

WESTERN ILLINOIS UNIVERSITY FACULTY SENATE

Regular Meeting, 23 April 2024, 4:00 p.m.

Via Zoom and in Union Capitol Rooms

ACTION MINUTES

SENATORS PRESENT IN PERSON: D. Atherton, B. Bellott, D. Brown, G. Cabedo-Timmons, C. Chadwell, D. Gravitt, D. Hunter, J. Land, K. Perone, B. Petracovici, Y. Tang, S. Turkelli, L. Wipperling

SENATORS PRESENT VIA ZOOM: S. Bailey, L. Ebert Wallace, E. Hamner, J. Sarra, K. Wiseley

SENATORS ABSENT: J. Albarracin, D. Barr, H. Elbe, S. Ko, A. Lewis, M. Shamsuddoha

EX-OFFICIO PRESENT: Jeremy Robinett, Parliamentarian

EX-OFFICIO ABSENT: Interim Provost Mark Mossman

GUESTS: Audrey Adamson, Marjorie Allison, Andy Baker, Lori Baker-Sperry, Victoria Baramidze, Ashley Beardsley, Keith Boeckelman, Amy Burke, Amy Carr, Craig Conrad, Dennis DeVolder, Rich Filipink, Doug Freed, Jeffrey Keith, Ember Keithley, Rick Kuracz, Jim LaPrad, Sarah Lawson, Jessica Lin, Sara Lytle, Patrick McGinty, Jim McQuillan, Holly Nikels, Lorette Oden, Renee Polubinsky, Linda Prosise, Jim Schmidt, Justin Schuch, Eric Sheffield

Chair Albarracin had to miss the meeting due to illness, so Vice Chair Everett Hamner served as Chair.

I. Consideration of Minutes

A. April 9, 2024

APPROVED AS DISTRIBUTED

II. Announcements

A. Approvals from the Provost

1. Request for New Course

- a. COMM 346, Online Influencers, 3 s.h.

2. Request for New Major

- a. Public Relations

3. Requests for Changes of Minors

- a. Jazz Studies
b. Music Business
c. Music (Liberal Arts)

4. Requests for Changes of Options

- a. Applied Music

b. Music Business

A. Provost's Report

No report. Interim Provost Mossman was absent.

B. Student Government Association (SGA) Report
(Jeffrey Keith, SGA Director of Academic Affairs)

Mr. Keith related that on Wednesday, April 17, SGA held their State of the Student Address of Success. Next year's SGA President and one of the vice presidents were sworn in.

Last Friday, April 19, the SGA-Macomb Cabinet visited the SGA-Quad Cities Cabinet in Moline. Mr. Keith related that both Cabinets shared what their Student Government Associations have been doing.

C. Other Announcements

1. Audrey Adamson, Executive Director, Outreach and Quad Cities Campus Operations

Ms. Adamson told senators that with the recent reorganization structure, part of her role is Quad Cities operations and outreach while continuing to oversee the Center for Career Preparation and Employer Engagement. She is still in Macomb about once a week but is also learning the new parts of her role. Ms. Adamson has worked in higher education for 25 years and is now seeing the university from the other side as her oldest child is a Math major at WIU and having an amazing time in many classes on the Macomb campus.

Ms. Adamson related that a Carver Trust grant has enabled the Quad Cities campus to create a new Chemistry lab. It has been operating this semester, and a ribbon cutting will be held on Friday, May 3, with representatives from Carver as well as other stakeholders in attendance. Ms. Adamson said it has been exciting to see the lab in use as it allows for greater ability to compete for Engineering students and others on the Quad Cities campus.

Ms. Adamson said the Early Learning Center is almost complete; she completed the punch list walk-through this morning. She related that they are hiring a director and will soon have the Center up and running, which will be a great service to the community in what is sort of a childcare desert as well as providing amazing educational opportunities for WIU students. She hopes there will be a ribbon cutting this summer, and she would like to see people from both campuses there to celebrate this achievement.

Ms. Adamson noted that the Quad Cities campus has had a lot of visits from high schoolers recently. She said Admissions Counselor Cameron Ruiz brings in groups regularly; there was a group last week, and two groups are expected this week from designated high schools. Ms. Adamson usually does a brief presentation to the groups regarding career pathways so that they are able to start connecting their interests and skills to WIU's many amazing programs on the Quad Cities campus, Macomb campus, and online. She said other programs that bring high school students to the Quad Cities campus include "Get Lit," a spring semester program put on by Everett Hamner which filled the Quad Cities campus atrium with over 120 students. During Engineering Week, Quad Cities students hosted an egg drop and a coding workshop for middle school students, Supply Chain Management is holding an event for high school students on the campus this Friday, April 26, and Accounting also held an event recently. Ms. Adamson thinks it is wonderful to see programs based in the Quad Cities as well as those with faculty from the Macomb campus coming to the Quad Cities to engage with area high schools and community organizations. She added that the Quad Cities campus also sees impacts from their graduate programs in Museum Studies and Counselor Education.

Ms. Adamson noted that WQPT, a PBS station in partnership with WIU, sponsors lots of great events and is gearing up for their "Summer of Learning." She said WQPT has events

planned at many libraries in the area this summer, including the Macomb library, which they started visiting last summer.

Ms. Adamson told senators the Small Business Development Center has seen a lot of growth and impact. She said the director, Ann Friederichs, serves a broad region, including both Macomb and the Quad Cities, and spends much of her time in her car visiting small businesses in our region to help them to thrive.

Ms. Adamson remarked that while these are some of the highlights happening on the Quad Cities campus, she also wants to speak about the Center for Career Preparation and Employer Engagement since she still oversees that as well. The Center has some new initiatives underway and opportunities for faculty engagement. In terms of engagement, Ms. Adamson said a record number of students this past year have really wanted to work on their career readiness. She explained this claim is based on the number of appointments, partnerships with many academic programs where students are being referred to the Career Center, students coming in for resume appointments or mock interviews, and the record numbers of attendance at career fairs and other career events. Almost 500 students participated in the All-Major Career Fair this spring, which is a huge number. Ms. Adamson heard great feedback from employers as well as from students who thought the event was really beneficial and that they made great connections. She thinks a lot of this is due to the great WIU faculty who are telling their students to make those connections when considering how they will transition from college to their careers. She thinks that hearing this message from a trusted faculty member weighs more heavily on students than receiving an email from the Career Center. She believes students take to heart the messages they hear from faculty who they know have their best interests in mind in their chosen fields, so she appreciates those faculty who have been strong partners in their students' career readiness.

Ms. Adamson told senators the Career Center website (<https://www.wiu.edu/Careers/index.php>) is being updated with more user-friendly links and other information. She stressed that the Career Center is for the entire university and is not divided between the campuses. She said the website tries to provide equitable access to career readiness material for students on both campuses, online students, and alumni. She suggested faculty may wish to access the resources in the Candid Career Video Library on the website, which includes thousands of videos that faculty can share in their courses and with their students. She pointed out that Stepping Blocks, which comes out of the College of Business and Technology, is also linked to the website. Ms. Adamson noted that other useful resources on the website include Parker Dewey Micro-Internships and a section on What Can I Do with This Major, with categories broken down by industries.

Ms. Adamson told senators that Mandi McRaven, Associate Director of the Career Center, this past year developed a Faculty Engagement Menu so that faculty can choose to engage with the Center at the level that works for them for the courses they are teaching. She said one option is to become a partner on an assignment; faculty can assign students to visit the Career Center to review their resumes or engage in a mock interview. Ms. Adamson said the Career Center has a rubric for this or can use the faculty member's rubric to provide feedback directly. She said other tools and resources on this part of the site include Handshake, which staff can access to view events and employer connections; What Can I Do with This Major?; and The Big Interview, which uses written and video AI technology. She added that with The Big Interview students can videotape themselves answering AI interview questions and get AI feedback regarding their usage of um/err, power words, and pacing. She said The Big Interview also includes a feature allowing faculty to be able to create an assignment using it. Ms. Adamson added the Career Center website gives faculty an opportunity to refer students or set up career fairs and classroom presentations, and provides templates for sample email or syllabus statements referencing career readiness. She said the Career Center would love feedback on these new tools to increase faculty engagement in order to make sure they are doing what faculty want them to do and helping students in the ways that faculty think they need help.

Ms. Adamson is currently serving on the advisory board for the Illinois Board of Higher Education (IBHE) Thrive Quad Cities organization. She said this group looks at the higher education landscape in terms of meeting industry needs in the Quad Cities area. She attended an advisory board meeting this afternoon and related there were some great conversations about ways they can partner and work together. She plans to bring that information forward when the full reports come out. Ms. Adamson is also looking at the ways things are evaluated in the Quad Cities and how the Quad Cities campus can be framed as a strong education hub for the community by leveraging all of the amazing talent of their faculty and staff. She wants to make people aware of things that can be provided across the institution, such as trainings and other credentialing opportunities. Ms. Adamson is trying to build partnerships with the Chamber of Commerce and Quad Cities industries to get feedback on how the campus can be a strong education partner and help both students and the community.

Vice Chair Hamner said he wants to echo and amplify what Ms. Adamson related about the Career Center because he thinks this is a real strength of WIU. He has observed that sometimes faculty seem to feel a tension between responsibility for students' intellectual development and for career and professional preparation, and some disciplines seem to lean more one way than the other. When Vice Chair Hamner attended a National Association of College and Employers webinar event last week that Ms. Adamson invited him to participate in, he was impressed with the pretty universal attitude there that this is a false binary. He stressed that faculty need to convince students to go deep into their subject matter to understand it for its own sake and to grow all of the intellectual skills and breadth faculty can provide to them while always having an eye toward helping them connect the dots between their classrooms and the context that they will be in after college. He encourages faculty to take advantage of the Career Center resources because many of them are really helpful.

Ms. Adamson told senators she is happy to engage with them more about faculty's role in career readiness. She related that a study was done between multiple organizations on the career center side, as well as employers, faculty, and university representatives, and there are some really amazing programs that are being offered. She suspects some of these might be ones that WIU would not have the resources to develop, but there were others that the university might consider for partnerships -- providing each other with needed resources and sharing those for the benefit of students. She has a recording of this presentation and several links to programs that some of these organizations have built. Ms. Adamson wants to do a deeper dive into this and would love to engage with anyone who wants to have a continuing conversation about how these might look at WIU and what can be done to benefit each other and our students.

Senator Hunter related he has been trying to get onto the Handshake program without much success. He asked if there could be clear instructions posted as to how faculty members can get on. Ms. Adamson said that is a wonderful question because they have had some issues which they are trying to resolve. She related the Career Center originally thought that allowing anyone with a WIU email to access Handshake would provide easy access, but instead it has created some issues. She stated that when the new website is installed it will include a much more focused faculty resources page which will include a tutorial on how faculty can best use Handshake and how to access it in a more straightforward path. Ms. Adamson also offered to look at Senator Hunter's account to see why he might be having problems and will email him later today.

2. [Amy Carr, WIU Representative to the Illinois Board of Higher Education Faculty Advisory Council](#)

The IBHE FAC met at Northern Illinois University in March and at Waubensee Community College (near Aurora, Illinois) on Friday, April 19. Dr. Carr told senators she would be reporting on the highlights of both meetings.

Dr. Carr drew the attention of senators to the March minutes posted in the drive, which included a conversation with Simón Weffer-Elizondo, who has served as NIU's faculty representative on the Public University Funding Commission (the Illinois Commission on Equitable University Funding). Dr. Carr reminded senators they have heard a lot in recent months about the \$1.5 billion gap for adequate funding. The FAC also met in March with IBHE Chair Pranav Kothari on this topic. Dr. Carr noted the funding formula leaves out some items, such as room and board. She remarked the proposal does not include a question about sufficient research coverage, but it does include a question about whether to have endowments factored into the funding formula. Dr. Carr observed that some legislators really like the idea of including endowments, but Deputy Governor Torres has pushed back against this because it would mean that if donors gave to a university, it would be subtracted from the state's contribution, which would be a disincentive for donors. Dr. Carr explained this means that some kinds of inequity, such as how well a university is endowed, will still be included in the new formula. She related there was also a question about whether to have faculty diversity be part of the funding formula, but Dr. Kothari thinks it would be better to have separate initiatives on this issue. Dr. Carr said the IBHE already has some incentives; certain categories of graduate students who want to go on and teach in Illinois are eligible for some state funding. She noted that the Supreme Court decision that eliminated race-based admissions in 2023 led to a two-month pause on work on the proposed funding formula, but it was resumed because the Supreme Court has never stepped in at the level of state funding.

Dr. Carr informed senators that a Prior Learning Assessment Task Force is going to get started, possibly through the IBHE. She sent an email to some faculty and others who might be interested in this. She stated that if anyone is interested in serving on this task force in order to be part of conversations about having a more standardized prior learning assessment – or one that is at least more consistent across institutions – they should let her know, and she can forward the email from the person who is organizing that.

Dr. Carr spoke about a couple of bills of interest in Springfield. House Bill 5020, the Dual Credit Quality Act, has been amended in the House and is going on to the Senate. Dr. Carr does not think that people at four-year institutions are following this bill as much as people at community colleges. She related this amendment would give high schools a lot more authority over which community colleges they worked with, and community colleges could only refuse to work with a high school if the high school instructor is deemed to be unqualified. Dr. Carr noted that in her judgment and that of many others, the bill would weaken the qualifications of high school dual credit teachers who would not have to have a master's degree but just be working toward one in the field in which they are teaching. She added there would no longer be a deadline as to when that master's degree must be obtained. She said one concern regarding the bill is that high schools could "shop" until they find a community college that lets them teach a course the way they want to teach it. She added that high schools want to teach courses on their schedule rather than on the community college's schedule. Dr. Carr observed that since it would be high school teachers instructing these dual credit courses, there are concerns about academic freedom because community colleges could no longer refuse to offer the course for anything other than the qualifications of the instructor. She noted that if a local school board or a principal says that a dual credit course cannot talk about racism, LGBTQ issues, or evolution, as has happened in some cases, there would be less ability to push back against that if the high school was the one authorizing the course. Dr. Carr thinks this issue will be raised in the Faculty Advisory Council.

Dr. Carr related that the IBHE FAC in March met with Roger Eddy, who wrote the original Dual Credit Quality Control Act. She said he has been active as a principal and as Executive Director of the Illinois Association of School Boards and has done a lot of work on dual credit. Dr. Carr said when asked what he thinks about academic freedom, Mr. Eddy responded that local school boards have the right to shut down anything they want, but a community college can also say they will not offer a particular course as dual credit if a school has those limitations. Dr. Carr thinks that if increasing authority is given to the high schools, there will be less academic freedom because high school teachers, even if they are

technically agents for community colleges, will be accountable to their own supervisors. She encourages WIU faculty to get more involved in these conversations because she does not think four-year faculty are stepping in enough to engage in conversations about dual credit courses.

The other bill of interest is House Bill 2606, regarding mental health days for students. Dr. Carr told senators this bill will likely not go anywhere before fall because legislators are engaging in conversations about student needs versus institutional requirements, such as accreditation and clinicals. She added that concerns raised by faculty are being integrated into those conversations.

Dr. Carr related that in the conversation with IBHE Chair Kothari, the question was raised whether Illinois should be recruiting from states that are banning DEI discussions or denying the healthcare rights of women. She said Dr. Kothari answered that should be the role of enrollment management teams on the various campuses. Dr. Carr thinks Faculty Senate may want to ask how much WIU is marketing out of state by positioning the university as an institution that does value DEI. She said Dr. Kothari indicated the only way the IBHE would be involved in this effort is if there was grant funding in the state budget that would support developing a targeted marketing campaign for all state public universities.

Dr. Carr related that while at Waubensee Community College, FAC members learned about their navigator program, which provides a tutor navigator who acts as a liaison or mediator between the new students and their faculty members. She is not sure if this is provided for every new Waubensee student or only upon request. She observed that Waubensee is seeing some success with this program on their retention. Dr. Carr suspects the navigator program helps with prior learning loss.

The IBHE FAC also met with members of the Illinois Academic Advising Association. Dr. Carr noted that a representative from the University of Illinois-Urbana/Champaign related that a student was admitted with a lot of dual credit but experienced an unsuccessful first semester. The representative attributed this to the student's dual credit courses not matching the rigor of UIUC courses and that taking a lot of college courses in high school does not provide students with the experience of managing their time once they are away from their family. Dr. Carr suggested this might be something for WIU professors teaching FYE courses to think about.

Senator Hunter asked who staffs the navigator program – whether it is faculty, staff, or others. Dr. Carr responded Waubensee is hiring some additional people to staff the program, and she does not think that students are acting as navigators. She will check her notes from the meeting and get back to Senator Hunter in more detail.

Vice Chair Hamner thanked Dr. Carr for her energy and thoroughness in reporting to the Faculty Senate and for representing WIU on the IBHE FAC. He added that he has learned a lot listening to Dr. Carr's reports to the Senate.

III. Reports of Committees and Councils

A. Council on Admission, Graduation, and Academic Standards (CAGAS) (Rich Filipink, Chair)

1. Proposed Freshman Admissions Change for Summer/Fall 2025

Dr. Filipink informed senators that the Admissions office has proposed a change to the Reach program beginning Summer/Fall 2025 which would raise the floor for admission to Reach to a high school GPA of not less than 2.25. He added that the number of students this would have impacted from Fall 2020 through Fall 2022 was 34; there were 26 in Fall 2023, but it is unknown yet whether these students will be retained until Fall 2024.

Senator Gravitt noted that on the proposal #2 states that “Candidates with a 2.75-2.99 cumulative high school GPA (on a 4.0 scale) will be offered direct Reach admission,” but on the table it says that this GPA range will be “direct admit” to the Reach program. She asked if the students in this group will be put directly into the Reach program or will be offered the option of being in the program. Dr. Filipink responded that these students will be put directly into the program. He noted that #1 states that “Candidates with a minimum 3.00 or higher cumulative high school GPA (on a 4.0 scale) will be offered regular admission” and pointed out that this is contingent on if these students choose to enroll in WIU.

Senator Gravitt noted that item #3 states that “Candidates with a 2.25 to 2.74 cumulative high school GPA (on a 4.0 scale) will be reviewed for Reach admission.” She asked if “review” means that Admissions will consider admitting these students into the Reach program, if they will automatically be admitted into the Reach program, or if they will be admitted into the Reach program if there is sufficient money to do so. Dr. Filipink responded that Admissions told CAGAS they were trying to keep the number of Reach admits to about 180, so he thinks that will be a determining factor. Admissions Director Doug Freed confirmed there will be a determination of how many students can be served effectively based on the number of academic support professionals available in the Reach program. He added that students in the academic range would be admitted to Reach. Senator Gravitt asked if all of the students in the 2.25 to 2.99 range will be able to be admitted to that program; Mr. Freed confirmed that is correct. Senator Gravitt said this is what she was hoping; that students would be admitted directly into the program and not simply told that admission was available if they wanted it.

Senator Petracovici asked who will be left out if 200 students fall into this category but there are only 180 seats. Mr. Freed responded that each year Admissions looks at the procedure for admitting students to see what capacity there will be under each program, and the determination will likely be made on a first-come, first-served basis. Senator Gravitt asked if this means that 20 of the students would not be admitted in this case or if students at the top of the range would become regular admission if there was not enough room in the Reach program. Mr. Freed responded that students within the range would not be admitted under regular admission; in this scenario, they would just lose 20 students if the capacity had been reached. Senator Petracovici asked if students at the higher end of the 2.25 to 2.74 range would get priority over those at the lower end or if this is not a factor. Mr. Freed responded it will be a factor initially because of the timing. He explained Admissions makes its decisions based on the initial pool, then from there examines admissions on a week-by-week basis to determine where they stand. He anticipates that at some point capacity will be reached; once the number of students Admissions thinks will actually enroll in the Reach program reaches capacity, they would have to cut off admissions for students whose high school GPAs fall within that range.

Senator Petracovici asked if Admissions looks specifically at Math and English as parameters. He noted that students may have high GPAs in other courses but lower GPAs in Math and English and wonders if that is a factor. Mr. Freed replied that this year Admissions is looking at Math and English grades as well as overall GPA. Senator Petracovici asked if the Assistant Chairperson of the Department of Mathematics and Philosophy and a similar individual from the Department of English will be involved in that process or if it is all handled by Admissions. Mr. Freed replied it is all handled by Admissions.

Senator Gravitt asked if her understanding is correct that the process is first-come, first-served, so Admissions is not trying to save spots for students who might apply in August, and also that when the maximum is reached there are not spots that have been reserved for students in a certain GPA range. Mr. Freed explained the process is as much of an art as a science because it is a matter of timing. He thinks it would be great if every student who was going to apply would do so by February 1 or even March 1, but that does not happen. He said Admissions has to look at the pool of applicants to see where they might land in relation to the capacity available. He added that once capacity is reached with students who Admissions

thinks will yield, or actually enroll, then accepting more students into the Reach program must be cut off.

Senator Gravitt asked how Admissions knows how much money will be available for Reach next year when no one has the budget yet, or if that has already been determined. Dr. Filipink responded he thinks it is based on the current staffing levels for the program. He also reminded Senator Gravitt that this proposal would not go into effect until Summer/Fall 2025 but added that the beginning part of recruiting for 2025 will occur the latter part of this summer. He said the proposal came before CAGAS now so that Admissions can prepare to recruit on this basis if the proposal is approved.

NO OBJECTIONS

B. Council on Curricular Programs and Instruction (CCPI) (Amy Burke, Chair)

1. Curricular Request from the Provost's Office

a. UNIV 102, Academic Refocus, 1 s.h.

Dr. Filipink observed that the request indicates there will be no need to hire additional staff. He asked if those individuals currently teaching UNIV 100 know they will need to teach this course as well. Ms. Burke responded that the individuals teaching UNIV 102 will not be the same as those teaching UNIV 100. Dr. Filipink asked who would be teaching the course since the request form talks about experienced faculty and staff but is otherwise pretty vague. FYE Associate Lori Baker-Sperry said she has taught UNIV 102 twice as a UNIV 275 experimental course with Justin Schuch, Assistant Vice President for Student Success and Enrollment; they are submitting the request for a permanent course because a course can only be taught twice as experimental. She thinks it has been nice to have one faculty member and one staff member team teach the course, but they want to offer it once as a permanent course and determine what the need is from there. Dr. Baker-Sperry noted there is a strong group of UNIV 100 instructors for the fall as well as a strong group of Y faculty who work with that same population, and while there is not a firm commitment from either group, both expressed a lot of support for UNIV 275 the two times it was offered. Dr. Filipink remarked that he does not have an objection to the course itself, but in light of the fact that there is an initiative to try to cap overload and to have faculty teaching majorly in their departments, he is curious to see who it is anticipated will teach UNIV 102 going forward. Dr. Baker-Sperry pointed out that UNIV 100 staff earn one ACE and are not faculty; she did not take an ACE for teaching UNIV 275 the two times it was offered. She said she does not have a good answer for this question.

Dr. Filipink remarked he does not want to harp on this point, but the CCPI Chair did not think it would be UNIV 100 instructors who would teach UNIV 102, so he thinks this is an actual concern. He believes the course proposal is a good idea but is not sure that the proposers have actual people in mind to staff it. Mr. Schuch said these discussions have also come up on their end, and he shares Dr. Filipink's concern. He said this is why he and Dr. Baker-Sperry had hoped to be able to offer the course and then scale it as needed. He thinks the instructor team will likely pull from some of the UNIV 100 staff and Y faculty as needed to start with. He said they realize they will not be able to offer enough sections of the course immediately and will really have to look at scaling it. Ms. Schuch thinks the experience of teaching UNIV 102 needs to be expanded out beyond him and Dr. Baker-Sperry and that the population of available instructors needs to grow, as has the UNIV 100 instructor pool throughout the years. He added that while this is the model they are hoping to implement, he and

Dr. Baker-Sperry fully recognize that they will not be able to roll this out next spring for every student who needs it without figuring out some of these staffing issues.

Dr. Gravitt observed that most of the students taking this course are in the Reach program, so she does not understand why it would not be a requirement for them to take this course after their first semester. She does not understand why these students are being allowed to decide whether to take UNIV 102 when they are clearly not quite able to make responsible decisions at this point, which is why this course is needed. Mr. Schuch responded that when he and Dr. Baker-Sperry looked at what other universities do, some do make this type of course a requirement. He hopes, as they are able to show the impact of this course on a larger scale, they could come back to Faculty Senate in the future to have this conversation. He does not know if WIU is at the point right now of being able to require UNIV 102 until some of the questions that have come up are figured out. Dr. Baker-Sperry added that they could potentially be looking at 12 to 14 sections. Senator Gravitt asked if section size will be limited so that students can get as much one-on-one with instructors as possible. Dr. Baker-Sperry replied that sections were limited to 16 students each time it was taught as an experimental course because it is very time intensive for instructors.

Parliamentarian Robinett observed that Reach students are in that program for a variety of reasons; some may have come from schools that did not prepare them, and they are doing everything they are capable of in order to be academically successful. He thinks everyone needs to be mindful of the narrative about those who are entering WIU as Reach students. Parliamentarian Robinett thinks UNIV 102 would also be a wonderful course for students who may be having a hard time acculturating to our campus. He noted that students may come from a different environment than Macomb, such as from a big city, from another part of the United States, or from another country. He thinks this could be a class for students who are borderline going into their second semester for a number of different reasons. He related that CCPI thought this might be a course that could help the university keep students who otherwise might be struggling for a wide variety of reasons.

Dr. Baker-Sperry remarked she and Mr. Schuch learned a lot about the population of 35 students who took the course previously, particularly, that there were a lot of mental health issues and active trauma in the student population who attended these classes. She noted that in addition to academic struggles and learning loss, there were issues with students not managing their time and not quite understanding what college life would be like. She recalled there were times when Mr. Schuch would pull a student aside and ask if he could walk the student to the Counseling Center. Dr. Baker-Sperry said one reason it was nice there were two instructors in the room is that one instructor could continue teaching while the other one peeled off to help a specific student.

Senator Gravitt asked if the university plans to consider, if UNIV 102 is approved, that all students get a letter at the end of their first semester advising them to talk to their advisors to get into this course, no matter which major or program the student is in, if their GPAs show they are in the danger zone. Mr. Schuch responded the Registrar's office already does something similar near the end of the first semester, and he and Dr. Baker-Sperry worked with the Registrar to make sure UNIV 275 was included in that message. He hopes that process will continue moving forward with UNIV 102.

Senator Hunter asked if there will be two sections per semester since this is an 8-week course. Dr. Baker-Sperry explained that UNIV 100 was moved to an 8-week course as well. She said this is because at the end of the first semester, UNIV 100 instructors take apart what worked well in the fall and reorganize topics as needed. She said the instructors realized that every topic left on the syllabus really needed to

be conveyed to students in Week 2, so they slowly started discussions about shifting it to eight weeks and did this in Fall 2024. UNIV 275 was offered for 16 weeks the first year, then for eight weeks the second year it was offered (Spring 2023 and Fall 2023). Dr. Baker-Sperry said they could talk about running two UNIV 102 courses per semester, but the UNIV 100 instructors, who are staff, are swamped in the fall, so she would probably need to get a larger group of instructors in order to consider this.

Mr. Schuch related that some of the feedback from students to UNIV 275 said that it was nice to only meet once a week, but it felt like more to them because of how involved the class is. He said that moving the course to be offered twice a week for the first eight weeks was found to be more beneficial. He added that he and Dr. Baker-Sperry found that if students could get past spring break, they were generally going to be okay. He added that the move to eight weeks was somewhat led by how much contact the instructors could get with the students to cover topics early on.

UNIV 102 APPROVED

2. Curricular Requests from the Department of English

a. Request for New Course

i. ENG 382, Book Reviewing and Non-Fiction Literary Writing and Editing, 3 s.h.

Senator Tang remarked the Department of Broadcasting and Journalism offers a course on news and magazine feature writing which teaches students all kind of techniques in news writing, such as flashbacks, dialogue, historical allusions, onomatopoeia, and skills that novelists might use. He thinks the two courses overlap a little bit, but, overall, he thinks the overlap is insignificant and minimal because the two courses have different focuses. Senator Tang noted that ENG 382 focuses on book writing while the BC&J course focuses on news writing. He also conferred with his department chair on this.

ENG 382 APPROVED

b. Request for Change of Minor

i. Professional Writing

CHANGE OF MINOR APPROVED

3. Curricular Requests from the Department of Mathematics and Philosophy

a. Request for New Course

i. MATH 489, Numerical Optimization 3 s.h.

MATH 489 APPROVED

b. Requests for Changes of Options

i. Data Science and Statistics (Option C)

Senator Gravitt remarked she did not see any letter of support from Decision Sciences. Department of Mathematics and Philosophy Chair Victoria Baramidze said she requested letters of support in March. Jessica Lin,

Director of the School of Accounting, Finance, Economics and Decision Sciences, remarked she is fine with the request.

CHANGES TO OPTION C APPROVED

- ii. Actuarial Science (Option D)

CHANGES TO OPTION D APPROVED

4. Curricular Requests from the School of Computer Sciences

- a. Request for Change of Emphasis
 - i. Big Data Technologies

CHANGES TO EMPHASIS APPROVED

Motion: To reorder the agenda so that item III.B.6. comes after consideration of III.B.5.a. (Wipperling/Gravitt)

Parliamentarian Robinett explained the change to the Business Core will affect the things that would follow, so it will need to be approved first.

MOTION APPROVED 15 YES – 0 NO – 0 ABSTENTIONS

5. Curricular Requests from the School of Management and Marketing

- a. Request for New Course
 - i. BAT 190, Professional Skills Development, 0 s.h.

BAT 190 APPROVED

6. Curricular Request from the College of Business and Technology (*Reordered*)

- a. Request for Change of Major
 - i. Business Core

BUSINESS CORE CHANGES APPROVED

5. Curricular Requests from the School of Management and Marketing (*Continued*)

- b. Requests for Changes of Majors
 - i. Human Resource Management

CHANGES TO HRM MAJOR APPROVED

- ii. Management

Senator Gravitt asked whether there is a letter of support from the School of Computer Sciences. Computer Sciences Director Dennis DeVolder replied that they support the request.

CHANGES TO MANAGEMENT MAJOR APPROVED

- iii. Supply Chain Management

CHANGES TO SCM MAJOR APPROVED

- iv. Marketing

CHANGES TO MARKETING MAJOR APPROVED

7. Curricular Requests from the School of Accounting, Finance Economics and Decision Sciences

- a. Requests for Changes of Majors
 - i. Accountancy
 - ii. Business Analytics
 - iii. B.A. in Economics
 - iv. B.B. in Economics
 - v. Finance

CHANGES TO AFED MAJORS APPROVED

8. Curricular Requests from the School of Agriculture

- a. Requests for Changes of Options
 - i. Agriculture – Teacher Education
 - ii. Agricultural Business
 - iii. Agricultural Science

AGRICULTURE CHANGES OF OPTIONS APPROVED

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

1. Faculty Nominations for Fall 2024 Vacancies

SENATE COUNCILS AND COMMITTEES

Council on Campus Planning and Usage (CCPU)

Yu-Ping Hsu, Engineering & Tech	replacing	Haritima Chauhan	2027	B&T
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Council on Curricular Programs and Instruction (CCPI)

Bridget Sheng, Education	replacing	Jeremy Robinett	2025	E&HS
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UNIVERSITY COUNCILS AND COMMITTEES:

Bachelor of General Studies (BGS) Advisory Committee

Nicole Gillotti, Music	replacing	Lisa Wipperling	2026	FA&C
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There were no further nominations, and the slate of candidates was declared elected. Senator Perone noted that with these appointments all of the vacancies for Fall 2024 have been filled.

IV. Old Business – None

V. New Business

A. For the Good of the Body

Vice Chair Hamner expressed his thanks to everyone for working with the zoom and pulling together across campuses today and throughout the year. He also thanked senators for their willingness to have a special meeting next Thursday if it should prove needed. Parliamentarian Robinett stated that senators and others will be able to be notified by Thursday afternoon as to whether there is anything to be considered next week.

Motion: To adjourn (Atherton)

The Faculty Senate adjourned at 5:01 p.m.

Respectfully submitted,
Annette Hamm, Faculty Senate Recording Secretary