force, led by Interim Provost Kathy Neumann, will “explore innovative approaches, strategies, and investments related to academic excellence.” Vice President for Student Services Gary Biller will lead the Student Cost Task Force “dedicated to uphold Western’s commitment to educational opportunity and affordability.” President Thomas stated that this task force will ask such questions as whether Western should make efforts to reduce the cost of education and, if it does, how that would affect the institution in light of the lack of increases in appropriations. He related that one institution is trying this strategy and has brought in a few more students by decreasing its costs. The President added that many students are unable to meet the financial obligations of their college education and leave the University because of this. The Planning Task Force is led by Joe Rives, Vice President for Quad Cities and Planning. President Thomas stated that this task force will explore “innovations to keep Western at the forefront of social responsibility and to serve as the economic and educational catalyst to our host communities, regions, and beyond.”

President Thomas stated that many people may be wondering why he has not held a meeting with the campus community; he pointed out, however, that he has been meeting with various individual groups. There are now President’s Round Tables for faculty, for staff, and, as of this fall, for students. President Thomas stated that there is nothing to report, which creates uncertainty among faculty, staff, and students as well as administrators. He expressed the difficulty of moving forward and addressing the goals and vision of the institution without knowing what will happen with the state budget and expressed his appreciation for individuals trying to work with him and remain patient.

President Thomas reported that a reduction of \$53,000 in operating funds was accomplished by eliminating open positions in various offices across campus and reducing the contracts of employees in certain areas. Some employees were also transferred to local funds budgets. Because of the critical financial difficulties facing WIU, President Thomas gave a State of the University address at the Faculty Assembly and again during Founder’s Day. He believes that other reductions will likely be necessary further into the year and promised to report to the campus community once more definite information is available.

Governor Rauner has put all capital projects, including Western’s Center for the Performing Arts, on hold across the state. President Thomas reported that the Illinois Board of Higher Education (IBHE) Executive Director and his staff came to WIU today to hold the “Big Picture” budget meeting and discuss other concerns. President Thomas presented the University’s priorities for capital projects, with the Center for the Performing Arts as number one on the list. He stated that the next capital project will be Phase I of the new science building which will be built next to Currens Hall; Phase II will include renovation of Currens and attaching it to the new building. The remainder of the capital projects list includes the next phase for WIUQC and the Visual Arts Center on the Macomb campus. President Thomas stressed that the University must continue to plan even during difficult times and after years of being cut “to the bare bones.” He believes that it’s time for the state of Illinois to provide more to its public universities because they are becoming more like private institutions. President Thomas added that he would not be President of WIU if it had not been for the education he received at public institutions similar to Western, so it is vital to continue to provide a well-rounded education for students.

President Thomas provided senators with an overview of his Presidential Initiatives for 2015-16. They include keeping the Honors College at the forefront of Western, as it is at other institutions, by encouraging participation in Undergraduate Research Day and the Quad Cities Student Research Conference; nominating students for prestigious scholarship programs; and increasing participation in the Honors program to 800 students. The University is studying the feasibility of cutting edge graduate and undergraduate programs, and continues to plan for future Ph.D. programs in Law Enforcement and Justice Administration and in Instructional Technology. Enrollment management goals include increasing funding for retention and to attract high-achieving students; increasing the number of international agreements and international student enrollment; and revisions to the Western Commitment Scholarship Program, which occurred earlier this year. President Thomas observed that WIU was the first state school to offer such a scholarship program, but other state universities took Western's idea and invested more money into it, so the program had to be modified.

Other items under the heading Macomb Campus Master Plan include "continue to analyze lighting and security cameras for campus." President Thomas stated that the issue of security cameras and making sure that they are in good working order was raised at today's IT Governance meeting. The Quad Cities Campus Master Plan category includes the goal to market and sell the 60<sup>th</sup> Street property in East Moline, the former home of WIUQC.

Under Alumni Relations and Development, the President hopes the University will see an increase in external giving. He stated that while WIU will continue hosting active alumni events and he will continue to meet with major donors, the President is cutting his international travel this year in order to "lead by example." The President had been scheduled to travel to Brazil next month. A dedication for the enhanced Alumni House entrance is scheduled for Friday, October 2. President Thomas stated that WIU has active alums in Springfield where the University continues to lobby legislators. He added that somebody from WIU testifies at every budget hearing in the state capitol.

Senator Boynton observed that under Alumni Relations and Development is the goal to "restructure the development area." She asked what this will involve. President Thomas responded that it involves consideration of changes to the reporting lines for the Vice President for Advancement and Public Services and seeing if more can be achieved through fundraising, but he is not yet sure where those discussions will lead. Senator Boynton asked if the purpose is to facilitate the flow of external funds; President Thomas responded affirmatively, adding that he holds the vice presidents accountable for their areas and thinks the University could do more in terms of fundraising. He pointed out that when the University engaged in a campaign to raise \$60 million, it actually raised \$63 million, so WIU does well, but he would like to see the institution do more fundraising with business and industry. He added that one person has been hired for the VPAPS area, and there may be other hirings since public institutions are being expected to behave more like private institutions and raise more of their own funds. He stressed that WIU will have to continue to improve in the areas of fundraising and increasing enrollments if it intends to offset the cuts that might be necessary if the state reduces the University's appropriations.

Senator Roberts asked what percentage of the University's budget comes from the state, whether WIU tracks what other universities are doing in light of the budget crisis, and what it might look like if WIU were to operate with no public funding. President Thomas responded that about 35 percent of Western's budget comes from state funding; Budget Director Matt Bierman spoke at the Faculty Assembly about how this has dropped through the years. The President stated that one institution receives about 50 percent of its budget from the state. The President explained that the state appropriation varies from institution

to institution and from year to year, so WIU has to be prepared and ready to somehow offset budget reductions, such as through greater fundraising.

Senator McNabb asked, regarding feasibility studies of graduate and undergraduate programs, if the intention is to repurpose resources the University already has. She noted that promoting and launching cutting-edge programs could be costly at a time when existing resources are already being taxed. She asked if the purpose of the feasibility studies is to find some “hidden gem” of which the administration is currently unaware. President Thomas believes that the University needs to look at cutting-edge programs that will generate more revenue and bring in more students. He used the example of the Nursing program, which, when created, brought in students of a different kind to the University and even filled to the point where qualified students were waiting to be admitted and it was necessary to hire an additional faculty member to meet the need. The President added that a similar case occurred in the College Student Personnel program, which helped graduate enrollments increase when this program was extended to WIUQC to target individuals already working in this area who want to get a degree in the field. President Thomas stressed that the University needs to be creative in similar ways and look for those types of new and existing programs where resources can be invested to encourage growth, bringing in more students and offsetting costs. Interim Provost Neumann added that an outside consultant will perform a market analysis in the Quad Cities to try to hone in on what student demographic the University should be targeting and whether programs should be shifted or enhanced to attract those students to WIUQC.

Senator Boynton asked if the feasibility studies will look at a cost-benefit analysis of faculty and resources versus what students will pay in tuition in order to determine if programs should continue to be offered or expanded; Interim Provost Neumann responded affirmatively. She stated, for example, the new MBA hybrid program underwent a feasibility study to determine need and is a program that is not costing the University a lot but is providing an attractive alternative for students.

Senator Dodson asked if, in addition to looking at WIUQC, there are plans to “lead by example” on the Macomb campus. She recalled that former Provost Hawkinson completed a review last year to identify under-performing programs but did not plan to eliminate faculty lines or positions, preferring instead to not fill open positions through attrition. She added there was some discussion at that time about retraining faculty in under-performing areas to teach in other departments and asked if the University is still considering being fiscally responsible in this way. President Thomas responded that the newly-established task forces are looking at under-performing programs as well as a full range of other issues on both campuses because WIU at this time cannot afford not to look at everything the institution does in terms of academic programs. The IBHE has also provided WIU with a list of low-performing programs that it would like for the University to review. Chairperson Pynes added that if programs and faculty are eliminated, Faculty Senate has a role to play in that process and will have a voice in the discussion. Associate Provost Parsons stated that a number of programs have been identified as low-productive/low-performing; self-studies from those programs must be submitted to their deans by October 1. Deans will review the self-studies and meet with Associate Provost Parsons on October 15. Meetings will be held with these programs to determine courses of action. Associate Provost Parsons added that it takes awhile to explore the individual situations and put into practice the suggestions departments are making to decrease costs and increase enrollment numbers. She believes this type of expedited program review process will need to continue from this time forward.

A. Provost’s Report

1. FYE After UNIV 100  
(Associate Provost Nancy Parsons and FYE Faculty Associate Stacey Macchi)

Senator Roberts related that he asked the Senate to consider whether clarification is needed for faculty teaching First Year Experience (FYE) content courses about the expectations for that content. He noted that FYE courses are still taught by departments but no longer with peer mentors and without any extra money for outside events. Instead, a mandated UNIV 100 course provides students with an overview of the University and is intended to direct them to extracurricular activities for the purpose of retention. Senator Roberts spoke with Ms. Macchi informally to determine the expectations for his Y course; based on that conversation and anecdotal conversations with other faculty teaching Y courses, he believes there seems to be a lack of communication or understanding about what FYE instructors are supposed to do to alter the course content of Y courses. Senator Roberts stated that an email from Ms. Macchi indicates “The expectation is that the instructor of record in an FYE content course work to connect that course to a UNIV 100 course,” and he thinks it is this aspect that needs clarification as to what that connection entails. Senator Roberts stated that, like many faculty, he sets his syllabus at the beginning of the semester and really relies on that to make his course work. He related that Ms. Macchi sends newsletters about FYE events and encourages faculty to incorporate that content into their courses, which Senator Roberts tries to do, but he thinks perhaps it is time to have a new conversation about the relationship between Y and U100 courses. He observed that Y courses have smaller enrollment caps, about half the amount of students as general courses, which is a positive aspect; however, Senator Roberts wonders if there are other expectations of Y courses that should be included in syllabi beyond the collegiality that occurs when students are part of a smaller class.

Associate Provost Parsons, who oversees the First Year Experience Program, stated that FYE leadership has struggled for the past three years to get the word out across campus about FYE classes as a whole. She thanked Senator Roberts for bringing up the topic because this conversation will help underscore other ways to improve the program. Associate Provost Parsons related that when the FYE program was revised in 2013, it was intended that UNIV 100, a 1 s.h. class that meets once per week, would pull out the “transitional” parts of Y classes.

Associate Provost Parsons stated that all Y instructors receive a U100 syllabus. In that way, if a Y instructor sees that students in U100 will be discussing test taking, and the Y instructor is preparing to administer a test, he/she may be able to incorporate some of that conversation and tie the topics from the two classes together. Additionally, a U100 textbook is available in every department offering Y courses, and emails are sent to Y instructors with updates on what is occurring in U100 classes that week. Associate Provost Parsons stated that while some topics may not pertain to what is being taught in a Y class, other general topics, such as test preparation, note taking, time management, and good citizenship, reach across disciplines and are issues that are not just based in U100.

Ms. Macchi stated that since students are required to take and pass two FYE classes, most take a Y course along with U100 in their fall semester, so they are not only learning how to transition, they are learning how to live well intellectually, physically, socially, and emotionally. Ms. Macchi related that she teaches both a Y and a U100 course, and before her Y class took a test she talked to her students about what they had learned in their U100 class about time management and how to apply the test taking skills they have learned. Ms. Macchi sees Y and U100 classes as a joint endeavor, and she hopes that Y faculty will apply the ideas from U100 into their subject matter as appropriate.

Ms. Macchi related that after the adjustment period following the fall 2013 reorganization of FYE, the leadership began to look at a holistic approach to the first year experience, incorporating residence hall life, academic advising, and the Building Connections mentorship program along with academics. Individuals from all of these areas serve on the FYE committees. Ms. Macchi stated that last year the committees tried to solicit more feedback from Y faculty in order to make those connections stronger and more apparent because the new approach, which eliminated peer mentors and co-curriculars, was very

different than the previous approach to FYE. A survey was sent to approximately 80 Y instructors; however, only five responses were received.

Last year it was decided to change the training for FYE instructors to divide out those who were new to teaching Y or U100 classes; more seasoned instructors were allowed to pick different kinds of sessions. There were also some sessions that both new and established instructors were asked to attend. The FYE leadership has also begun to examine the expectations for FYE; revised recommendations will be considered by the FYE Committee this week. Ms. Macchi stated that 36 new CITR training workshops were offered on FYE during spring and summer 2015; the previous year, only five workshops were offered. Ms. Macchi admitted that one of the biggest struggles of FYE has been getting Y faculty to attending training.

This year, Y faculty will again be polled; college-level meetings will be held to allow anyone to learn about FYE; and minutes from the two FYE committees will be added to the FYE website, which will also be updated. The FYE Committee on Classes this week is drafting a statement for U100 and Y syllabi about the link between the two classes which might help students and faculty recognize their connection. A joint assessment committee composed of members from both FYE standing committees will begin to gather longitudinal data from sophomores and juniors who have been participating in FYE since the changes were implemented in fall 2013. Ms. Macchi added that the FYE leadership is also considering proposing a potential pairing between a U100 instructor and a Y faculty member so that each would have an immediate contact to talk to about their respective courses and bounce ideas off of each other.

Senator McNabb stated that she is a long-time veteran of Y courses and has served on various FYE committees, and she finds the availability of information to be quite robust. She believes there is a great deal of programming but the problem is that people don't go to the workshops. Senator McNabb led a workshop where only two Unit A faculty attended and the rest of the attendees were from Unit B or were staff; she has also sat in on a number of CITR training sessions where the seating is mostly empty. Senator McNabb pointed out that faculty who are teaching UNIV 100 must apply, be vetted, and go through a training program, but no such process exists for faculty teaching Y courses. For Y courses, faculty are chosen by department chairs, and there is no follow-up to make sure that those faculty know anything about Y courses other than they are to have a cap of 20 students.

Senator McNabb asked what numbers FYE leadership have kept on Y faculty attending training since she assumes it is extraordinarily low. Ms. Macchi responded that this spring eight Y faculty attended training sessions out of 77 Y sections, which is the largest number that has been seen in years. She stated that FYE leadership has been unable to determine how to motivate and encourage Y faculty to attend training without using any kind of mandatory wording. Associate Provost Parsons stated that those teaching UNIV 100 are referred to as "instructors" because the vast majority of them are staff. Of the 77 sections of UNIV 100, there are only nine actual faculty members and the reliance is on staff to deliver that information.

Senator Keist asked why Y faculty cannot be required to attend the training. Associate Provost Parsons explained that she has oversight of courses with the UNIV prefix, but all other courses, such as those with the Y suffix, are under departmental supervision. Associate Provost Parsons controls some aspects of enrollment for Y courses, but she does not choose the faculty since this is a departmental decision. Ms. Macchi stated that FYE leadership would be happy to further explore the topic of training for Y faculty at Faculty Senate's request. She related that that a 35-minute discussion occurred at the last FYE leadership meeting regarding whether faculty could be required to take and pass three hours of CITR training in order to teach a Y class. She reiterated that more individuals attended training this year than in the past, with about 15 individuals at each CITR

session, and more CITER sessions were offered than ever before, but most of the attendees were U100 instructors.

Senator Boynton observed that in order to take a G course a faculty member must be approved by the Graduate Council, and faculty are required to undergo training in order to teach online courses, so she does not see why something similar could not be implemented for Y courses. Arts and Sciences Dean Sue Martinelli-Fernandez stated that if Faculty Senate is interested in this idea, an endorsement from the Senate would go a long way toward encouraging a proposal to be developed and a procedure to be vetted. She wonders, however, how many faculty would be willing to undergo mandatory training in order to teach a Y course. Senator McNabb pointed out that faculty must take and pass ethics and sexual harassment training, so that type of platform that faculty can complete on their own time and which provides clear examples of what will be discussed in U100 at designated times throughout the semester might be useful if faculty could participate in the training prior to finalizing their own syllabi in August. She noted that after Y faculty have developed their syllabi it becomes more challenging to incorporate that integration piece, but a quick, 50-minute training session might put this on their radar, and the experience could be very valuable. Senator McNabb added that she has found the smaller, more intimate class sizes of Y courses to be very valuable, and she thinks FYE needs to operationalize that philosophy.

Ms. Macchi asked if FYE leadership were to develop a proposal and bring it to Faculty Senate, if the Senate would entertain its consideration; Chairperson Pynes stated that the Senate would be willing to do so. Senator Roberts believes that FYE leadership should consider 1) whether FYE as it now stands is working to keep students enrolled, and 2) if it is successful, does the program need changing, or are the concerns that have been raised unnecessary. He also believes that FYE leadership should consider the incentive for faculty to teach FYE courses; there is a real advantage to smaller classes, particularly in regards to relationship building, which might be enough of an incentive, but it appears that FYE leadership are contemplating a closer integration of the two groups rather than leaving content separate.

Associate Provost Parsons stated that one advantage for Y faculty is that it gives them the opportunity to “grab deciding students” and perhaps pique their interest in the disciplines being taught, particularly since a quarter of the students entering WIU have not yet decided on a major. She noted that the majority of Y classes are Gen Ed, and Y faculty have the opportunity to make connections and provide students with a support system to make a good start at WIU. She added that Y faculty may have extra work, particularly in incorporating the philosophy or pedagogy of FYE into their classes.

Ms. Macchi announced that all UNIV 100 and Y faculty, along with members of both FYE committees, are invited to Tanner Hall from 3:00-5:00 p.m. tomorrow to see students in their own living environment. Ms. Macchi has taught FYE classes since the program’s inception in 2005 and believes it provides faculty with the unique experience of knowing their students on a different level because of the smaller classes.

B. Student Government Association (SGA) Report  
(Esmeralda Moreno, SGA student representative)

- SGA last week discussed Amtrak, the bypass being constructed around Macomb, and potential renovation of parking on the Macomb square.
- The bill to create a dedicated seat on SGA for a representative from the Veteran’s Club was tabled until the next meeting.
- SGA passed a resolution supporting renovation of the bleachers in Western Hall.
- There will be no SGA meeting tonight due to the Homecoming celebrations.

C. Other Announcements (Continued)

2. Open Educational Resources  
(Senator Mahrya Carncross)

Senator Carncross told senators that textbook costs have risen 100 percent over the past ten years, outpacing healthcare, the cost of new homes, college tuition, and the consumer price index. A recent survey by the Public Interest Research Group (PIRG) shows that 65 percent of students surveyed say they decided against buying textbooks at some point because they could not afford it. Senator Carncross stated that students understand the impact this decision might make on their grades but they cannot justify the cost. She added that the cost of textbooks also influences students' decisions on what and how many classes to take.

Senator Carncross suggests that faculty who are redesigning a course or considering changing textbooks may wish to explore open educational resources as an alternative. Open educational resources are textbooks and other educational materials that are free to download online, and Senator Carncross says that in recent years they have started to rival traditional textbooks in terms of quality. She stated that collections now exist at the University of Minnesota and at Rice University; they span the disciplines and are very close to what can be found in the traditional textbook market. Senator Carncross added that many open resource textbooks are published under creative commons licensing under which students do not have to pay to download the materials, and in many cases faculty can modify the content. Professional organizations such as the American History Association and the American Institute of Mathematics have started to endorse open resource textbooks, and Senator Boynton is using one this semester. Senator Carncross stated that open resource textbooks are becoming well vetted; there are now review sites dedicated specifically to open resources, and a review system for them has been established on popular sites such as Amazon, so they are becoming a viable alternative.

University Libraries will be hosting events this semester to highlight open educational resources. A panel discussion featuring faculty who are using or have developed open educational resources will be held at 3:00 p.m. October 22 in the Malpass Library second floor Garden Lounge; Senator Boynton and four other faculty members will serve on the panel. Senator Carncross and Library faculty member Linda Zellmer will also be hosting a CITR workshop about finding and using open educational resources.

Senator McNabb asked if the 100 percent increase in the cost of textbooks takes into account only traditional textbooks or includes ebooks as well; she wonders if there is a less burdensome increase related to the use of alternative formats. Senator Carncross responded that the 100 percent increase is only for printed texts; ebooks and ereaders are much less expensive, although some ebooks can cost as much as traditional textbooks due to the addition of supplemental materials such as PowerPoints and interactive modules.

Senator Hironimus-Wendt related that four of the ten sociologists in his department are now using Open Stacks from Rice University. He stated there are some issues with quality, but they are not insurmountable. He believes the perks go beyond students having access to free books; four departmental faculty are now using the same textbook and can collaborate more efficiently. Senator Hironimus-Wendt believes that open educational resources represent a worthwhile endeavor that all departments should consider. He wonders, however, how their wider adoption will impact WIU's Bookstore.

III. Reports of Committees and Councils

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

1. Curricular Requests from the Department of Theatre and Dance



a) Request for Change in Minor

Dr. Wolff explained that the change is intended to realign the 25 s.h. minor to 19 s.h. to make it closer to other minors at the University.

(1) Dance

**NO OBJECTIONS**

B. Senate Nominating Committee  
(Virginia Boynton, Chair)

**SENATE COUNCILS AND COMMITTEES:**

Council on General Education

David Zanolla, Comm replacing John Miller 2015-17 Basic Skills (Public Speaking)

There were no further nominations, and the SNC nominee was declared elected.

C. Ad Hoc Foreign Language/Global Issues Committee  
(Jill Myers, Chair)

1. Final Report

Chairperson Pynes explained that if Faculty Senate accepts the changes proposed by the ad hoc committee, it will represent a change to the existing Foreign Language/Global Issues (FLGI) requirement. He proposed to let the chair of the ad hoc committee, the chair of CAGAS, and the chair of the Council for International Education (CIE) speak, at which point if senators have no objections to the report, it will be accepted. If a senator should object to the report, a motion can be made to restore the report to the agenda for further discussion and vote.

The ad hoc committee proposes to change the existing *three-semester* requirement for foreign language study to be used to complete the FLGI graduation requirement to a *one-semester* foreign language course “which meets the goals and objectives of the foreign language requirement.” The Department of Foreign Languages and Literatures believes this change will bring the FL part of the equation more in line with the one semester Global Issues (GI) path to completion of FLGI. Senator Myers related that the ad hoc committee proposed, and the Senate approved in December 2014, that transferred GI courses can be automatically articulated as fulfilling the FLGI requirement.

Senator Myers related that the ad hoc committee surveyed all departments on campus, as well as speaking to chairs and curriculum committees, regarding how the change from three semesters of a foreign language to a one-semester foreign language requirement would affect how their programs meet FLGI. She stated the University is “all over the board” on its responses to this question, but overall most respondents believe the foreign language reduction in combination with the existing GI alternative would meet most of the goals of the University. Senator Myers warned, however, that Faculty Senate should carefully consider whether this is the direction the University wishes to pursue in regard to foreign language/global issues.

CAGAS Chair Steve Rock thanked the Faculty Senate Recording Secretary for preparing historical documentation reminding senators of the difficult path the FLGI requirement has taken. He also recognized the efforts of Computer Sciences professor Marty Maskarinec, who has been involved with every FLGI committee since its inception and who is an expert regarding how FLGI came to be a requirement at WIU. Since the requirement has

been in place for four years, Dr. Rock believes it is time to take a close look at whether it is in the best interests of the University to continue the requirement as is, whether to change it, or whether to eliminate it altogether. He wonders whether, given declines in enrollment, the requirement is not a barrier to recruitment, retention, and graduation. Dr. Rock suspects that by changing the FLGI requirement so that one foreign language course is equivalent to one global issues course, the foreign language part of FLGI will become irrelevant. He believes that, since many of the original proposers of the requirement are no longer at the University, Faculty Senate should consider whether FLGI is something that they want to continue going forward.

CIE Chair Gary Schmidt said that he believes international awareness, whether met through a GI or through a foreign language course, is an essential component of students' educations. Dr. Schmidt strongly urged senators not to consider dropping FLGI entirely. He believes that course of action is inappropriate in the 21<sup>st</sup> century where the world has become smaller with increasing interaction between people from different cultures and who speak different languages.

Dr. Schmidt informed senators that he was a guest at all of the ad hoc committee meetings, and the committee insisted on keeping the goals and outcomes of a foreign language and a global issues course very distinct. He related that the goals and objectives for a foreign language were enumerated by faculty in the Department of Foreign Languages and Literatures based upon what they do in foreign language courses. He stressed that the goals and objectives are unique, so it is not the case that foreign language is dropping out of FLGI or is being considered to be equivalent to a global issues course. For example, courses in foreign languages should enable students to "Explore how the structure of one's language shapes one's perspective on the world," "Understand and empathize with speakers of languages other than English," "Appreciate the complexity of the process of foreign language learning," and "Develop meta-skills for foreign language learning that will assist them in the future." He pointed out that these are not outcomes that would be met in a GI course, so an FL course and a GI course are not equivalent. Dr. Schmidt stated that the point of having a one-semester FL course meet the requirement is that this level of exposure to foreign language can promote awareness of global diversity that is just as important as that received in a one-semester GI course. He stated that while the two are not equivalent, one foreign language course does contribute equally to the broader vision behind having an FLGI requirement for the University.

Senator Boynton thanked everyone who worked on this major project which involved much information gathering and thoughtful consideration. She stated that she will object to the report because it is important, and she thinks Faculty Senate should consider it seriously, discuss it thoroughly, and vote on it.

#### **SENATOR BOYNTON OBJECTED TO THE REPORT**

**Motion:** To restore the ad hoc committee report to the agenda (McNabb/Carncross)

#### **MOTION APPROVED 17 YES – 0 NO – 0 AB**

Senator Hironimus-Wendt asked the Parliamentarian to explain the process for the report going forward. Parliamentarian Deitz explained that now that the report has been objected to and restored to the agenda, it is an action item, and the Senate can vote it up or down, amend it on the floor of the Senate, refer it to a committee or outside body, or take other action on this issue.

Senator Boynton observed that in the undergraduate catalog regarding FLGI, there is nothing that says to the student why Western has this graduation requirement and what students are supposed to achieve by its completion. She noted that General Education includes in its narrative the philosophy and goals of the requirement, but the FLGI section

just says that students must complete the requirement. Senator Boynton asked what the purpose of FLGI is and what students are expected to get out of it beyond just a general global awareness of people outside the United States.

Chairperson Pynes explained that historically former Provost Rallo and the College of Arts and Sciences wanted Western to establish a foreign language requirement similar to that of other benchmark institutions; however, while approximately 66 percent of the departments within the College of Arts and Sciences supported a foreign language requirement, other colleges were less supportive. He explained that a GI option was added to allow students to meet the goal in other ways, and the two were merged into FLGI. Dean Martinelli-Fernandez added that an honors student in the College of Arts and Sciences asked for a foreign language requirement; Provost Rallo got involved because a foreign language requirement could tie in with a major international grant, so that provided one motivation, although not a justification, for the requirement. Dr. Maskarinec agreed that the Colleges of Arts and Sciences and Fine Arts and Communication wanted a foreign language requirement, while the Colleges of Education and Human Services and Business and Technology did not. He does not know if there is one over-arching statement that can be applied to the goal of FLGI, but there are definitions of a FL course and a GI course. Chairperson Pynes pointed out that many universities have foreign language requirements and some have global issues requirements, and CAGAS looked at a lot of information from benchmark universities. He added that CAGAS is owed a debt of gratitude for compiling this information.

Chairperson Pynes remarked that senators need to decide whether to keep the report as submitted, change it, or take some other course of action. Senator Myers related that when going through the history it was apparent that Arts and Sciences/Fine Arts and Communication were strongly in favor of a foreign language requirement, and she thought that departments in these colleges would be encouraging their students to pursue the foreign language option to complete the FLGI requirement, but this was “hit or miss” even within these two colleges where languages might be more instrumental in the job markets for their graduates. She thinks a committee at this point should be discussing what the purpose is for the FLGI requirement. Chairperson Pynes remarked that many students try to take “the path of least resistance” in order to graduate and will often choose the easiest method to meet a requirement, so perhaps this is the time and the place to have these kinds of discussions.

Senator McNabb observed that in reading through the packet of materials one thing she did not see as much as she would have liked was a discussion of proficiency, which seemed to be in the original proposal and then dropped from the conversation. She said there seems to be a rather significant philosophical difference between one foreign language class in an older model that seemed to exalt proficiency and the way that a single foreign language class is being considered now. Dr. Schmidt replied that the issue of proficiency was first raised one and one-half years ago, and at that time he explained that the proposal to reduce the FL portion of the FLGI requirement to one semester is based on the fact that proficiency is not the only or primary reason for a student to take a foreign language class. He explained that the current three-semester requirement for a foreign language to meet FLGI is based upon an illusory and inaccurate belief that meaningful proficiency can be achieved after three semesters. The American Council on the Teaching of Foreign Languages sets standards for proficiency, and Dr. Schmidt asserts that even graduates with majors in foreign languages might only achieve a low to intermediate level (the second of five levels) of proficiency and will not be meaningfully proficient in terms of being able to communicate in a workforce. He believes that instead of suggesting that in order to meet the FLGI requirement students need a level of foreign language proficiency that they can achieve by taking three classes, the question should be turned around to ask what level of proficiency and complete global awareness students can achieve by taking one global issues course.

Senator DeVolder stated that the first thing the ad hoc committee discovered when they started the proficiency discussion is that “proficiency” is not the word they should have been using because people outside the foreign languages discipline do not use this term the same way. He observed that right now the University has a foreign language requirement built on the expectation of the acquisition of skills in a foreign language, such as speaking and writing, and what is being proposed is significantly different than this model.

Senator Hironimus-Wendt stated that the proficiency element is premised on exposure to certain knowledge, but to argue that students will be proficient after taking three foreign language courses makes little sense because a student could take three history, computer science, or sociology courses, for example, and not be proficient. He believes that proficiency arguments are misleading if the alternative is to take one GI course and understand the world. Senator Hironimus-Wendt has seen a GI course that met the criteria and was approved by Senate but was only going to expose students to one week of Kabuki theatre and one week of Chinese theatre, so he thinks that “proficiency” is a silly term. Senator Hironimus-Wendt observed that many Bachelor of Arts degrees require a two-year foreign language requirement, and he sees the addition of the GI course as the dilemma; to say that foreign language needs to meet a global issues threshold is problematic. He would prefer rethinking FLGI entirely because the proposal from the ad hoc committee does not solve this dilemma; he believes that one course is insufficient to measure anything, and the proposal as it is written or will be rewritten does not “have legs to stand on.” Senator Hironimus-Wendt stated, however, that he wishes to support his colleagues in the Department of Foreign Languages and Literatures who came to Faculty Senate with the dilemma of insufficient enrollments and a proposal to help address this need, so he believes the ad hoc committee report should be approved as written and that a new ad hoc committee should then be charged to rewrite the entire FLGI requirement.

Senator Boynton wonders why WIU allows credit for taking three high school foreign language courses when the University can have no idea what exposure students receive. She agrees the entire FLGI requirement should be revisited. She noted that a student asked about the difference between a GI course and the multicultural gen ed requirement, and she thinks it all needs to be reconsidered to some degree.

Chairperson Pynes stated that if the goal of the suggested change in the FL requirement is to increase enrollment in foreign language classes, as Senator Hironimus-Wendt claims, that is an empirical question and we can’t know if it will achieve that end or whether students will prefer to meet the FLGI requirement through taking a GI course. Senator Myers asserted that Senate should not set policy based upon a need for increased enrollment by a certain department. She believes that if the requirement is to be changed it should be because the University truly believes that foreign language is a big part of global education; otherwise, the argument can be made that policy needs to be created to address all of the under-enrolled departments at the University.

Dr. Schmidt related that he arrived at WIU to chair the Department of Foreign Languages and Literatures in 2012, and at that time the FLGI issue was brought to his attention. He stated the proposal was never discussed as a need to address low enrollment but to address the fact that students can take one GI course to meet the FLGI requirement but must take three foreign language courses. He does not believe it is fair to ask students to make that kind of choice, particularly when advisors influence students to make choices to enable them to complete their programs as quickly as possible and students have very few electives.

Senator Bean said that he echoes Senator Hironimus-Wendt because in looking at the list of GI courses he can see that some, such as the Theatre and Music history courses, have little to do with global issues. He believes it is apparent that when FLGI was implemented departments tried to determine how to “double dip” and minimize the impact of the requirement because there is a move to cut programs to as few hours as possible without

compromising them. He suspects that many of the GI courses passed by the Senate serve no function in regard to the philosophy of why the University has global issues in the first place.

**Motion:** To table further discussion until the next Faculty Senate meeting  
(Boynton/Hironimus-Wendt)

**MOTION APPROVED 15 Y ES – 2 NO – 0 AB**

IV. Old Business – None

V. New Business – None

**Motion:** To adjourn (Roberts)

The Faculty Senate adjourned at 5:44 p.m.

Jeff Brown, Senate Secretary

Annette Hamm, Faculty Senate Recording Secretary