



Faculty Senate Meeting
Thursday, March 26, 2026 -- 4:00 p.m.
Senate Chambers
Minutes

Call to Order:

- **Chair Dan Clark called the regular meeting of the WKU Senate to order on Thursday, March 25, 2026, at 4:00 pm in the Senate Chambers - DSU 2081. Senate Chambers. A quorum was present.**

- **Members' Present: Robin Ayers, David Bell, Kristin Bennett, Jenny Burton, Dan Clark, William Czekanski, Susan DeVries, Gihan Edirisinghe, Brian Elliott, Xingang Fan, Sheila Flener, Ashley Fox, Amber Giacona, Brooke Gross, Gregory Ellis Griffith, Phillip Gunter, Kate Hudepohl, Nancy Hulan, Kerron Joseph, Yuyun Lei, Jim Lindsey, Mac McKerral, , Miranda Peterson, Yvonne Petkus, Kimberly Pharris, Matt Pruitt, Kelly Reames, Michelle Reece, Stephanie Riehn, Sarah Scali, Jason Stewart, Dan Strunk, Thomas Blair, Melissa Travelsted, and Aaron Wichman**

- **Alternates Present: Jeremy Logsdon (Kirk Atkison) Leslie Plumlee (Margaret Crowder), Allison Wittum (Amber Giacona, and Anne Heintzman (Gary Houchens)**

- **Absent: Brandon Barber, Pallav Bera, Erica Billingley, Daniel Boamah, Scott Bohnam, Said Ghezal, Sara Herbert, Gary Houchens, Tom Hunley, Angie Jerome, Eric Kondratieff, Sebastian Leguizamon, Meghen McKinley, Andrew Mienaltowski, Yaser Mowafi, Pinky Rusli, Matthew Shake, Kandy Smith, Matt Tullis, and Rui Zhang**

- **Guest: Jan Hunt Shepherd**

A. Approval of the previous month's Senate Meeting:

1. [Faculty Senate Minutes 2-19-26](#)

1st/2nd: Pruitt/Travelsted. The motion passes unanimously

B. Visit from Assistant Provost for Student Success & Online Learning, Holli Drummond

- Stepped in to the roll Academic Advising- August , 2025
- Working to get her heads and arms wrapped around the position
- Scope: Advising and career development in association with ACDC and retention

- Adult learning support
- Student engagement HRL, LLC along with the pilot program for second year students
- First generation
- Athletics
- WKU Online, On Demand
- Where to start? Dr. Fischer and I met in July. What matters the most?
- Provost Fischer Thoughtful review and recommendation for undergraduate advising. Starting point for work that shifted in November. A committee was formed from a list of names provided by: two names from the senate, two names from SGA, 2 names from Dean Martha Sales, names for the 5 academic deans, Hollie Drummond, Dr. Jennifer Hammonds, Dr. Lindy Davidson, and Stephenie Pritchard representing regional campuses.
- Early December, Official charge: In light of changing student needs, institutional priorities and national best practices, WKU seeks to examine and potential redesign their advising model to enhance effectiveness efficiency and student engagement across programs and academic colleges . Feb 4th meets every other week a committee of 16 begin meeting once a week. The Model includes 10 different units with academic advisors including 5 academic colleges, honors, ACDC, student athlete success center, Gatton academy, and regional campuses.
- using a national self-study framework from council for advancement in standards for higher education. This is a process that Global Committee for academic advising is closely affiliated with.
 - Touching upon mission, student outcomes, access and inclusion, collaboration, technology and resources
- Phase 2
 - April 6 will launch two surveys will be sent to students and those who serve as advisors
 - Once we have the feedback we will shift to an action plan and executive with a goal of sharing this by September 1st deadline.
 - Important here is to realize this work doesn't happen in isolation. Early work is to strengthen and modernize advising, integrating career planning more intentionally, and advising, better use of technology, and data to support students proactively. Moving to a more coordinated model of student advising academic advising, faculty mentorship and development in part academic advising is more than course scheduling.

Questions”:

Aaron: What type of topics do you think might generally wind up in recommendations? Can you give us a few comments concerning this?

Drummond: I think we lack an overall mission for academic advising in what is a hybrid model, but what perhaps is a fractured model, without a lot of intentional kind of collaboration behind. A mission can be pretty straightforward, but again, you know, we seem to maybe have gravitated toward, you know, we seem to maybe have gravitated toward, you know, the necessity of you know, getting through for your course load, and perhaps in the day-today, really focusing on the schedule, etc. There are technologies available that might enhance the transparency of degree progress in ways that maybe is more complex than the technologies that we have, but that would be sort of a collaboration between advisors and advisees to set what is the roadmap in that collaborative process, and then again transparency to communicate and assess how are we kind of, how are we progressing in that roadmap. Systems that allow us to put notes in instead of the general student comments, but notes that students

can see. And so, we have, this what we talked about, this what I'm going to do, this what you're going to do, etc., all within one system. Scheduling appointments, you know, that would be, I'm leaning heavily just in terms of technology, but we also have training, you know, to what extent any of the units are satisfied with the level of training and continual professional development that keeps us all in this role abreast of the best practices. You know what we are bringing back from professional conferences, and how is that being disseminated? What are we reading in the literature? I've spent a lot of time with the theoretical models of advising, the proactive, the development, the inclusive, etc. you know, we don't all have time to immerse ourselves so deeply, so how do we communicate and keep, at least available, a sense of training and so forth. You know, resources, utilization of space. Where will this work occur? Where can, again, if we have an issue in one place, seek advice from another? Where will walk-in advising take place if, you know, if it gets dispersed further than it already is? So programs, services, how are those going to satisfy the needs of a diverse population pursuing, you know, a lot of different paths at the institution?

Mac: 1. Will you look at the history of advising since centralized advising was created and was taken out of the departmental units, and the second thing is with, with, best practices. Are there, are there foundational best practices? That always...are effective. Regardless of the makeup of the cohort of the students. So, I've been here for 21 years, and I've gone through at least 2 or 3 generations of different students who...You know, acts quite differently. So, I'm just wondering where, I mean, how do best practices work? If there's going to be fluidity in the kinds of students and their behaviors that advisors would be dealing with. Yeah.

Drummond: With regard to the history, and you can guide me towards a more specific, you know, discussion of that, I did reach out to Andrew Adler, who does some archive work as a university librarian. We've talked a couple of times about where that archival data might exist, and we've not yet put our finger on it. But, you know, it is still working, as some of those archives have been displaced to South Campus and other things. I would love to read, you know kind of comprehensive...I'm a sociologist. Why did we change structure at the time that we changed them, based on what university or institutional characteristics, you know, how much assessment have taken place after a big structural change and so forth. So, you know, I'm very interested in investigating that. Lynn Hazlett is a representative for CHHS. And she was part of decentralized system that then went to AHRO, but then went to ACDC, and is now an instructor of social work. So there are individuals, Marrison Bryant, right she is the Associate Director of ACDC Academic Advising, and she, likewise, started in CHHS with Lynn was her supervisor. Then in ACDC, began a Gordon Ford College of Business advisor, and has, you know, kind of continued towards a path of supervision and leadership, and so forth. So, there are Janet Tassel and Margaret Crowder, there are individuals on the committee that do represent, you know, pieces of that history, but we're also looking for the narrative itself. So that is an angle that we're trying to pursue, and again, kind of understanding the context through which the model has evolved.

You know, always best practices. We've been considering in student success generally, or maybe student success in academic affairs, thinking about supporting students through transitions. Acknowledging that not everybody goes through an internalization of self. As it relates to...no, now I'm a college student, and I go to WKU. Do we always understand what that means? Some of us linger a little bit longer in that transition, and I need a little bit more specialized support that no individual would be expected to comprehensively provide. Others might be ready because of, you know, different social and cultural capital, to move into a phase of maximizing, you know, participation in student activities and, you know, high-impact practices and, you know, really close relationships with faculty and so forth, An then, you know, we hope to provide everybody a clear understanding of how they launch out, and how they communicate in a very, you know, specific way, the skills that they've gotten, and why that makes them perfect for the next education, you know, whether it is a career, etc. So, I think, kind of thinking about a phase model, you know we support students as they progress, you know, kind of along the continuum, acknowledge that we don't have all

of them for 4 years. You know, we have student athletes for a very short period of time, we've got transfer students. We've got first-time first-year students coming in with 15, 30, sometimes 60 hours, that you know, so it is...important to think about, you know. Age versus experience and need in you know, trying to at least, create a comprehensive framework.

Yeah, one last question.

MAC: You'd mentioned a lot of different entities that are now...well, working together. I think I might not have heard, but I'm wondering if Counseling Services and SARC are on your list.

Drummond: They are not under my area of, kind of leadership, but I'll tell you, when Student Success and Academic Affairs had a divisional meeting with Student Affairs, Jay Justice, who's the director of the Student Athlete Success Center, talked a lot about the challenges and sometimes the pressure, that's just one example, that student athletes often face, kind of gave some examples of some pretty traumatic end stories, you know, in terms of self-harm and so forth. And so, a lot of good conversations came from how to better, you know, if it's not just, you know, educate you to do my job, it is to educate you that I exist, and that those referrals can be made. A lot of those referrals for significant needs, like what might be covered in counseling, a lot of times go through the Dean of Students.

MAC: But a lot of times that comes, you know, through ACDC or other units that have a really close collaborative working relationship with students. Yeah, I brought that up, because I sometimes feel like I'm being asked to... They all went to... counseling issues that I am absolutely not qualified or trained to do. And that's problematic for me. And so, I was...was just wondering if, at some point Even though they're not under your jurisdiction, that you might want to kind of see how they view what academic advising is, as opposed to other things. Yeah, thank you.

Clark: I was wondering if you're looking at any best practices about advising with respect to faculty workload, because when we develop our workloads, it takes a certain percentage, you know, the number of advisees, and I sometimes see things happen, like we need to teach an extra class, so we're going to take that 8% that you had as advisees, we're gonna count that as 4% now, while you're still advising the same number, you're looking at 8 months of your time. So, are there best practices across the university about, like how to do that?

Drummond: That's a good question. We are asking about workload and job satisfaction in the faculty...in the advisor survey, both who professional and faculty advisors will take, but in some of the demographics, you know, we can kind of delineate what is of most concern and that sort of thing. Big picture, I know conversations you're talking about, because as department chair, my unit when through it twice, and it can get very granular in terms of service, but does everybody count as advising as service? No, some people advise it, you know, count under teaching, and so forth. I don't know if best practice or systematic review of what's happening might be feasible. I might approach it in that way, to kind of address that need.

Oh, the survey. Whenever you talk about, we're going to talk about advising, is there going to be a section on faculty mentorship, or are you considering that the same thing?

Drummond: We're not. We did ask IT to make us a list as well of those within the system who are designated as faculty mentors, and it's kind of come up in the committee conversation. It is, as I mentioned, in the strategic plan alongside academic advising and career development. But we haven't decided where that fits within the scope of what we've discussed. And yeah, if we want to you know, merge that, or perhaps pull it out and think of it separately. Sure

C. Officer Reports

1. Chair - Dan Clark

- We have received some of the data requests from the Provost, so we'll be looking into that soon.
- a. Committee chairs: Please give a brief update, even if you have no report.

2. Vice-Chair - Brooke Gross

a. Election: emails about at-large elections went out. Dept chairs cannot vote, contact me if you can't get in to vote. Next week email will go out to the winners.

- Mac: I don't know if you saw Merrill Price's email, so how's that gonna work?
- Gross: There's not really a way that we can change it for people who already have voted, it essentially is...you have gotten 7 votes instead of 8. There were 11 people on the roster originally, so we are hoping and believing that PCAL, will still be able to fill its 8 slots. But there's nothing that we can do at this point, unfortunately.

3. Secretary - Sheila Flener no report

D. Standing Committee Reports:

1. Academic Quality, Missy Travelsted (Chair): (Report Posted)

1st/2nd: Peterson, motion passes unanimously

- Continuing to discuss AI.

2. Budget and Finance, Jim Lindsey(Chair): (Report Posted)

1st/2nd: Lindsey, motion passes unanimously

- Two meeting minutes submitted

a. Information Item (Posted)

1st/2nd: J Lindsey, motion passes unanimously

- Dean Basta on her budget process, and her thoughts about it.
- Internal Auditor came and spoke to the committee.

3. Colonnade/General Education, Andrew Mienaltowski (Chair): (No Report)

- On pause for collecting new courses,
- a senate charter revision will be coming through,
- Moves are being made to renew the Ged Ed.
- Artifact revisions and assessment.

4. Faculty Welfare and Professional Responsibilities, Ashley Orehek (Chair): (Report Posted)

1st/2nd: Reimes, motion passes unanimously

- Results of the faculty survey will be out in a timely matter. Good responses from faculty

5. Graduate Council, Kirk Atkinson (Chair): (Report Posted)

1st/2nd: Stone, motion passes unanimously

6. Undergraduate Curriculum Committee, Ashley Fox (Chair): (Report Posted)

1st/2nd: Fox, motion passes unanimously

- Approve new programs in your units when it involves staffing discuss in your units. Should not be part of UCC.

7. Faculty Handbook, Mac McKerral (Chair): (No Report)

- Going to meet in April on an academic affairs policy.

D. Other Committee/Organization Reports:

1. American Association of University Professors (AAUP)

- Continue buzz over HB 490/HB500 and the cuts
- HB185 bailout KSU with the \$20 million shortfall they have. Not sure if it's gonna keep KSU afloat.

2. Budget and Executive Committee (BEC)

- Discussed proposals for auxiliary units and made recommendations on what should be funded.

- Most recent meeting was canceled
- Until the legislature decides on our budget for next year it makes it hard for BEC and Susan Howarth and everybody to do their job.

3. Coalition of Senate and Faculty Leadership (COSFL) / ONE WKU

E. Advisory Member Reports:

1. Provost, Robert "Bud" Fischer

- Continuing to watch the FY26 budget to make sure we come in as close to zero as possible.
- FY27 as Dan said, is always hard to build, as we build out budget when we don't even know what the state budget will be.
- Ramp review module is meeting weekly
- AI conference is tomorrow.
- CITIL director interviews are completed and hopefully we'll have somebody named in the future here pretty soon
- Gatton academy director Dr. Breedlove has taken a job somewhere else and will leave the Gatton Academy as of June 1. Ad will come out in the next week. She has done a great job.
- Preview day is tomorrow. 800 people in the field house
- March 31 is the day of giving.
- We continue to move forward with Colonnade revision.

2. SGA President, Rush Robinson, No report

3. Faculty Regent, Shane Spiller

- Senate bill Polytech university, look around what is going on in the state. HB185
- Waiting to see the budget
- Dramatic pivotal time of change
- More training sessions on housing.

Pruitt: Barren county lawmaker introduced a bill regarding housing and meal plans.

Spiller: No effect on WKU, we have an opt out

Andria Henry-staff senate

- elections coming up.

F. Old Business:

G. New Business:

Officer elections, new senators, and at-large senators stay after the meeting to caucus

H. Adjourn

Meeting adjourned. Pruitt/Ayers motion passes unanimously.

Faithfully submitted: Sheila S. Flener