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Faculty Senate

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Minutes of Faculty Senate Meeting on April 16, 2019
Room 4440, Booth Library

Note: This minutes is a summary of the proceeding, not a verbatim transcript.

Attendance: Abebe, Brantley, Bruns, Eckert, Gosse, Holly, Hugo, Hung, Oliver, Stowell, VanGunten, Wharram
Student Senate Representative: Gordon
Guests: Ms. Lynette Drake (VPSA), Dr. Webb (Student Affairs), Ms. Wilson (Student Affairs), Mr. Hudson (Student Affairs), Mr. Davidson (Student Affairs), Ms. Jackson (Student Affairs), Mr. Martin (Student Affairs), Ms. Haynes (DEN)

Bruns called meeting to order at 2:05 pm.

Motion to approve with changes, Abebe. Holly seconded. All approved.

Bruns: Updating BoT Apr 26. Hoping to get approval for the Constitutional changes.

Oliver/Nominations: Thank all the colleagues who nominated themselves to participate. In some cases there are multiple candidates. The communication from Dr. Chesnut indicates that we might not need to populate the Proposal Initiative Fund committee any more. In cases where there are multiple candidates, I have included the selection criterion for those positions.

Hung: We should ask Dr. Glassman at the next exec board meeting.

Oliver/Nominations: Previous nomination chair Dr. Rosenstein suggested a more qualitative method of selecting. Should we change the current method that is completely random?

VanGunten: When we did it, we started using random methods because some colleagues do not have advocates in the room, and we didn't want an appointment system where you get appointed if you have people who'd advocate for you on the committee.

Stowell: Yes and I think it'd be hard to come up with the right sets of criteria for all the positions.

Bruns: The only time that this can be problem will be if someone is nominated for multiple positions and they keep getting randomly selected into them.

VanGunten: There are enough positions for people to volunteer so it really shouldn't be a case where we have duplicates. We used to prioritize the committees that are harder to

populate and so if you are selected to serve in one of these committees then you won't get selected for another task.

Oliver/Nominations: So maybe that needs to have changes in the bylaws for the next executive board. Since the method is random, there may not need to have statements enclosed.

Bruns: So what you're saying is that if the selection process is random any way, then there's no point in requiring a statement when we do nomination.

Hung: I do want to remind us all is that for some of our junior, pre-tenure faculty, they are often looking for university-level service opportunities to round out their portfolios. So if they haven't served at university committees before, I suggest that we give them a slight preference.

Oliver: As of now, there are no rules or bylaws to confer that preference.

Hung: Our constitution and bylaw only empowers the Nomination Committee but we do not have a formal recommendation on selection criteria, so I think this is really up to the committee and the Senate.

Abebe move to approve the slate of candidates. Stowell second. All approved.

Gordon: Election results for executive board of Student Government are here: President – Carson Gordon; Executive VP – Kathleen Conlin; VP Academic Affairs – Noor Khamisani; VP Student Affairs – Claude (Samira) Abdoulaye Pedila. Senators will be voting for speakers tomorrow night. De-stressing for finals event this next week.

Bruns: Do we need to update the Senate website for the new winner of the Distinguished Faculty Award?

Eckert: I think Senator Wharram is writing up a short piece for that.

Wharram: Yes I will send that to you.

Hung: Are we going to update the Senate website? Our layout is markedly different from that of the CAA and CGS.

Bruns: I think that would be best left up to the next slate Senators.

Gatrell: Committee for VP Advancement is on the way. Anticipate campus visit second or third week of May. A good and deep pool. AP VPAA coming to visit. Gen Ed Coordinator committee are screening and reviewing. One candidate has been identified and that individual will also meet with the CAA and other stakeholders. Will be housed in Old Main. A new role, important for faculty governance for gen ed. Tied in to student assessment, which

should be program centered and faculty centered. I think programs should focus on their own education outcomes. Then the school's focus should be on general education. So that position will help define what assessment will look across campus. I don't know what that new assessment will look in this new model. That is a dialogue that we need to have. My view is that if you're an accredited program, you already have to submit reports for review and accreditation, so there's no need to submit the same/similar report to the Provost. I think the Deans should be more involved in the assessment process. The deans are close to the programs and faculty so they should have a role in assessment. I don't know what it will look like exactly, but I foresee the process decentralized. One of the reasons I think we want to put the assessment of learning on the departmental level is that in the previous assessment reports I read, where they mapped the EIU learning goals to existing majors, only 50% of the programs do something quantitative. I think it makes sense to have the programs focus on assessing the student learning and success and then we can focus on the general education part. It makes sense intellectually to me and also from the workload perspective.

Abebe: On the learning goal portion, the plan was to hold departments responsible for those goals. So when they come to approval point for their general education component we will hold them responsible. The intention was to have that assessment already done before the proposal is adopted.

Gatrell: I agree, but I am not sure that this is what actually happens.

Gosse: There are overlaps between program assessment and school wide assessment.

Gatrell: Yes they are all there and should be, I just don't think we need yet another report on them.

Hung: I haven't thought through this completely, but my initial reaction is that one of the challenges in assessment is how to assess our student's critical thinking skills when they come from across disciplines. We want to respect each major and discipline, but we also need a reliable measure for the school to say that regardless of your major, when you graduate, you will have achieved these levels of competency.

Gatrell: The CLA and those tools will remain intact. There won't be a shift from those tools. The change will be on the reporting function and the bureaucracy of it, and less so on changes to learning outcome assessment. I think a robust general education program has a well-articulated assessment framework, led by the sub-committees, which are faculty-led. CAA I believe is creating subcommittees based on learning goals. So it seems like a natural locus of control for university learning goals. I don't necessarily disagree with you. I think the challenge is this: 5 years ago we had 100 more faculty and an entire office support structure for the process. I prefer to have the resources and authority devolved to the department.

Hung: I agree with the part that if the assessment is already done then we should not duplicate the effort or create redundancy in reporting. What I worry is that if we decentralize the assessment and split it into learning outcomes for subject content versus general education, then the departments, which will be tasked with assessing the former, may pay less attention to the latter.

Gatrell: I think if you look at the assessment plans for the colleges and majors, they pretty dovetail with university learning goals, but in the language specific to their discipline, not only in the nomenclature but also in the presentation. I think we will be elevating the importance of general education by saying we will have a coherent program with a faculty body assessing it. Currently we don't have that. You can argue that the whole reason for general education programs is to create the foundations, those university learning goals, from those the majors grow and extend. If we had seen 100% compliance in implementing and assessing these goals, then I might have seen things differently.

Oliver: Given the reduction in the number of faculty, do we have similar decrease in the number of programs? With fewer faculty around, the workload of assessment for each has gone up and I think we will all appreciate a reduction in workload in areas that are perhaps redundant.

Gatrell: I think we actually now have more programs than we did before.

Eckert: What about programs without accrediting program needs.

Gatrell: That will mean that the dept will do the assessment and participate in any assessment activity, and the locus of control will be assigned to where the learning occurs.

Bruns: Speaking of the reduction in faculty number recently – can you comment on where you see our school's future in terms of the number of faculty?

Gatrell: If you look at the OVC institutions with similar student retention rate, their student to faculty ratio is about 17:1. That's probably we want to be. I wouldn't want to go very far beyond that. One of the things we value is our relations with our students. We will have to add as our enrollment increases, but we need to add strategically.

Oliver: If we can convert Unit B to Unit A, it could help us across the board. Even though our ACF goes above and beyond their job descriptions, asking them to serve on these committees on department assessment would go better if we can convert them into Unit A positions.

Abebe: On the topic of resources. Right now, some departments do their own assessment. In our case we assign people to do it and then coordinate the writing of the reports. But that work takes time. Will there be accommodation for the workload?

Gatrell: Well the work is already happening. I want to get the feedback loop closer between the VPAA office and the department.

Abebe: So the problem you're trying to solve is a reporting problem?

Gatrell: Part of it is a clarity issue – why we are assessing what we are assessing in our majors, and then how are we assessing general education to the degree in which the general education classes, and the majors classes, are collectively meeting the university goals. I see these as two different modes. For some reasons, we have interlaced them uncomfortably and unevenly, creating bureaucracy that is not essential.

Stowell: In our dept we have assessment committee, but not outside program. I write the report, but I don't think there's anything that will happen to it. Maybe someone with spare time will read it, but that's about it.

Hung: In the assessment world, that's what they want to avoid. The assessment is only useful if it informs our next set of decisions. Assessment doesn't do anything if it just goes into a drawer and dies.

Gatrell: I see it as part of the curriculum development process.

Hung: I agree. I think the natural home for this will be the CAA. The CAA approves courses with general education requirements and articulation, then they should be the one to review the data for it.

Gatrell: Now the CAA has a sub committee directly under it so now we have a direct linkage to secure the exact same thing that we have. Historically, we have a general education review committee but it was never populated. Then we have CASL, which documents and archives the information and that will still continue on some level. What we now want to do is to have the faculty be firmly involved in the assessment of general education, and then link CAA to the structure.

Stowell: Enrollment update?

Gatrell: I feel good about the indicators but I will defer to Dr. Glassman's report in May. Another update – email from Stowell and Sanders, the mid-cycle review. It's been coordinated by Stowell and Sanders, with subcommittees over the past years. Thank Stowell and Sanders for their work and leadership. Next year will be QIP (Quality Initiative Project) associated with the Open Pathways. Over the 2.5 to 3 years, we as a community will get to identify share priority to improve our community. That is required for our renewal in 2024.

Bruns: In terms of resources, how are we doing? Faculty is still feeling the pinch on resources. How far out are we in getting past that.

Gatrell: We are in much better shape now than last year or the year before. Going forward, we will have to manage enrolment, meet fixed cost, and strategic investments. If we get the 5% recommended by the governor, that will be about \$1.8 million give or take. Our fixed cost obligations, relative to the increase in minimal wage, as well as the standing negotiated agreement is about \$900k on top of that. Adjusting for inflation, that is about a wash. All the scenarios of increased resources for growth will involve extra enrolment. The Governor has promised to get us back to FY2015 level in the future, but next year is not that year. I anticipate that this year's budget will be flat-ish, depending on the enrollment level.

Hung: All the negotiated salary increase has already been built in. When we negotiated the contract we didn't anticipate this additional 5%.

Gatrell: No, additional salary needs additional resources.

Hung: But when we negotiated the contract, we were being conservative and did not count on a 7% increase in enrolment, with maybe an extra 5% to the budget. So hearing that the 5% will just go into filling the gaps, I am not sure how those numbers add up.

Gatrell: Our budget needed an additional \$1m to cover the shortfall.

Bruns: So if we do not get the additional resources we would have to cut things?

Gatrell: Yes, which is what we had to do in the past 2 years. Any increase to our fixed cost has essentially been a deduction in our bottom line.

Wharram: What is QIP? What is an example?

Gatrell: Example will be inclusive participation to ensure all learners on campus have access to and expand participation rates across all groups and link that to student success rate. Another example will be community learning. Or rethinking quantitative literacy beyond traditional math courses.

Abebe: The fixed cost of the University doesn't change down, it rises up. So perhaps there's a confusion between the average cost and the fixed cost.

Bruns: Let's discuss this proposal on think tank.

Abebe: I think we should make a decision on it, since we've been working on this for a year now. This is designed to generate new ideas for the institution as much as possible. To generate "enlightened debate" as much as possible. Ultimately to inform individuals and universities to make useful and consistent decisions.

Holly: I have a comment on the student member for that committee might can come from the Master's program on the Academic Leadership. That might be a student who's already invested in the future of higher education.

Abebe: I might be wrong but that Master's program focuses on higher education leadership and not generic leadership. I think it is a good idea to have a Master's student in the group.

Stowell: I think it's a good proposal we should have a vote.

Olivet: 3 year term for faculty, what about the term length for the President appointed positions and the student representative.

Bruns: That's up to the President and Student Senate.

Stowell motioned to approve. VanGunten seconded. All approved.

Bruns: I propose we name Dr. Abebe, Dr. Mike Dobbs, and Dr. Melinda Mueller. I've talked to all 3 individuals and they have all expressed interest in serving. I think they are good fit for the think tank.

VanGunten seconded.

Hugo: Can you share with us why you're nominating Dr. Mueller?

Bruns: I've worked with her briefly in the vitalization visioning committee and she has the vision that fits the scope of the committee. She has great ideas thinking outside of the box, focusing on how we can be nimble and proactive in higher education. I think we will also have a balance to the gender and race composition.

All approved.

Bruns: We welcome Ms. Lynette Drake, interim VP Student Affairs, to come here today to share with us what's going on at Student Affairs. She has brought with her several other guests. Would you all please introduce yourselves?

Introduction: April Jackson from Student Disabilities Services, Lindsey Wilson Interim Assistant Director of the Counseling Clinic, Dr. Heather Webb Director Student Standards and coordinator for Title IX, Kent Martin Chief of Campus Police, Mark Hudson Housing and Dining, Eric Davidson Interim Director of Health and Counseling Services.

Drake: Thank you for the opportunity to share. We try to create a network of professionals that in turn interact with the other networks on campus to provide a healthy environment for our students. VPSA has 12 departments and 410 full time employees. Of those, only 23 comes from appropriated fund. The rest of the cost comes from student fees. There are also

4 bond areas. Part of those pay for the facilities. I decided that today I will focus on one aspect of our Office that interacts with all the rest of the campus, which is what we do to help our students facing difficulties to succeed.

Our overall mission is very similar to the mission that you have, which is to help our students succeed. We are trying to create a healthy and responsive community where students can be responsible for themselves in a healthy way. You are providing the in-class experience, and we are providing the out-of-classroom part of it. We know that our faculty works with our students outside of the classroom, too, so we are all integrated.

We recently have some units that have been reorganized. First, we combined the Student Health Services and Counseling Services, to make the Health and Counseling Departments. Second, Textbook Rental is now under University Bookstore, supervised by the Bookstore manager Mitch Coe.

The Housing and Dining Services not only host events over the summer, but they also host smaller events throughout the year.

The Center for Gender and Sexual diversity used to be one of my responsibilities as Director of Health Service. Now I have asked Jessica Ward to serve as coordinator. She's also an assistant director for Student Standards. That office actually is changing its name to Student Accountability and Support, to better reflect the work that they do at that office.

One of the many tasks that SA office handles is students in distress. They can be in distress for many reasons, ranging from family, emotional, academic, personal. We have created mechanisms to handle these cases when it's more than what 1 person sitting down with them can handle. At this point, I will turn it over to Heather to talk about our Student Support Team. We know that a team effort is essential because when a student is in distress they typically have difficulties in multiple areas. If there are cases where you think a student needs help but not sure on where to start, my office and Dr. Webb's office are a good place to start.

Webb: Our Student Support Team meets weekly. Our goal is to talk about environmental issues both on campus and in community that might be impacting our students, faculty, and staff. We also talk about individual students facing challenges. I appreciate meeting with this group and we work collaboratively. We notice that when a student is struggling in one area we often see warning signs in other areas as well. The weekly meeting is a good time to connect the dots and take proactive plans to get the support that the student needs to them. We also give advice and share concerns with VPSA. We are working on a Student Support webpage, with link on it where anyone can comment and file a report about concerns on a student, so our team and work on it. We also have a Threat Assessment Team. This team meets occasionally when the need arises. We invite members in relevant areas to participate. This team is also taking a proactive approach.

Hung: Can you talk a bit about how a student gets on the radar of the SST? Obviously when a faculty refers a student, that's one route. What are some other routes?

Webb: We receive reports from many sources, like housing, dining, faculty. Sometimes, information is shared elsewhere and that information is shared with us. We also make sure that we review previous situations to make sure we don't miss anything.

Hung: So is it when there are incident reports on violation of policies? Or is it when a faculty expresses concerns over a student's behavior?

Webb: It's both. We will look into cases where a faculty notices drastic changes in behavior of a student and let us know, as well as follow up on any incident reports. I know that there are individuals in this room I've had email conversations with because we have received information that we follow up on to make sure the student is doing okay.

Stowell: Do you get information from the Early Alert System?

Webb: I do not personally have access to that, but there are other members on the SST who do and they bring that information to the group.

Drake: We also don't hesitate reaching out to individuals with experience or expertise on certain areas that are needed to come and help out in the SST.

Drake: The Campus Violence Prevention Committee is made up of people from Student Affairs and representatives from emergency services and police from the community. They meet once or twice a year to review our Campus Violence Prevention plan to make sure we are able to connect the dots and respond appropriately in emergency situations. The Emergency Management Team is a separate group of people who actually respond to campus emergencies, like an active shooter or a tornado. This is the group of people who come together immediately to respond to emergency events.

Stowell: I have a question for Ms. Wilson regarding the student counseling center. What kind of procedure is in place to get students in to see a counselor sooner than what is available at the time?

Wilson: We have crisis services available every day so we each have an on-call day. If a student is experiencing any kind of risks, e.g. suicidal / self-harm thoughts, thoughts of harming others, trauma from assault, recent loss of loved ones, etc., we would get them in more immediately.

Stowell: So you have a triage assessment system. So a faculty can recommend a student to get some immediate help.

Wilson: Absolutely. As faculty you meet with your students regularly weekly and sometimes over several semesters so you know the students very well. If you notice a change in behavior pattern, you can contact us. We cannot share information, but we can always take in extra information, and that may become helpful.

Hung: So students who use the counseling service – do they need to pay a separate fee or is it covered in the health services fee?

Drake: There is no fee for counseling service. It's one of the few services we provide that are funded by appropriated dollars.

Davidson: The only fee we would charge is if the student misses an appointment, and that's a \$15 missed appointment fee. Very few students are in that situation.

Stowell: What's the typical timeline for an appointment?

Wilson: That varies within an academic year. The sooner the student books a meeting the sooner we can accommodate them.

Webb: Most of you know our office as Student Standards, but we are changing our name to Student Accountability and Support. While it's true that students who violated student standards come to our office, we actually do a lot more than that. Sometimes, those violations are early warnings for other issues. So we have proactive steps to talk to students who violated student standards to figure out what is going on. There are also students who come to our office because they have been victimized, e.g. by intimate partner violence, or theft, so we are handling those cases. We also are the starting point for students to figure out what services they need to become successful.

Martin: The UPD works closely with many groups on campus and in the community. We try very hard to make this place a safe place for every one but we cannot stop every bad thing from happening. We do our best to mitigate the damage when bad things do happen. We are here 24/7, 365 a year. Hopefully you will never need our service but if you do, we are here.

Bruns: I want to commend on ALICE training for active shooter scenario. It was a good training. Have you all done more of that this year?

Martin: The interest has dropped off a bit. This is a good example of useful skills to have because we cannot be 100% successful in eliminating risks. It's good to equip people with the skills and tools they can use.

Bruns: I'd like to recommend for the next Senate to promote ALICE training so more of our members can receive the useful training. I'd also ask the Student Senate to consider that, as well.

Oliver: So how many officers and staff does it take to provide this level of service?

Martin: Right now we have 14, including me. We get stretched thin sometimes, with some of the extra things we have to do. One of the biggest challenges is the increasing number of training that the state mandates us to do. We need our officers to go through those trainings so they are not available for duty. We make do, and we try to do most of the training in summer. I try very hard to not have a single officer out there by themselves, to protect them in their work. The Charleston police has been very helpful in providing someone for that if we need it.

Hudson: There are several thousands of people living in our facilities. We are the first state campus with a residential part. We do a lot of work focusing on academic initiatives. Those Early Alert warnings come to us and our hall staff and RAs go out to talk to the students to find out more. That's a lot of time and resources invest in this. In the residence hall we have 56 Ras. On every floor they are responsible learning communities that focus not only on social engagement but also academic issues. We have the initiative called Panther Success Initiative that helps our students become good global citizens and we include in it many aspects of social environment. We work with our students to help them learn how to make better decisions about their lives, both academically, socially, and financially. We partner with faculty in the Faculty Fellow programs. I am very proud to say that consistently, students who live on campus do better than students who live off campus. Obviously, you can do well living off campus. But as a group, those living on campus do better in GPA and retention rate.

With the residence halls, sometimes people bring their problems home with them. We have the Night Assistance program where our undergraduates work with UPD to handle issues before the person gets into the building. We have 600 video cameras in our premises. We are not monitoring the cameras every moment, and knowing that they are being watched help people make better decisions. We do all that we can to help students succeed and graduate.

I am also tremendously proud of the close working relations we have with the students from College Affairs program. They take what they learn and practice it in their work with us.

We are the largest student employment on campus. Our dining operation employs 450 students right now. Not only is this important for students in terms of income, it is also important in learning how to be responsible in a job environment.

Oliver: With the increase in competition in the marketplace, has the percentage of students living on campus fluctuate?

Hudson: With fewer students, there's a smaller pie in total students. All first years stay with us, but after that, they have a choice. Of those who return, over half of them choose to stay

with us in their second year. The percent of students we get is holding fine, but we are down in total number of students because the total enrolment is lower.

Davidson: The Counseling clinic offers both individual and group sessions at no additional cost. Ms. Wilson also serves as the confidant for students who experienced sexual assault or other trauma. The medical clinic typically see primary care like cold and flu. But as our student population continues to diversify, we are getting older students with chronic issues. While primary care is our main focus, what we see is expanding. Part of that is in the mental health issues. Nowadays, we are providing low-level mental health treatment to our patients. When we have them at the medical clinic, we often refer them to a counselor down the hall so that they're receiving not just medication, but a chance to talk to a counselor. We are fortunate enough to have a psychiatrist to come here once a week. This is a significant help to us because many local psychiatrists are booked and cannot see our students. Our medical clinic has a close relation with Sarah Bush. If a student is admitted or self-admitted, we are often listed as the primary care so we can have the information from their visit. We have student insurance with higher percentage rate of buy-in. When we think of treatment across the board, we work with them in many ways in addition to medical health.

Jackson: I started in this position since August. I will speak of the changes I've made since I arrived. A large part of my job is to go to local high schools to talk to case managers and students about what to do when they get here. One of the things I noticed early on was the difference in success rate between a student who arrived knowing how to navigate the system and use our services versus a student who doesn't know, so I want to close that gap. Once a student is on campus and disclose to us that they have a disability, I spend a lot of time reviewing the paperwork to determine what that would look like here. Many students may have been over-accommodated by well-meaning people in their K12 experience. So I work to build up their independence and help them do the necessary things for success. I meet with students weekly to check in on them. We offer FOCUS, a mentoring program, for half an hour to an hour a week. It is not tutoring per se, but a time to help them work on other essential skills. We also work closely with the STEP program on campus. A student actually has to go through us to enroll in STEP. We also share many of our students with counseling services.

Davidson: One might expect that as our enrolment decreases, the amount of counseling services will also decrease. But that is not the case. The number of counseling hours provided remains relatively the same even though the number of students we serve has significantly declined. In addition, due to the recent budget issues, we have reduced the number of counselors. This means that each counselor is actually doing more hours even when our student enrolment decreased. Mental health is an issue across the board on college campuses, and ours is no exception. Most people think we see students who are upset from romantic breakups or who are homesick. We do see those students, but as our student body diversifies, we also see issues like dual diagnosis, psychosis, higher levels mental health issues within our student population. One of the areas we are focusing on,

collaborating with students from Counseling and Higher Education program, doing a survey on faculty knowledge and preparedness in working with students with mental health issues. One of the key findings is that faculty do believe that they have a responsibility to respond to a student who's experiencing a mental health crisis. Yet, there is not as much confidence in the ability to do so. So one of the things that Wilson and her staff are working on is to develop an outreach plan to faculty and academic departments. We're hoping to expand on that next year.

Drake: We do what we do to help you. We do it with the idea that it helps our students graduate and be successful. It helps them to become the professional that they are here to become. We are all working on this together. This is how I see retention – both the classroom and out of classroom experience are important for retention.

Abebe: Thank you for your presentation. Few years ago, one committee on campus decided to do a sensitivity training where they asked us to name a hero on campus. I named Mr. Hudson. I admire him for how nimble he is in managing the Housing and Dining services. I think we can define a little market for this institution to make the percentage of students choosing to live on campus even higher. I hope you will work with us in the future to make that happen. There are some community relations issues to tackle, but it is an important effort that we should make.

Hudson: I will be happy to engage and discuss any plans.

Hung: I want to comment on the observation that events outside of the classroom are important for retention. In the surveys that I've read where student ranked the reasons why they stay at a particular campus, social life is ranked as important as academic environment. So students value their interactions outside of the classroom as much as they do the interactions inside the classroom. Along that line, I want to bring up an incident that happened about a year and a half ago on campus, where some schoolbags had gone missing on campus. It took a few days to figure out that it was a group of local highschool students doing a prank. But in the period when that event was unfolding, there was a lot of very distressful comments from the campus and the community about our students. Comments to the effect of: "No wonder this is happening – EIU is letting in Chicago students." There are these community relation issues that impact our students' perception of their place on our campus. This seems such a difficult issue to tackle because there isn't a single office we can identify and say, "you should take point in addressing this." Do you have any thoughts on what role your office has in helping that since so many of your offices touch on student life on campus?

Drake: That is an issue that takes more than just my office to solve. There is a media piece to that. Managing that with finesse and responsibility to the university. Many people here are members of the community and when we hear comments like that, it's embarrassing. As a member of our community, I feel responsible to change the climate to make it better. We have opened up dialogues between the two police departments. The two chiefs work hand

in hand. We have relationships with several community agencies. We work with community vendors to address their concerns. It is a very difficult situation and there isn't a single solution. There are groups of people who discuss, plan, and make efforts to address these concerns. We try very hard to support our students on campus. We try to make sure that people understand that the insinuations that some people have made about some of our students have gone on for years and years. I think with the diversity of our campus has changed greatly. I started here in the 80s, and our diversity on campus has been challenging to the community, and also to our students. We have to remember to involve our students in that. They have to be involved in inclusion efforts. Our students have been very helpful in reaching out to the community. One of the best things we've done is to start the Office of Civic Engagement and Volunteerism. We send students out to the community to work there and have conversations there, to change the perception and view. That's one small piece to the larger solution.

Bruns: I want to share something from that the book I read called "Being a Student Ready College." In the book, the authors point out that those working in housing and dining and other student services are often the people our students see more of even than the faculty. So the work that they do are critically important to the success of our mission. I want to thank them for their hard work and contribution.

Motion to adjourn at 4:12 pm by Stowell. Seconded Holly. All approved.