FACULTY SENATE MEETING
Mississippi/Illinois Room, Morris University Center
April 4, 2024 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:30 pm on Thursday, April 4, 2024 in the Mississippi/Illinois Room by President Barb McCracken.

Present: Barb McCracken, Marcus Agustin, Jingyi Jia, Jerrica Ampadu, Undrah Baasanjav, Leah Baecht, Wai Cheah, Ivy Cooper, Igor Crk, Stephen Duda, Jennifer Erwin, Mitchell Haas, Michael Hair, Keith Hecht, Mary Kaemmerer, Tim Kalinowski, Marie Klopfenstein, Julie Zimmermann for Susan Kooiman, Erik Krag, Yuliang Liu, Mary Macharia, Shannon McCarragher, Lynne Miller, Shadrack Msengi, Bhargav Patel, Anne Powell, Beidi Qiang, Catherine Santanello, Nicola Schmidt, Johanna Schmidt, Kamran Shavezipur, Michael Shaw, Chrissy Simmons, Jason Swagler, Gloria Sweida, Ralph Tayeh, Melissa Thomeczek, Cinnamon VanPutte, Cassandra Maynard for Carrie Vogler, Suranjan Weeraratne, Andrew Wesemann, Susan Wiediger (ex officio), Amy Winn, Duff Wrobbel, Jie Ying, Xudong Yu

Absent: Joaquin Florido Berrocal, Robert Bitter, Alicia Cantebury, David Cluphf, Theresa Comstock, Carole Frick, Chaya Gopalan, Katie Hanser, Joshua Kryah, Soondo Kweon, Jill LaFreniere, Adriana Martinez, Jodi Patton-Jordan, Mary Anne Pettit, J.T. Snipes, Bernadette Sobczak, Jason Stacy, Kevin Tucker

Guests: Denise Cobb, Rachel Garrett, Jenna Heng, Ny'La Hill, Jeffrey Sabby

Consideration of Minutes:
The February 1, 2024 and February 29, 2024 meeting minutes were approved as written.

Public Comment:
None.

Guests:
Provost Cobb spoke at the beginning of the meeting. Provost Cobb spoke about the national news regarding FAFSA delays. SIUE will move its priority deadline for accepting students from May 1 to June 1 because of these challenges. Cobb also shared a staffing change in Financial Aid; Dr. Mesha Garner has left SIUE, so Sally Mullen, who retired from SIUE as Director of Financial Aid several years ago, will fill in for the remainder of the awards cycle. Associate Vice Chancellor for Enrollment Management and School of Business Dean searches are wrapping up. Library Dean search is on the verge of bringing candidates on campus. Graduate School Dean is also on track. Tuition and Fee proposal for BOT is to be flat, but adjustments are projected to be made for room and board. Thank you to those who attended the introductory Changemakers events.

Rachel Garrett, Jenna Heng, and Ny'La Hill from Learning Support Services presented. Their presentation referenced Supplemental Instruction Support and Awareness (see attachment). The Supplemental Instruction (SI) program aims to increase student success and retention by providing additional academic assistance to courses with a high D, F, and Withdrawal (DFW) rate. Once a course has been targeted as historically difficult, attaining a 30% or higher DFW rate, an undergraduate student who performed well in the targeted course is hired as an SI Leader. Rachel, Jenna, and Ny'La also discussed Classroom Support and how faculty can help.

Announcements:
Dr. Jonathan Pettibone has been named the new Chair of the University Planning and Budget Council (UPBC). The first UPBC meeting of the fiscal year will be held tomorrow at 1 pm.

New Business
There was a first read for revisions to the Rules & Procedures Operating Papers Appendix 1. These revisions are regarding The Process for the Election of Faculty Senators, which defines the number of instructors on Faculty Senate.

Action Items:
Faculty Senate currently has two vacancies on UPBC, so the Faculty Senate Executive Committee brought two people for consideration and approval: Dr. Jeffrey Sabby, three-year appointment; Dr. Kevin Tucker, two-year appointment (Dr. Tucker is a current Faculty Senate member). Both Dr. Sabby and Dr. Tucker were approved by Faculty Senate acclamation.

There was a second read of the revisions for the Policy for Retired and Emeriti Faculty, which clarified that: a retired faculty member is any full-time faculty member, including tenured and tenure-track faculty, ==and instructors==, who qualified for retirement under the State Universities Retirement System. The revisions were approved by Faculty Senate by acclamation.

Reports from Standing Committees:
IBHE Faculty Advisory Council: see attached report.

Reports from Council Chairs:
Graduate Council: see attached report.
Faculty Development Council: see attached report.
Rules & Procedures Council: see attached report.

Adjournment:
The meeting adjourned at 3:22 pm.

Submitted by Michael Tadlock-Jackson, University Governance

Supplemental Instruction (SI) Support & Awareness

About Supplemental Instruction
The Supplemental Instruction (SI) program aims to increase student success and retention by providing additional academic assistance to courses with a high D, F, and Withdrawal (DFW) rate. Once a course has been targeted as historically difficult, attaining a 30% or higher DFW rate, an undergraduate student who performed well in the targeted course is hired as an SI Leader. This student attends the class and then holds and facilitates study groups outside of class for students to voluntarily and anonymously attend.

This improves retention by giving students structured study groups in a safe, open environment with a peer (as opposed to the instructor) who can answer questions, offer helpful tips, and explain concepts in a more conversational manner. Students learn from each other in a collaborative space where they can share notes and compare ideas.

Classroom Support
The SI program needs capable students to hire as SI leaders and supportive faculty in order to serve the campus community as well as possible. The program is fortunate enough to be able to access transcript and registration history in Cougarnet, making it possible to recruit students.

Oftentimes, students are not familiar with the program and may not know it is a job possibility for them until they are recruited by the SI staff or recommended by a professor. Additionally, the more support and visibility the SI program has in the classroom from the faculty, the more students want to attend the SI sessions. We see an increase in SI session attendance when faculty are supportive.

Regular attendance at SI sessions can improve a student's grade by a half to a full letter grade, making its visibility and consistent encouragement to attend invaluable to student success.

How Faculty Can Help
Having a standard expectation of how SI functions in a course is something that department chairs should address with their faculty to make sure they are utilizing SI to its fullest potential. As part of this minimum standard, faculty with SI Leaders in their class should:

- Give SI Leaders time on the first day of class to introduce themselves and explain what SI is and how it can help students.
- Include a short SI summary in the course syllabus to inform students that SI is part of the course.
- Add SI leaders to the course Blackboard (as Course Builders) so they can post session reminder announcements and access course materials.
- Encourage students to attend SI sessions by making in-class announcements with session days/times.
- Meet periodically with their SI Leader to discuss course expectations and student needs.

Optional Faculty Support

These are just some of the ways our extra-supportive faculty have helped out the SI Program:

- Coordinate with SI Leaders to pull questions from SI session materials and include them on exams. Advertise to the students that one or more questions from SI sessions will be on the exam. This increases SI session attendance and encourages active student participation.
- Include SI Leaders in class activities and have them help students as needed. We have seen higher student attendance with leaders who are highly visible in class.
- Allow their SI Leader to "pitch" to the class what working as an SI Leader is like, especially when there is an open position for that course.

On March 21, 2024, the Rules and Procedures Council, by unanimous vote, put forward the following amendment to Appendix #1 of the Operating Papers of the Council. A marked-up copy has also been uploaded to indicate the changes made. The substantive changes, in summary:

1) fix the number of Instructors in the Faculty Senate at 10 and specify the that the senators representing Academic Units are proportionally distributed; and

2) specify the process of electing Instructors to the Faculty Senate.

The Rules and Procedures Council requests that the Faculty Senate approve the indicated changes to the Rules and Procedures Operating Papers.

Appendix #1. Process for the Election of Faculty Senators

1. The regular election shall take place yearly during the spring semester.

2. Special elections to fill a vacancy may be conducted at any time by the Rules and Procedures Council (R&P) at the request of the Faculty Senate's Executive Committee.

3. During the 1st week in February, the Chairperson of the R&P Council shall request from the Office of Institutional Research and Studies a list of voting faculty at the beginning of the spring semester. Members of the R&P Council will then apportion ten (10) Faculty Senate seats for Instructors, and the remaining thirty-nine (39) among the academic units, using the Huntington-Hill Method.

4. By April 15, a member of the R&P Council will request nominations, conduct, and conclude an election from qualified Instructors to fill any vacancies for the next Academic Year.

5. The Chairperson of the R&P Council shall notify the Deans of the participating academic units of the number of seats apportioned to that unit for the following academic year, and ask them to elect and fill the appropriate number of vacancies.

6. Each academic unit shall elect its representatives in accordance with its own approved procedures, within the time period specified by the R&P Council.

7. After the completion of this process, but before the end of April, the Deans of the various units shall notify the Chairperson of the R&P Council of the names of the newly elected senators.

8. In accordance with the Faculty Senate Bylaws (I, B), faculty Senators shall be elected to three-year terms which shall begin with the new academic year.

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Policy for Retired and Emeriti Faculty Members

WC #01-13/14, as approved by Chancellor Furst-Bowe on 12/18/2013, WC#14-07/08, as approved by Chancellor Vandegrift on 10/19/2010; Faculty Senate on 10/07/2010, Faculty Senate Executive Committee on 10/08/2009, and the Welfare Council on 09/15/2009

A. Retired Faculty Members

A "retired faculty member" is defined as a tenured or tenure-eligible faculty member who qualified for retirement under the State Universities Retirement System. Retired faculty members continue to receive some of the University benefits to which they were entitled prior to retirement.

Retired faculty members continue to receive parking privileges, a faculty ID card, an "e-ed" for access to email, and some library privileges (i.e., retired faculty typically have access to library items in circulation such as books, audio/visual materials, and inter-library loan materials, but will not have remote access to electronic databases, e-books, or other electronic media). Retired faculty members also may elect to participate in University service or in a University "talent pool" if mutually agreeable to the retired faculty member and the University entity of interest.

Retired faculty members and their immediate family members receive discounts for on-campus events. They also have access to recreational facilities and influenza vaccinations through health services, both with fees similar to those for active faculty and their family members.

B. Emeriti Faculty Members

A retired faculty member may be granted Emeritus or Emerita status upon retirement. The granting of such status originates within the faculty of the Department. Upon conferral, Emeritus or Emerita status continues through the remainder of a faculty member's lifetime consistent with standards of professional behavior.

Retired faculty members who are granted Emeritus or Emerita status receive further privileges. Emeriti faculty members continue to receive parking privileges, a faculty ID card, an "e-id" for access to email, and remote access to other library resources as permitted. Emeriti faculty members also may elect to participate in University service or in a University "talent pool" if mutually agreeable to the retired faculty member and the University entity of interest.

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Emeriti faculty are named as emeriti members of the Department, are listed on Department websites with contact information, and have the right to use Department stationery for official SIUE-related purposes only and to cite affiliation with the Department.

Emeriti faculty who were members of the Graduate Faculty upon retirement are eligible, but not required, to serve as a member of thesis committees in accord with the Graduate School policy.

Upon request from an Emeritus/Emerita faculty member, the Department will seek to make available: 1) a faculty mailbox and reasonable access to clerical services, 2) reasonable use of mailing privileges, and 3) office space with telephone extension, computer, and other appropriate office equipment. These resources are subject to budget limitations and limited to official SIUE-related purposes.

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- Current SIUE Policy

www.siue.edu/provost/fhb/emeritus.shtml

- SIUE NTT CBA

siuenttfa.wordpress.com/contract_2019_2022/

NTT CBA

11.6 EMERITI STATUS

An Instructor who retires from SIUE may be granted Emeriti status upon retirement. The initial recommendation for such status will be made by full-time faculty (NTT as well as TT) of the Department. If the Instructor has a split appointment, it is sufficient that one Department make such a recommendation. To be considered for Emeriti status, the Instructor must hold Tier II status. Upon conferral, Emeriti status continues through the remainder of a faculty member's lifetime consistent with standards of professional behavior.

University Emeriti Policy

- A "retired faculty member" is defined as ==a tenured or tenure-eligible faculty member== who qualified for retirement under the State Universities Retirement System.

Proposed Change to University Emeriti Policy

- A "retired faculty member" is defined as any full-time faculty member, including tenured and tenure-track faculty, and Instructors, who qualified for retirement under the State Universities Retirement System.

OLD

- A "retired faculty member" is defined as ==a tenured or tenure-eligible faculty member== who qualified for retirement...

NEW

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IBHE-FAC report for the SIUE Faculty Senate meeting on 4 April 2024

<u>The IBHE-FAC met on 15 March 2024 at Northern Illinois University in DeKalb.</u>

NIU President Lisa C. Freeman welcomed the FAC. She talked about the ongoing work in Illinois to solve equity gaps, with the recent release of the Funding Commission report. She also stated that rigot should not be confused with rigidity.

Simón Weffer-Elizondo, NIU Associate Professor of Sociology, faculty member of the [Illinois Commission on Equitable Public University Funding Commission](#), talked with the FAC about the Funding Commission report. He encourages people to read the full report. Where the old (current) plan is based on headcount and percentages, the new proposal is intended to close equity gaps through an "adequacy" focus on funding, where adequacy should be read as "fully funded". The commission's three goals were stability, enabling better planning on campuses, and to fund higher ed at an adequate level. Using an equity lens to look at the distribution of funding considers that at some institutions, it may cost more to educate students because the students come in needing more support in order to thrive. Similar to adequacy funding that has been implemented at the Illinois State Board of Education (ISBE, K-12 focused), new dollars go first to disadvantaged districts until there is some leveling of funding levels. The controversial issue is the size of the gap. The committee identified the gap as 1.5 billion dollars, but it is really even bigger when issues such as deferred maintenance are considered. The big question is whether money will ever actually come through.

Jill Gepke, IBHE Assistant Director for Academic Affairs, reported that the State of Illinois has received a $3.1 million grant to improve transferability; the goal is to provide a common transfer app similar to the common app now available for first-year students. FAFSA data is slowly coming in and is having a big impact on school communications and the delays will probably affect enrollment negatively.

Bryan Flower, NIU Assistant Director for Food Systems Innovation and Chef, presented about the "Northern Illinois University Edible Campus Program: A Story of Food Systems Innovation Collaboration". This is an outstanding example of collaboration between communities, industry, faculty, staff, and students that has impacts on health, wellness, reducing food insecurity, environmental issues, and is contributing to some innovative research projects. They have leveraged industry donations and relationships as well as high school networks and the "Husky Give Back" program (NIU employees get 7.5 hours of paid volunteer time per year) to build a program that he hopes will be sustainable well past the various grants that have funded parts of the investment and programming.

David W. Tretter, President; The Federation of Independent Illinois Colleges and Universities, talked with the FAC. He mentioned that the high turnover in the General Assembly – average tenure is four years – has consequences for understanding. When you say education, people think K-12. If you were building higher education now, it wouldn't look like the system we now have, but you cannot go back and change that. Illinois has a very diverse system in many ways. People might think higher education is overbuilt, but whenever an institution closes, the impact on the community is tremendous. Students are more financially need and more academically needy than in the past. Higher education still has a significant economic value. In discussion, concerns about funding, dual credit, lifelong learning, social media and the impact on critical thinking, and economic benefits to the individual versus to society, were topics.

Pranav G. Kothari, Chair; Illinois Board of Higher Education, met with the FAC. He has been IBHE Chair for six months, but has been a board member since 2019. He touched on a range of issues, from what co-curricular activities students do while earning that college credential, what options students

graduating high school should be prepared for, mental health concerns, faculty diversity, and that collectively students spend the most time at college with faculty. He talked about the complexity of the funding formula process and that solving the money gap will be a challenge. A lot of IBHE's work is around program approvals; they are asking for connections in those packets to workforce and jobs, trying to build a higher ed system that is tied to the market. Do not want to over-correct such that higher ed is viewed as only worker-producing, but want those students who are learning critical thinking skills and expanding their worlds to also have a job when they leave. Several topics that came up in discussion focused on how the FAC (and other advisory groups) could or should work with the IBHE.

 FAC President Shawn Schumacher and *FAC Vice-President Linda Saborio* reviewed the schedule of upcoming meetings. *Mike Philips, FAC Legislative Liaison* sent out an updated list of legislative bills of interest to higher education – if you would like a copy of his file, please email me. The Nominating Committee to elect next year's officers was created.

The conversation about bachelor degrees at community colleges led to a motion "The Faculty Advisory Council of the Illinois Board of Higher Education opposes the awarding of baccalaureate degrees by two-year institutions" which passed.

Working groups and *caucuses* met. Roger Eddy, who has deep experience with dual credit issues from a range of perspectives, met with the Dual Credit working group and with the Two-year Caucus. Dave Tretter talked with the Private and Proprietary Caucus. The Higher Education Funding working group and the Public Caucus talked about higher education funding and the formula. Other working groups are putting together projects and documents.

The next IBHE-FAC meeting will be April 19th, at Waubonsee Community College in Sugar Grove.

With regards, Susan D. Wiediger, representative for SIUE to the IBHE-FAC. For more information about any of these items, please contact me via email at swiedig@siue.edu.

Note that the current term on the FAC ends after the 2023-2024 academic year. Anyone interested in serving as the SIUE representative might think about whether this fits with their teaching schedule and discuss the commitment with Sue or with Shelly Goebl-Parker, egoeblp@siue.edu, SIUE's alternate representative.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

FACULTY DEVELOPMENT COUNCIL
Report to Faculty Senate
04.04.2024

Prepared by Christine Simmons, Chair FDC

I. **Excellence in Undergraduate Education Award – FY25**
   a. Review of proposals began on March 1st – 10 proposals were received
   b. Recommendations for awards went to the Provost on April 3rd, 2024

II. **Teaching Excellence Awards - 2024**
   a. TEAC finished their review of nominees for the Teaching Excellence Award and Distinguished Teaching Award and recommendations for the awards was sent to the Provost

III. **Faculty Development Fellow – FY25**
   a. Applications due April 8th, 2024
   b. Email from Dr. Nicole Klein on March 18th, 2024 (academic listserv)

IV. **Continuous Improvement Conference - 2025**
   a. Save the date – CIC 2025 will be on Friday, February 14th, 2025

Report of the Graduate Council to Faculty Senate (4/04/24)

The Council had its sixth meeting on March 21, 2024.

- GCOA accepted the assessment plan from MIS, with suggestions; the IT assessment plan was also accepted
- GCRC approved:
    - New course FORS 590 (Topics in Forensic Science)
    - Course modifications ACS 500 (Seminar in Communication Theory) and ACS 501 (Communication Research Methods and Tools)
    - Retention, under Policy 1N1, of the following:
        - ACS 510 and 411/511
        - STAT 535
        - MATH 533 and 534
        - ENG 584

- Programs Committee approved the following:
    - Abbreviated Program Review: Marketing Research
    - Abbreviated Program Review: Management Information Systems
    - Form 91C: Moratorium on MA in Sociology
    - Form 92B: Termination of PBC in TESL (English)
    - Form 92B: Termination of MA Specialization in TESL (English)

- Education and Research Policies Committee did not meet, due to a lack of quorum in attendance of their March meeting.

- Graduate School Announcements
    - Federal and State audits of ORP came back completely clean
    - Guidance for graduate programs seeing to add accelerated/early entry, new certificates, or new joint degree programs can be found at: https://www.siue.edu/graduate-faculty/program-management-supporting-students/program-curriculum-management.shtml

- Enrollment Management indicated that domestic application numbers have increased by 36% and international applications have increased by 14%
- International Affairs noted that ~150 students will graduate this spring, and an affinity graduation ceremony will be held April 12
- The APR/Graduate Dean search committee finalized its evaluation rubric and Zoom interview questions; applications will be reviewed as they arrive
- Gloria Sweida (Business) was elected as Programs Committee Chair for 2024-25

Rules & Procedures Council Report

of

March 21, 2024 Meeting

Unanimously approved proposed Amendment to Appendix #1 of R&P Operating Papers – fixing number of Instructors at 10 with remaining being a proportional distribution from the Academic Units & specifying the process to elect Instructors.

Unanimously approved proposed Amendment to Appendix #3 of R&P Operating Papers:

1) Formally specifies Instructor inclusion in the evaluation process;
2) Specifies that the primary mode of evaluations will be done electronically;
3) Creates the following time-frame:
    a. Early November: Faculty are provided notice of upcoming survey
    b. Monday following Thanksgiving: Surveys are distributed to close in 14 calendar days;
    c. At least 15 calendar days prior to the R&P February meeting: Reports provided to the Chancellor and Provost; and
    d. By March 1: copies of the Reports provided to Senate.
4) Shifts the evaluation period from academic year (July 1 – ~mid-February) to calendar year (January 1 – ~December 1).
5) Most modes of communication may be by electronic or physical documents.

Approved the evaluation report of the Chancellor with abstension(s) – delivered 3/22/2024.

Approved the evaluation report of the Provost with abstension(s) – delivered 3/22/2024.