

WESTERN ILLINOIS UNIVERSITY
FACULTY SENATE
Regular Meeting, 10 March 2015, 4:00 p.m.
Capitol Rooms - University Union

ACTION MINUTES

SENATORS PRESENT: S. Bennett, L. Brice, A. Burke, M. Carncross, R. Chavez, S. Cordes, D. DeVolder, A. Hyde, G. Jorgensen, C. Keist, Myers, T. Roberts, S. Romar, Sadler, M. Siddiqi, A. Silberer, M. Singh, T. Westerhold
Ex-officio: Ken Hawkinson, Provost; Tej Kaul, Parliamentarian

SENATORS ABSENT: J. Baylor, J. Brown, G. Cabed, Tommons, S. Szyjka

GUESTS: Dale Adkins, Laura Barde, Gabbei, Mark Bernards, Andy Borst, David Giltzow, Jonathan Hammersley, Karen Harris, Melanie Huettman, Don Johnson, Chuck Lydeard, Angela Kristin Mindrup, Esmeralda Moreno, Russ Morgan, Nancy Parsons, Bill Rupert, Miriam Sater, Terry Solomonson, Jacob Tomlinson, Bhavneet Walia, Janet Wigglesworth, Ron Williams

I. Consideration of Minutes

A. 24 February 2015

MINUTES APPROVED AS DISTRIBUTED

II. Announcements

A. Approvals from the Provost

1. Elimination of PreLEJA and the revision of the LEJA gateway

2. Requests for New Courses

- a) AAS 102, Survey of African American Studies II, 3 s.h.
- b) AAS 262, African Americans and Hip Hop as Cultural Phenomenon, 3 s.h.
- c) AAS 302, Black Intellectual Traditions, 3 s.h.
- d) AAS 370, African American Interest Groups and Organizations, 3 s.h.
- e) AAS 404, African Americans in the Age of Obama, 3 s.h.
- f) AAS 415, African Americans and Sport in the United States, 3 s.h.
- g) AAS 417, Black Greek Lettered Organizations, 3 s.h.
- h) AAS 425, African Americans, Corporate America, and Diversity, 3 s.h.
- i) AAS 446, Historically Black Colleges and Universities and Desegregation, 3 s.h.
- j) HIST 217, The History of Sports in the United States, 3 s.h.
- k) HIST 421, Global Environmental History, 3 s.h.
- l) POLS 304, Judicial Simulation, 3 s.h.
- m) ZOOL 407, Field Herpetology, 3 s.h.

3. Request for Change of Minor

- a) African American Studies

4. Requests for Changes of Majors

- a) African American Studies
- b) French Teacher Education
- c) Management

d) Spanish Teacher Education

5. Requests for General Education Global Issues Designation

a)

Table 5 includes a recommendation for three “aspiration institutions” (Appalachian State, Truman State, and James Madison University) against which to measure long success and 17 non-salary benchmark comparison institutions. Dr. Mindrup stated that the Leadership Team recognizes there are both quantitative and qualitative reasons for institutional selection and stated that the Team seeks faculty questions, concerns, a feedback to its recommendations.

Senator Siddiqi noted that the ranking score for WIU on Table 5 shows “not available.” Senator Romano asked if qualitative evaluations could be provided for the aspirational institutions to see how these compare with the institutions and what they mean for WIU. Senator Silberer asked what defines “student success.” Dr. Mindrup promised to take these questions and any other submitted by senators back to Vice President Rives for response.

2. Update on Impending Changes to State Retirement System and Implications for WIU Faculty
(Bill Rupert, Deputy Director, Human Resources)

Mr. Rupert informed senators that the money purchase formula factors for the State Universities Retirement System (SURS) will change on January 4, 2016. The money purchase formula is one of two possible formulas utilized through SURS. Those individuals who have the money purchase formula as the highest option within their SURS accounts will see a six to seven percent reduction on average if they retire on or after that date. Mr. Rupert stated that in order to recoup that reduction, these individuals would have to remain in the workforce an additional nine months on average. He added that this change will not affect individuals who initially joined SURS after July 1, 2005, Self-Managed Plan participants, annuitants, or survivors.

Dr. Westerhold asked whether Western recently began letting employees contribute to Roth IRAs due to the current economic challenges and pending changes to the retirement system. Mr. Rupert responded that WIU employees have always been able to contribute to Roth IRAs, but Western does not have any IRAs in the supplemental retirement system or the 457 deferred compensation plans at the University, however, just over a year ago began offering Roth 403(b) plans, which are completely different. Mr. Rupert explained that Roth 403(b) plans are offered through either Valic or TIAA-CREF because those providers are willing to perform the necessary record keeping. He added that Western employees also have the option to convert their contributions to Roth contributions.

Dr. Westerhold asked if Western works with four Roth providers; Mr. Rupert clarified that the University works with five American Funds, Valic, TIAA-CREF, Fidelity, and Vanguard, which is entirely online and does not utilize agents. Mr. Rupert stated that Western formerly worked with 12 providers, but when he came to the University in 2007 he narrowed the list down to five. He stated that TIAA-CREF and Valic have extensive recordkeeping capabilities because they work with annuities; American Funds was retained because there are a number of agents in the local area and many people like being able to talk to an agent; and Fidelity and Vanguard have very low costs.

Chairperson Singh asked what percentage of faculty participate in supplemental retirement planning. Mr. Rupert responded that he does not have exact figures but estimates about 70 to 75 percent, which is fairly average. Chairperson Singh observed that Western follows an opt-in model for 403(b) and 457 plans. He asked what the advantages or disadvantages would be for WIU to switch to an opt-out model where faculty are automatically enrolled unless they choose to opt out. Mr. Rupert responded that he would not feel personally comfortable telling individuals that they have to participate in such plans at some level. He thinks that a number of individuals “at the lower end of the spectrum” would have a hard time understanding this model. He noted

that employees already have SURS, which is more of an income replacement plan than a social security plan. He thinks that automatic enrollment in SURS makes automatic enrollment in a 403(b) plan less desirable and necessary. Chairperson Singh said he thought the University of Illinois had adopted an opt-out model, but Mr. Rupert said that to his knowledge they have not. Chairperson Singh recommended that WIU consider an opt-out model, particularly if required resources continue to increase while retirement funds continue to shrink. He asked that the University Benefits Committee have this conversation and come back to Senate with the result of those discussions.

Parliamentarian Kaul asked if an employee who does not choose to invest in a supplemental retirement plan through WIU and then decides at a later time to invest could have the option of buying back previous years' potential investment in the program. He thinks that it is a federal mandate that employees be allowed to do so but observed that WIU does not allow this option. Mr. Rupert stated that employees cannot buy back time in 403(b) plans because they are not directly related to employment; employees are only allowed to buy back prior service credit. He explained that individuals can opt in and out of 403(b) plans with no consequences. He stated that 403(b) and 401(k) plans are employer sponsored programs, so any contributions, whether pre or post tax, must come through payroll deferral; IRAs, on the other hand, are a private contract, and individuals may make contributions as desired.

Mr. Rupert stated that if a 403(b) has remained dormant for some time without contributions, it can be reinstated by providing authorization to the Office of Human Resources. Parliamentarian Kaul asked if the contributions can be made retroactively or only from the moment that participation is reauthorized; Rupert responded that authorizations made after the 15th of the month cannot begin until the first day of the following month for faculty who are paid monthly. Parliamentarian Kaul asked if "catch ups" are allowed. Mr. Rupert responded that "catch (t)-4.315 -1.14 thd t28c52c2tMCID 13 t2

Parliamentarian Kaul remarked that he worked through the website recently and it estimated the same retirement amount for before January 4, 2016 as after, even though the money purchase formula is scheduled to change on that date. Mr. Rupert responded that if the number is the same, there is lack of growth and it is reflecting the actual reduction; in other words, the amount will stay the same for some period of time. He added that some individuals will see a reduction, but if they put in a date of retirement at least nine months beyond January 4, 2016, they will see the amount go back up. He suggested that faculty input a retirement date of December 31, 2016 and then put in the date January 1, 2017 in order to see how their figures can change and get a feel for how the system works. Chairperson Singh asked if faculty hired after 2005 no longer have the option to choose the money purchase formula; Mr. Rupert confirmed this is correct.

Chairperson Singh asked if individuals hired after 2011 categorized as being under Tier 2 of the retirement planning system; Mr. Rupert confirmed this is correct. He added, though, that if faculty taught at a SURS-affiliated institution prior to that date and left money in the system, they could revert back to Tier 1. Chairperson Singh asked if benefits are shrinking for both Tier 1 and Tier 2; Mr. Rupert agreed with this statement.

Chairperson Singh asked Mr. Rupert to come back to Faculty Senate every year to update senators on what is changing for retirement pensions. He does not think faculty are as informed as they need to be about their retirements.

3. Elections Update

Chairperson Singh outlined the results of recent Faculty Senate elections for fall 2015 vacancies. In the College of Arts and Sciences, Jennifer McNabb and Tim Roberts, History, were elected to three year terms and Christopher Pynes, Philosophy and Religious Studies, was elected to a year term. Ballots will be mailed on April 12 for the fourth Arts and Sciences seat, which is a year term. Those ballots will be due by April 2, and results should be able to be announced at the Executive Committee meet of April 7.

Dean Halverson, Educational Studies, will represent faculty in the Quad Cities beginning this fall. Dennis DeVolder, Computer Sciences, was elected to represent the College of Business and Technology, and Kimberly Dodson, Law Enforcement and Justice Administration, was elected to represent the College of Education and Human Services. All will serve three year terms.

Brian Locke, Music, was elected to a three year term to represent the College of Fine Arts and Communication this fall. Dr. Locke is on sabbatical during fall 2015, so an election notice will be mailed seeking a COFAC representative to serve during his absence.

The deadline for the election for three Faculty Senate seats was today; the winners of that election will be announced later this week via email.

Three year terms on the University Personnel Committee have been advertised for the Colleges of Arts and Sciences, Fine Arts and Communication, and Business and Technology. Chairperson Singh announced that two petitions have been received from COFAC, one from COAS, and it is hoped that at least one petition will be received from COBT by the deadline of Friday, April 13.

III. Reports of Committees and Councils

A. Council on Admissions, Graduation, and Academic Standards (CAGAS) (Terry Solomonson, Chair)

1. Transfer Admissions Proposal

CAGAS on February 26 approved a request from the Office of Admissions to ~~add~~ ~~change~~ ~~the~~ undergraduate catalog to read, "Students who have earned fewer than 24 semester hours (36 or more quarter hours) of college work and who meet freshmen admissions standards, but who are not in good standing at the last college/university attended, ~~they~~ may be considered for admission by the Council on Admission, Graduation, and Academic Standards." Dr. Solomon explained that CAGAS believes that students who may have had difficulty at their first institution should not be penalized for wanting to transfer to WIU. He added that other transfer admissions criteria will not be changed upon approval of this request.

Senator Roberts asked what it means for a student to be "not in good standing" at a previous institution. Admissions Director Andy Borst replied ~~that~~ ~~an~~ ~~example~~ might be a student with a 30 ACT and a 2.5 high school GPA who is unsuccessful ~~during~~ ~~his~~ first semester at the University of Illinois ~~is~~ a student flunked out or earned below a 2.0 GPA ~~during~~ ~~his~~ or her first semester elsewhere, the student ~~would~~ ~~not~~ ~~need~~ to be denied admission ~~to~~ WIU and then be advised to appeal to CAGAS. The proposal would allow CAGAS to consider these types of students without ~~first~~ ~~being~~ issued an automatic ~~denial~~. Senator Keist asked if this has anything to do with financial considerations; Dr. Borst replied that it is purely a question of academics.

NO OBJECTIONS

2. Request for Prerequisite Above a 2.0 GPA

- a) BIOL 281, Introduction to Science Teaching, 1 s.h.

CAGAS approved the prerequisite "At least one introductory level science course with a grade of "B" or higher or permission of the instructor" for this course. CAGAS must approve prerequisites of 2.5 or above.

NO OBJECTIONS

B. Council for Curricular Programs and Instruction (CPI)
(Mark Bernards Chair)

1. Curricular Requests from the Department of Biological Sciences, Physics, Chemistry, and Geology

- a) Request

2. Curricular Requests from the Department of Art
 - a) Request for New Course
 - (1) ARTS 181, Introduction to Studio Art, 3 s.h.

NEW COURSE APPROVED

3. Curricular Requests from the Department of Psychology
 - a) Request for New Minor
 - (1) Psychology of Substance Abuse

NEW MINOR APPROVED

4. Curricular Requests from the Department of Kinesiology
 - a) Request for Changes of Majors
 - (1) Athletic Training
 - (2) Exercise Science

CHANGES OF MAJORS APPROVED

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

1. Global Issues Transferability Proposal

Senator Myers informed senators that the proposal received unanimous approval from CAGAS and the Council for International Education. The rationale states that the proposal was also strongly supported by WIU academic advisors and admissions staff.

The proposal would mean that transfer students would no longer have to take a Global Issues course at WIU but could transfer in a course that matches a WIU General Education Global Issues course. It also clarifies that in order for students to study abroad to meet the FLGI requirement, they must ~~have~~ completed a “program of sufficient length and breadth,” not just *participated in* one.

Parliamentarian Kaule marked that while he does not oppose the proposal and thinks it is overdue, the Council for International Education may no longer be needed at some point because Global Issues will have no impact at the University. He predicted the FLGI requirement may be “on its last legs” within a year or two.

NO OBJECTIONS

Beginning fall 2015, students will be able to log onto STARS to notify faculty regarding accommodations previously approved by the DRC. Chairperson Singh related that Ms. Buchanan thinks this new procedure will provide a more secure, sustainable, and efficient notification process for faculty.

The following language provided by the DRC, would replace #3 in the current policy:

“Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or inaccurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 298309 2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.”

Chairperson Singh explained that additional proposed changes to the syllabus policy were initiated by SGA representatives who are in the process of drafting a Student Bill of Rights. SGA representatives attended the Executive Committee meeting of March 3 to discuss this document. They expressed a desire for faculty to fully communicate their grading templates and return results of quizzes and assignments as quickly as possible in order to help students determine their grades. The Executive Committee proposed a revision to #6 of the syllabus policy and new item #7:

6. A statement indicating how the student’s final grade will be determined, including any minimum requirements, grading schemas, and/or rubrics. Beginning in Fall 2010, WIU will utilize the plus-minus grading in undergraduate courses. It is imperative that students clearly understand how their final grade will be determined.

7. “Faculty will expend every effort to return assessment-based materials in a timely manner. Further, they will make every reasonable effort to communicate grading timelines to their students.”

Senator DeVolder stated that he understands how #3 and #6 will impact the syllabus and are appropriate in this policy, but he does not understand the relationship to #7. Chairperson Singh responded that #7 provides guidance encouraging faculty to communicate essential assessment based components and the timely return of those items. Senator Brice asked if the changes become policy if approved as is by Faculty Senate. Provost Hawkinson responded that they will become part of the Course Syllabus Policy once approved by Faculty Senate and the President.

Senator Choi asked if #7, since it is in quotation marks, must appear as is on all faculty syllabi. Provost Hawkinson responded that the sentence encourages faculty to fulfill the spirit of what it states— that they will return exams and papers in a timely manner and will make reasonable effort to explain the timeline regarding when grades will be assigned. He added that both of these are conditional; the statement does not mean that faculty have to do this but encourages them to make this effort. Senator Choi pointed out that the beginning of the enumerated section states “Items that must appear in the syllabus include the following.” Provost Hawkinson stated that it is his understanding that the exact statement in #7 will not appear on faculty syllabi; rather, faculty are encouraged to provide information in their syllabi about when exams and papers will be returned. Senator Choi pointed out that #3 appears in quotation marks and is to be included verbatim on faculty syllabi; he wonders why #7 appears in quotes if it is not to be included verbatim as well.

Senator Brice communicated to a variety of constituencies today regarding the proposed changes to the policy. He received statements of extreme concern from five different departments regarding item #7. Regarding item #6, Senator Brice stated that faculty are concerned about the level of detail that would be expected if the word “rubrics” is included. Students might expect very complex and detailed rubrics for some classes. Regarding item #7, 95 percent of those he spoke to were opposed its inclusion in the syllabus policy. He related that faculty feel that “in a

2) Senator Brice asked that the word “rubrics” be removed from item #6 but had no objection to including the word “schemas.”

Motion: To craft or amend the syllabus policy as submitted with these two changes (Siddiqi/Brice)

Chairperson Singh asked for a vote that #7 be deleted but with the addition suggested by Senator Roberts, for #6 to have the word “rubrics” deleted, and for incorporation of the Disability Resource Center statement as provided.

MOTION APPROVED 15 YES – 0 NO – 4 AB

Senator Cordes observed that it would seem that the statement previously in item #7 should find its way into the Faculty Handbook in the section on rights and responsibilities of faculty. He noted that it is something faculty should follow but that should not be made explicit to groups of individuals who may not understand academic freedom and faculty responsibilities in the classroom. Provost Hawkinson stated that he thinks the intent of the students when speaking to him, the Senate Executive Committee, and other groups was to express their concern that occasionally multiple exams and other graded exercises will be taken without having received any previous feedback. He explained that the idea is that feedback will be provided to prepare students for the next exam or assignment. The Provost explained that students wanted some kind of language which is conditional encourage faculty to provide this type of feedback before students move on to the next level of their educational experience. He cited 4(oup)11()-116(ha)-2(t

transparency and want to get their assignments Ms. Moreno related that some students SGA has spoken to had instructors who held onto assignments all semester long, and students were unable to know their grades. She stressed that students would like to have a sense of where they are struggling and what areas they need to work on. She encouraged faculty to keep the statement as part of the syllabus policy, even though the wording may need to be “tweaked.”

Senator Cordes asked how Ms. Moreno would define “timely.” Ms. Moreno responded that she would personally define “tner