

WESTERN ILLINOIS UNIVERSITY

FACULTY SENATE

Regular Meeting, 12 September 2023, 4:00 p.m.

Via Zoom

ACTION MINUTES

SENATORS PRESENT: J. Albarracin, D. Atherton, S. Bailey, B. Bellott, D. Brown, G. Cabedo-Timmons, C. Chadwell, L. Ebert Wallace, H. Elbe, D. Gravitt, E. Hamner, D. Hunter, S. Ko, J. Land, A. Lewis, K. Perone, B. Petrocovic, Y. Tang, S. Turkelli, K. Wiseley, L. Wipperling

Ex-officio: Jeremy Robinett, Parliamentarian; Provost Manoochehr Zoghi

SENATORS ABSENT: D. Barr, J. Sarra, M. Shamsuddoha

GUESTS: Tom Blackford, Amy Burke, Dennis DeVolder, Triston Eddlemon, Carl Ervin, Miguel Huertes, Rick Kurasz, Sarah Lawson, Patrick McGinty, Kristi Mindrup, Mark Mossman, Lorette Oden, Renee Polubinsky, Linda Prorise, Justin Schuch, Rashmi Sharma, Eric Sheffield

I. Consideration of Minutes

A. August 29, 2023

APPROVED AS DISTRIBUTED

II. Announcements

A. Provost's Report

Provost Zoghi related he has heard a lot of positive remarks from various colleagues so far this semester and he hopes positive momentum is being built up for this academic year. The Executive Committee decided to wait until after tenth-day reports to bring guests to discuss those numbers and updates. The Provost accordingly invited Associate Provost Mark Mossman to talk about the new model for advising; Executive Director of Retention Initiatives Justin Schuch to provide an update on student retention numbers; and the new Director of First Year Advising, Miguel Huerta. Provost Zoghi said he has a lot of thoughts about student success because, moving forward, this will be the university's biggest challenge and its biggest opportunity.

Associate Provost Mossman informed senators that a transition in how advising is done occurred over the summer, when the Enrollment Management division was dissolved. He stated that at that time Advising was moved under Academic Affairs and, simultaneously, the model of how advising was done was shifted. He stressed the intention is to increase and strongly support the way the university is approaching advising. Associate Provost Mossman related this involves multiple connections and engagements with students, both nationally and at WIU, because this translates into increased retention numbers.

Associate Provost Mossman related that this fall all Reach students, Hope scholars, and undecided freshmen continued to be advised by the First-Year Advising Center team. The shift is that regularly admitted freshmen who have declared majors now go back to the departmental advisors in their major field of study. Associate Provost Mossman praised Miguel Huerta, his first-year advising team, and the college advisors for an incredibly smooth transition. Associate Provost Mossman had been anticipating chaos, but instead the process was 99 percent smooth. He said everyone embraced the

process, there was a good team effort, and it was a good example of successful advising. He thinks advising can work better if treated as a systemwide approach rather than a one-size-fits-all or a silo model, and this year's systemwide effort was very successful. Associate Provost Mossman and Dr. Huerta are beginning to work on a number of student learning objectives that they would like to attach to advising that would help measure student engagements with both the First-Year Advising Center team and with the college-level advisors and see how these are working as the university moves into the following year.

Dr. Huerta said he also was expecting a worst-case scenario for the summer transition considering that he had only been at WIU a few months, but fortunately the first-year advising team was really amazing, getting most students registered even before the transition. He related that the first-year advising team met with the major advisors about a week before the full transition, so the major advisors were able to be onboarded and understand the process. He related that everyone asked good questions, and there did not seem to be any pushback, just people working together on this new process.

Dr. Huerta stated that although the First-Year Advising team will continue to provide support for the Hope scholars and Reach students, that does not mean that they will not support other first-year students. They will provide support for new students at the college advising level with best practices for supporting first-year students so that this can be a university-wide effort and does not fall back into siloing. For Reach students, one change this fall has been the addition of required study hours each week. Dr. Huerta has been reaching out to various departments to create official partnerships and ways to help students explore the academic resources on campus. He is currently working with the Malpass Library and Multicultural Center to see if they would allow study hours for Reach students to be hosted in their facilities. Dr. Huerta says the goal is not to just sit down together to study for their courses but also to be exposed to the academic resources on the campus. He believes that by creating these partnerships the First-Year Advising Center is encouraging students to visit different offices. He said another method the Center is exploring is allowing the usage of faculty office hours to count toward some study hours in order to highlight that when students meet with faculty these need to be intentional meetings. He wants students to realize that they cannot just show up during faculty office hours and expect the faculty member to give the student 30 minutes of their time. He hopes that this approach can be shown to work with Reach students and then elevated to a campuswide effort.

Dr. Huerta stated that a progress reports request has gone out to faculty for their Reach students. He noted that these had to be sent out a little earlier this semester because early warning reporting has been moved up this year, and the First-Year Advising Center wants to make sure they are addressing any student concerns early in the process. His office has already seen some red flags with some students not showing up for classes, and having this conversation with students early will provide them with an additional layer of support.

Mr. Schuch shared information about university-wide retention initiatives and some updates following the realignment of Enrollment Management. He noted that the realignment coincided with the retirement of an associate vice president within Student Services, and that position has been eliminated. Mr. Schuch will be working with some of the offices formerly under this associate vice president's area now that he is returning to the Student Services division. He thinks some of the realignment has been advantageous because it helps spread out some of the pressure of retaining students. He noted that everyone at WIU has a critical role in retaining students, so the conversation is spread a little further now. Mr. Schuch now works with the Multicultural Center, the Office of Student Engagement, the Retention and Outreach Office, the Veterans Resource Center, and the Office of Student Rights and Responsibilities. He also oversees the process that occurs when students violate the university's code of conduct.

Mr. Schuch related that the former Transition and Academic Skills Center, led by Michelle Janisz, has evolved into the Office of New Student and Family Programs. He related this provided a good opportunity to realign staff without costing the university money. The realignment allowed for focusing some team members on helping certain special populations of students, such as commuter,

nontraditional, and transfer students, as well as focusing on family support. Mr. Schuch reminded senators there was formerly an office which specifically addressed the needs of families, and he is happy that Dr. Janisz's energy is able to be refocused in this direction, particularly because the university has a high concentration of first-generation students. Dr. Janisz also has two graduate students to help her in this area.

Mr. Schuch told senators there are some retention initiatives that he hopes they will be hearing a lot about, including the Connections Mapping program. This allows the Retention Initiatives office to look at the decisions made by students during the first five weeks of the semester in order to help them identify which students the office may need to be concerned about when moving into the fall semester. Mr. Schuch said this program has been used over the past six years to look at such data as meal plan use, whether students are using resources such as Leatherneck Link and Getting Involved, whether students are interacting with their academic advisors, whether they have used the student career platform Handshake, and whether they go to the Student Recreation Center. Mr. Schuch finds this program to be advantageous because it removes consideration of some of the decisions students do not personally make, such as socioeconomic status and what high school they attended, and concentrates on other types of identifiers. He observed that the Connections Mapping program has been highly predictive for his office and allows them to consider this information prior to receiving any academic information, such as midterm grades.

Mr. Schuch related that his office puts freshmen into three buckets: minimally concerned, mildly concerned, and highly concerned. If Retention Initiatives staff are highly concerned about a student, their goal is to have some sort of intervention conversation -- ideally in person or occasionally a zoom or phone call, rather than sending an email or text. Mr. Schuch stated that his office also tries to do this with students in the mildly concerned bucket, but given staff limitations they will at the least share some timely resources with those students or will text back and forth. He stated that while students in the minimally concerned bucket are not forgotten, staff efforts are mostly focused elsewhere, and students in this group mostly receive timely resource updates.

Mr. Schuch reported that last fall his office was minimally concerned about 689 students, while there were 504 students they were mildly concerned about and 188 that they were highly concerned about based on the data that they had collected. He stated that the first check of the Connections Mapping results is the early warning grades, at which time staff will see if they are on the right track with individual students. Mr. Schuch reported that last fall 83 percent of students in the highly concerned group received an early warning grade, with lesser percentages for the other two groups. He related that another check of the Connections Mapping results is end-of-semester grade point averages. Last fall, the minimally concerned group of students showed an average GPA of 2.45; the mildly concerned group average was 1.95; and the highly concerned group average came to 1.26. This shows that Connections Mapping is good at predicting which groups of students deserve some extra concern before the semester is too far underway. Mr. Schuch said that, looking at tenth-day data, 32 percent of the minimally concerned students did not return to WIU, which is already too high, but 68.6 percent of the highly concerned group did not return this fall, which is reflective of the decisions these students make in their first five weeks at WIU. Mr. Schuch pointed out that next Friday, September 22, is the end of the fifth week, so after the data is pulled he will shut himself up for a few hours to work through the program so that by Week 6 his staff can begin to intervene with the students who need their help. Mr. Schuch stated that information coming from this process is sent to Academic Affairs with hopes that deans and chairs can filter it out to those individuals in their areas who can have a conversation with students. He said the goal is for students to feel that someone at WIU is concerned about them and to get them connected to resources and share some of the great things this institution has to offer.

Mr. Schuch informed senators that this is the third year his office has used the Rockybot texting program through Edsights. He said this has been a very helpful program for WIU. Through it, students can ask "Rocky" a question 24 hours a day, seven days a week, and "Rocky" will respond with an appropriate answer or resource. He noted there are thousands of questions that the bot can respond to; last year "Rocky" answered about 21,000 questions from students, which means less time that Retention Initiatives staff have to spend answering these questions. Mr. Schuch said typical

questions include asking what time the Rec Center opens or how to contact resources across the university. He said Edsights also engages in some proactive reaching out to students to ask them how everything is going based on four specific areas: academic, general wellness, financial, and social engagement. Mr. Schuch said the responses help staff obtain information to follow up on with students. He told senators 93 percent of WIU chose to opt-in with the program last year, which is a very high rate and is a good tool for the Retentions Initiatives office. Mr. Schuch wanted Faculty Senate to know that if a student tells them they received a text from a random number, if it is from Rocky it is legitimate. He said Rocky will never ask students for personal information such as their credit card or student ID number, but Rocky might ask for some types of personal information, such as whether a student feels homesick. Mr. Schuch said Rockybot is a very real and important program for his office and one of the larger scale university initiatives his office is working with.

Provost Zoghi asked if the Retention Initiatives Office had a chance to also verify the attendance of these students. He thinks it might be beneficial to compare the attendance within the three targeted groups with control groups to possibly determine if attendance was a factor. Mr. Schuch responded that attendance was not a factor in determining how students should be grouped last fall because it was the first time Connections Mapping had been used and they did not have that data, but they can go back and compare it with the data this year. He said because the return rates were a little low in some of the colleges, attendance will probably also not be used to identify high, medium, and low groups this fall. He hopes that responses from faculty to requests for enrollment verification will continue to increase and commended the College of Fine Arts and Communication and the College of Business and Technology for doing such a good job with this effort. He thinks once his office gets more of these responses they will be more useful, but until they reach about an 80 percent response rate attendance should probably not be used in any predictive way.

Provost Zoghi said this is very helpful. He noted that research shows that students who attend classes are much more likely to retain. He said that last year the administration explored making attendance required, if not for all four years at least for the first two, and wonders if that question would find a different mindset if posed again this fall and another effort was made to implement that policy.

Senator Gravitt noted that the end-of-semester GPAs for students in the mildly and highly concerned groups were both under 2.0, which is the minimum GPA to graduate. She wonders if it would be beneficial for students to only be broken into two groups: low concern and everyone else that there is a concern about. Mr. Schuch remarked that is a really good reflection. He explained that he has one staff member who helps him with making calls, as well as a team of undergraduate students, and the different levels are helpful in terms of the person power he has available, but he agrees with Senator Gravitt that it would be nice to just group these students into two buckets. Senator Gravitt remarked that if they were divided into just two groups, the group with concerns could be sent to advisors in their majors who could funnel the information down to the instructors in the courses these students are enrolled in. She thinks this could lead to a more diversified, unified response when interacting with these students because their instructors do not necessarily know what is going on with them and only see them when they show up for class. Mr. Schuch agrees and noted that the information is shared with colleges, where he hopes the process that Senator Gravitt describes is happening.

SGA Vice President for External Affairs Triston Eddlemon remarked that this is the first time he has heard of the Connections Mapping program tracking students during their first five weeks. He asked if students are aware that, for example, the number of times they visit the Rec Center is being tracked. Mr. Schuch responded that students were exposed to the Connections Mapping program and what the Retention Initiatives Office is doing during the orientation process, but he is not sure they remember that this specific data is going to be collected and how it will be used. He thinks they are certainly aware that some data is being collected because Retention Initiatives staff try to stress to students that when they call or want to have a conversation the student should answer the phone. Mr. Schuch thinks this is a good question and related that it was also asked at a conference at which he and Associate Provost Mossman presented. Mr. Schuch does not think the tracking should be a secret from students and, for the most part, when his office talks to students they already assume that Big Brother is watching everything they do, so it's probably not a shock to them.

Mr. Eddlemon remarked that two of the three groups of students had GPAs below 2.0 at the end of the semester. He asked why the university is waiting until after these students fall below this threshold to be very concerned about their performance. Mr. Schuch responded that they are not, which is the purpose of the Connections Mapping program. He explained that students are broken into these groups at the end of Week 5, weeks before academic data is received, which enables his office to make interventions as early as possible and try to use whatever data is available to predict some of these problems and correct them. Mr. Schuch related that two years ago his office tried to see what four weeks of data would look like if the timeline were moved up, but there was not enough to work with. His office also tried collecting data through the sixth week and starting interventions at Week 7, but they have settled on a happy medium of five weeks of data collection.

Senator Petrocovič remarked he is glad the strategy of tracking matches what the outcomes were, but he thinks the focus should be on an intervention strategy. He agrees it is good to know where students stand at the beginning of the semester, but he does not know what the intervention strategy is for each of the three categories. He wonders if there is one strategy for all three groups or if there is a separate strategy for each category, how these students are reached, and how they are assisted to get back on track. Mr. Schuch replied the strategy has changed as the program has grown because his office went from one person to now a second person working with Connections Mapping. He hopes that by continuing to grow the program and educate more groups, such as Faculty Senate, and share the data, it will be more used. He noted that with the highly concerned group of students, his office wants to have some sort of conversation. He explained that because there is only a small number of people in his office, the data is shared with deans to help with the work. He hopes to come up with a focused strategy that makes sense for each college, but that will depend on the people power that some departments and offices do not currently have.

Senator Petrocovič remarked it sounds like it is up to the administration to allocate resources for this. He noted that students in the highly concerned group may not know what it means to be in college or how to study, and that is not something that can be disbursed to advisors because they already have their hands full, even with the students who are doing well. He thinks the intervention strategy should involve individuals from several offices putting their heads together to do something about this because it is particularly hard for first-generation students to navigate college, and they do not have support from home because no one in their families has experience with attending a university. Associate Provost Mossman agrees but noted that resources are an issue. He thinks the only way problems will be solved and transformative changes made is through efforts made by the institution as a whole. He believes the key is communication to Faculty Senate and other governance groups to get everyone on board to work on these issues. He noted that there are many different strategies, and those involved are working nonstop, but it often comes down to a case-by-case basis with individual students. Associate Provost Mossman thinks as an institution it is important to come together to work on these problems rather than siloing them because there are not enough resources to ask one group to take care of everything; the solution needs to be culturewide across the institution. Mr. Schuch remarked that when the division of Enrollment Management still existed, it provided some other team members that could be asked to retool and concentrate on a certain problem for a couple of weeks, but now Mr. Schuch reports through Student Services, and some of those offices are not able to retool because this is their busy time of year. He agrees with Associate Provost Mossman about the importance of determining a team effort or this program may become not worth it at some point.

Senator Petrocovič thinks Connections Mapping is a good predictor for identifying which students need a more focused approach, and even within that group there may be different trends or areas of concern that can be addressed in specific ways. He was glad to see the results matched the GPAs and return rates, which validates that this is a good approach. He is glad the university has made some inroads into what needs to be done with certain groups of students. Provost Zoghi agrees and related that he had similar experiences at two of his previous institutions. He said these institutions would reach out to students just before they fell through the cracks, when their GPAs were 2.0 to 2.1 or 2.2, depending on the student population, at which point there was a five-point process to provide enrichment and try to rescue them. Provost Zoghi recalled he would often spend one-on-one time with these students, which sometimes just involved showing them how to study because many first-generation students do not understand what college is all about. He related these students would

sometimes tell him they wished they had known these processes earlier in their college careers because just learning priority management – staying on top of things and not waiting until the last minute – would have helped them so much. He believes just understanding that someone cares about them makes a big difference to students and is very impactful for student success.

Senator Hamner asked how many of the predictive analytics that Mr. Schuch is relying on will be applicable to students who are online only or non-residential. Mr. Schuch responded they are highly applicable, and his offices recognizes that Quad Cities students have access to different resources than students on the Macomb campus. He noted, for example, that the frequency of login to WesternOnline and the distance between logins is a good indicator. He said some of the things now being considered were not used as indicators prior to Covid, but the pandemic made his office think in different ways. Mr. Schuch realizes the model for online students is not as strong, but he anticipates that it will grow as more resources become available. He noted that another good indicator for students on both campuses is use of Handshake, the career development platform which allows students to look for employment opportunities. He said some universities, particularly those with branch campuses, use sale of parking permits as an indicator, but the Retention Initiatives office does not use this yet because they do not have access to the data. His office will continue to look for indicators for students who are not on the residential campus.

Mr. Eddleson asked if Mr. Schuch has information about what is being done to keep the 32 percent of students in the highly concerned group who came back to campus this fall continuing to remain at WIU. He also would like to know if those returning students are climbing out of the highly concerned group or continuing to sit there. Mr. Eddleson thinks this is the perfect focus group to see if the Connections Mapping program works and if the students in the highly concerned group have an opportunity to get out of that group. Associate Provost Mossman thinks the key indicator is if students in this group are engaging because data shows that if students are engaging more than five times they are more likely to retain. Mr. Schuch said this is a great answer, but as far as other data there are not much available. He noted that the Office of Institutional Research and Planning is currently short staffed; the previous director of that office was very invested in the program and helped Mr. Schuch keep track of many things, so some of that tracking will have to wait until there are more people to help. Mr. Schuch said that for many of the data sets, there will be continued tracking, such as event attendance, meal plan use, and other indicators, but the time for Mr. Schuch to do that follow-up analysis is not currently available.

Chair Albarracin observed that research shows that academic performance is a major indicator of whether a student will remain in college, and attendance is related to academic performance; students who do not attend class are more likely to fall through the cracks. She noted that WIU has an attendance policy but there is no mandated attendance, and Provost Zoghi wants to know if faculty would consider having some sort of mandatory attendance policy. Provost Zoghi remarked that students are learning content, but just by being at a university students learn many other modalities as well. He thinks making students accountable to attend classes is one way for them to learn and grow. He believes the university is the place to establish that kind of discipline with students because if they are even a couple of hours late to a job or internship, they would lose their position.

Senator Hunter related that the College of Business and Technology has started a new program of offering study halls and seminars for students. Attendance at these is required for Reach and ICRESS students. Senator Hunter related that initially students were reluctant and did not think they needed a study hall, but an increasing amount are sticking it out and actually engaging with the faculty overseeing the study halls. He would like to see statistics done to keep track of the Reach students participating in this to determine if required study halls are a potential option. Mr. Schuch expressed his support for this initiative. Dr. Huerta added that his office manager is tracking who is attending. He plans to connect with Mr. Schuch later to share those numbers. He has heard some pushback from students asking why they have to do this on campus when they could study somewhere else, but Dr. Huerta's office has responded by reiterating their desire for students to interact with the campus and engage with their peers.

Dr. Huerta believes the way the university talks about academic support needs to change slightly. He hears students being offered tutoring if they are struggling with their classes, but he wants the message to be that tutoring is being offered to support and enrich what they are learning in their classes. He has talked to students who are reluctant to engage in tutoring but suggests that they do their math homework, for example, at the same time as math tutoring is occurring; then if they get stuck they can jump online and get that support. Dr. Huerta has found some success with stressing that academic support is meant to enrich and support what they are already learning when they are reluctant to try tutoring to begin with. Provost Zoghi remarked that if students have not previously been exposed to something they do not know that it is going to work for them. Dr. Huerta related he shared his school transcripts to students to show he has had semesters with F grades, some with As and Bs, and some with minuses. He lets himself be very vulnerable to students and share that there are ups and down on the academic journey because then students see him as a real person and can realize that the academic journey is not one-size-fits all. He lets students see that they can struggle but that these struggles can be overcome.

Senator Hunter asked Dr. Huerta to pass along kudos to his advisors who worked hard to schedule the study halls with many conflicting classes among the Reach students. Dr. Huerta said his office is working hard to create partnerships in order to expose students to the different areas on campus. He does not think devoting four hours a week is hard for students; getting them to actually do it is important, and his office is exploring even more options.

B. Student Government Association (SGA) Report
(Triston Eddlemon, SGA Vice President for External Affairs)

Mr. Eddlemon reported that SGA has not yet had its first formal meeting (general assembly) to get started; they do not yet have a quorum of senators but are working on getting those seats filled. Mr. Eddlemon is working with SGA President Kyle Rumlow to find student representatives for various committees.

C. Other Announcements

1. Carl Ervin, Interim Director, Office of Justice, Inclusion, Diversity, and Equity (JIDE)

Mr. Ervin related that he is very proud that as co-chair of the Anti-Racism Task Force last year he joined others in the process of developing a diversity plan for the university. The draft plan, which is still under development, has been submitted to the President and the Board of Trustees.

The JIDE office continues to update the Black Student Association's (BSA) list of demands, which is important because BSA is one impetus behind a lot of the diversity, equity, and inclusion efforts on campus.

The JIDE office participated in a virtual town hall meeting on race relations on campus and the impact of mental health. This was hosted by state Representative LaShawn Ford, who will be hosting similar town hall meetings which Mr. Ervin will attend on behalf of WIU. Mr. Ervin said institutions across the state attended the town hall. He said the JIDE office continues to collaborate with other campuses offices on the topic of mental health because this is a concern of a lot of WIU's students; for instance, last year the JIDE office helped students cope with the anxiety and concerns for their safety caused by an off-campus shooting. Mr. Ervin related the JIDE office provided a lot of support and advocacy last year on behalf of students.

Mr. Ervin said JIDE started off strong this year with a land acknowledgement on behalf of WIU. He expressed thanks to Senator Hamner who pointed out that there was a land acknowledgement for the Macomb campus but none for the Quad Cities campus. Mr. Ervin stressed that what the JIDE office does is all about collaborations, partnerships, and working together to achieve more for WIU.

Mr. Ervin stated the Anti-Racism Task Force today shared the results of the campus climate survey at the town hall for faculty. He said a lot was learned from the campus climate survey, and the task force and JIDE office will use that information to continually improve. The Anti-Racism Task Force is still accepting information and ideas from the campus community, and Mr. Ervin encourages everyone to let him know if they are doing something brilliant or wonderful so that those efforts can be incorporated by others. Mr. Ervin said one person at the town hall for faculty, who had been at WIU since President Goldfarb, remarked that if one part of campus is doing something brilliant, the other part of campus does not know it, and communication needs to be strengthened. The JIDE office plans to communicate what it is doing in the areas of diversity, equity, and inclusion that supports retention, education in the classroom, and development of students.

A town hall for students will be held at 3:00 pm on Monday, September 18 in the Union Lamoine Room. He said that while it is open to the public, the results are for students, and the discussion will center on how students feel and what they think about the campus climate. A town hall for the Macomb community will be held this Thursday, September 14 at 3:00 in City Hall.

Mr. Ervin observed that one concern his office heard over the summer from students was the Supreme Court's decision to strike down affirmative action. A panel discussion will be held this Friday, September 15 in the Union Capitol Rooms regarding the impact of this decision on students. Mr. Ervin said some students have expressed fear regarding the decision and are asking themselves if institutions of higher education really want them there. He hopes the panel discussion will help students feel more comfortable by providing facts to strike down some of the myths they have been hearing.

The JIDE office sent out the BSA list of demands today, and Mr. Ervin would like offices to share them widely. He thinks it is important for everyone to know what the demands are and think about how they can be addressed. The demands and the latest update (May 2023) can be viewed on WIU's JIDE website (<https://wiu.edu/jide/>). The JIDE office is collecting responses to the demands which it hopes to have by December 2023.

Mr. Ervin is working with Dr. Amy Carr, professor in the Department of Race, Religion, Gender, and Multicultural Studies, to invite Dr. Julie Clemens, from Illinois Central College, to campus, hopefully on November 3. Drs. Carr and Clemens have worked together on diversity and inclusion through the Illinois Board of Higher Education Faculty Advisory Council. Dr. Clemens will share her research on diversity instruction for faculty and universities. The JIDE office will invite everyone to learn from Dr. Clemens's research and maybe pick up some ideas that can help them to do a little better. Mr. Ervin encourages those who are doing good things to communicate them and spread them around so that they are not kept solely in their own areas but available for everyone.

The JIDE office will be hosting an implicit bias and microaggressions workshop with Dr. Jamie Washington. Mr. Ervin said microaggressions were something that students said they noted in the campus climate survey; some faculty and staff said they did as well, and this is an area that needs to be addressed.

The JIDE office is participating in several Department of Political Science faculty-sponsored initiatives, such as Ray's Hour, a civic engagement and leadership series. This is a real-time, face-to-face and online series of talks on important events, university resources, and success strategies, and JIDE has been invited to present at the September 26 meeting. This series will use the research collected by Faculty Senate Chair Julia Albarracin in May 2021 on discrimination in Macomb and on the WIU campus. Mr. Ervin said the information from Chair Albarracin's research will be used by the Anti-Racism Task Force to enhance the diversity plan.

Mr. Ervin said the JIDE office is participating in a number of grant proposals and serving on search committees with the goal of making sure they are communicating what they are doing for the WIU community and what changes can be made to make sure people feel like they belong. He wants people to feel that there is a sense of justice, inclusion, diversity, and equity at WIU. He thinks the new JIDE office has done a lot of great things already but can do even more with everyone’s help. He encourages everyone to stop into the JIDE office, which is located in the University Union, to see what they are doing to serve students, faculty, and staff.

Chair Albarracin asked if Mr. Ervin could provide senators with some results or highlights from the campus climate survey. Mr. Ervin noted that the sense of belong across campus seems to be strong in all groups, but there has been some change in the sense of racial discrimination and sexual harassment. He said this is broken down mostly by gender as to who thinks the existence of this is strong and who does not. Mr. Ervin recognizes there are still a lot of survey results to break apart and analyze, such as breaking apart the responses by campus. He said there are plans to do a town hall meeting on the Quad Cities campus as well with their faculty, staff, and students. Mr. Ervin said the results of the survey will be useful in working to address the concerns that were raised.

2. Elections

- a. Budget Transparency Committee – Business and Technology senator

Motion: To nominate Dan Atherton (Atherton). There were no other nominations, and Senator Atherton was declared elected.

- b. Committee on Provost and Presidential Performance – one senator

Motion: To nominate Heidi Elbe (Elbe). There were no other nominations, and Senator Elbe was declared elected. Chair Albarracin welcomed Senator Elbe, who was recently elected to the vacant Macomb Senator At-Large seat.

III. Reports of Committees and Councils

A. Senate Nominating Committee (SNC)
(Katherine Perone, Chair)

1. Nominations to Fill Vacancies

UNIVERSITY COUNCILS AND COMMITTEES:

CITR Advisory Committee

Munia Cabal-Jimenez, For Lang & Lit	replacing	Patricia Eathington	2024	A&S
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Distinguished University Professor Selection Committee

Elgin Mannion, Sociology & Anth	replacing	Heather McIlvaine-Newsad	Spr 24	A&S
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Honors Council

Minsun Doh, RPTH	replacing	Pam Rockwood	2024	E&HS
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Policy Review Committee

Gordon Pettit, Math & Philosophy	new position		2026	AT-LARGE
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University Technology Advisory Group

Don McLean, RPTH	replacing	Leslie O’Ryan	2026	WIUQC
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There were no further nominations, and the slate of candidates was declared elected.

IV. Old Business

A. Proposed Bylaws Amendment from CCPI

1. Second Reading and Vote

AMENDMENT APPROVED 16 YES – 0 NO – 2 ABSTENTIONS

V. New Business

A. For the Good of the Body

Senator Albarracin observed that last spring Faculty Senate voted to create an ad hoc Artificial Intelligence Committee to study and recommend policies to address the issue of students using AI in their assignments. Her stepson, who attends WIU, suggested that WIU students should also be represented on this committee. Chair Albarracin said she would like to see if there is support for this and to ask Mr. Eddlemon, particularly, what he thinks.

Mr. Eddlemon responded that he thinks creating a policy would be to add restrictions upon already existing restrictions. He pointed out that existing policies are pretty clear that students must do their own work, and any kind of cheating or getting work from anywhere else is plagiarizing. He does not know why Faculty Senate would want to cover a base that has already been covered and noted that no matter what the guidelines some individuals will still find ways to get around them. Mr. Eddlemon recognizes that AI does provide a new level of academic dishonesty, and he likes the idea of holding people accountable, but he does not like to see time and effort wasted on something that does not really have a direction. Chair Albarracin clarified that the committee would not be enforcing existing guidelines but would be proposing some additional guidelines to be added to the university plagiarism and academic dishonesty policies. She said the committee will study the topic, share ideas and experiences, and make some recommendations. She wonders if a student representative would be appropriate for this kind of committee. Mr. Eddlemon responded that any time something is being considered which affects a student's time or performance in school, having a student's input is critical. Chair Albarracin said she will discuss this with the ad hoc committee; if they support it, the revised proposal will have to come back to the full Senate for a vote.

Motion: To adjourn (Hunter)

The Faculty Senate adjourned at 5:04 p.m.

Respectfully submitted,
Annette Hamm, Faculty Senate Recording Secretary