

WESTERN ILLINOIS UNIVERSITY

FACULTY SENATE

Regular Meeting, 28 March 2023, 4:00 p.m.

Via Zoom

ACTION MINUTES

SENATORS PRESENT: J. Albarracin, D. Atherton, D. Banash, M. Bernards, D. Brown, G. Cabedo-Timmons, A. Carr, C. Chadwell, P. Eathington, L. Ebert Wallace, D. Hunter, T. Lough, S. Macchi, K. Perone, B. Petrocovicci, M. Shamsuddoha, E. Shupe, Y. Tang, B. Thompson

Ex-officio: Craig Whetten, Parliamentarian; Associate Provost Mark Mossman

SENATORS ABSENT: S. Bailey, D. Barr, B. Bellott, J. Land, J. Wroblewski

GUESTS: Paul Blome, Joe Cantu, Antonio Cardenas-Haro, Dennis DeVolder, Paige Goodwin, Jason Hawkins, Angela Kline, Sarah Lawson, Blair McDonald, Jim McQuillan, Kristi Mindrup, Russ Morgan, Rafael Obregon, Lorette Oden, Jim Olsen, Linda Prosis, Ajum Razzaque, Jim Schmidt, Il-Seop Shin, Sebastian Szjyka

I.

recycles former malware source codes, so it is fairly easy to detect, but if hackers devise a totally original model of attack, AI would not be able to detect it. He noted that this is

can use social media and get help from other students. He suggested professors provide students with different exams or assign questions randomly from a pool. He said professors can also assign 50 questions for a 50-minute class so that students do not have time to search online for answers.

Senator Hunter asked if the fact that AI logic does not hold up on longer papers is a way that professors can recognize a cheated article. Dr. Cardenas-Haro agrees that it is difficult for AI to retain coherence, so it is harder to detect cheating when short paragraphs are assigned. He added that more text will make it easier for cheating detection tools to tell that an assignment is written by artificial intelligence.

Engineering professor Il-Seop Shin noted that Dr. Cardenas-Haro has talked about using AI to write exams and asked whether artificial intelligence could be used to proctor exams. Dr. Cardenas-Haro responded that is a good question, and he has heard that there are tools in development to be able to do this, but he does not know yet how good they will be. He said there are some legal concerns because students would need to take the exams on camera and there are questions about whether they can be forced to do that. He said while there are some limitations, AI can detect network activity if the student is in the same network.

Senator Ebert Wallace asked if senators could have access to the resources listed at the end of the PowerPoint presentation. Dr. Cardenas-Haro said he would send the presentation to Ms. Hamm to distribute to senators.

student may take the two circuits courses before taking any of the default

Senator Banash asked how other programs across the country compare and if they are 137 hours since that the proposed program will be 127 hours and there are some who would really like it to be ten more. Dr. McDonald responded that civil engineering programs range from 120 to 135, and programs of 125 to 127 hours are not unusual. He has been a proponent for 120 hours for the last 20 years and worked hard to keep that lid on, but as he looks at the civil engineering graduates currently going out without having taken a surveying class and having only taken electrical circuits but not material science or thermodynamics, he thinks it is time to let this hours cap go, add the extra hours in, and send out graduates with better backgrounds.

Chair Thompson asked if civil engineers have to pass examinations; Dr. McDonald replied that they do for professional licensure. He added that an engineer must take the fundamentals of engineering exam, then work under the guidance of a professional engineer for four years, and finally pass the principles of engineering exam. He noted there may be state exams as well, particularly in California, Texas, Pennsylvania, and New York. Chair Thompson asked if these curricular changes will help students prepare for that. Dr. McDonald replied the six fundamental courses are intended specifically to provide knowledge for the fundamentals of engineering exam that graduates take to start on their professional licensure path. Chair Thompson stated that when looked at like that, the additional hours seem very reasonable.

Dr. Olsen related that Middle School Mathematics Teaching is located within the School of Education, but in order to teach anything graduates have to have an area of study. He noted that there are four areas, with the Middle Level Mathematics Teaching area located in the College of Arts and Sciences. He explained that state regulations require that this area be at least 24 s.h., but WIU requires that minors be no more than 24 s.h., so part of the challenge was to make sure it was 24 hours exactly. He stated that in order to do that MATH 260 is being removed while MATH 106 and 206 are being added. He added that when changes were made 10-15 years ago, MATH 402 had to drop to 2 s.h., but it can now be returned to a 3 s.h. course. The directed elective is also being removed.

Dr. Hunter asked why MATH 402 was increased from 2 s.h. to 3 s.h. Dr. Olsen explained that when changes were made a number of years ago, MATH 402 was a 4 s.h. class. He said at that time there were a number of classes that were not 3 s.h., although all Math classes have now been changed to 3 s.h.; in order to make 402 fit it was decided at that time to trim it to 3 s.h. He added that MATH 402, an upper-level geometry course that is targeted at teaching, is a G course, and a number of graduate students take it along with undergraduates. He noted that graduate students prefer 3 s.h. courses because 2 s.h. courses are not good fits, so this is a neat tidying up to accompany the package of changes. Dr. Hunter asked if the course has expanded its material content by 30 percent. Dr. Olsen responded that it has, and the change in semester hours and description was approved at the college level and at CCPI.

CHANGE OF MINOR APPROVED

IV. Old Business

A. Updated Unit B Emeritus Faculty Proposal

Computer Sciences professor Jim McQuillan, who proposed the change, thanked Senator Banash for suggesting that a survey be conducted to determine what emeritus title Unit B faculty would prefer if the proposal was passed. He related that Unit B faculty were given three choices: to append Emeritus to their title (Instructor Emeritus, Senior Instructor Emeritus, Assistant Professor Emeritus); to just have the title be Emeritus; or Associate Faculty Emeritus. He said 24 Unit B faculty responded; 13 of them chose as their first choice Associate Faculty Emeritus. Seven of the 24 chose to append

A. For the Good of the Body