FACULTY SENATE MEETING
Mississippi/Illinois Room, Morris University Center
Zoom Meeting ID 989 5051 4481
October 7, 2021 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:30pm on Thursday, October 7, 2021 by President E. Duff Wrobbel.

Present: E. Duff Wrobbel, Jingyi Jia, Laurie Rice, Robert Bitter, Kevin Cannon, Heidy Carruthers, Kim Carter, Wai Cheah, Siv (Sue) Chung Chhay, David Cluphf, Igor Crk, John Denhouter (for Ivy Cooper), Carole Frick, Kay Gaehle, Chaya Gopalan, Valerie Griffin, Mitchell Haas, Michael Hair, James Hanlon, Cedrick Harville II, Keith Hecht, Jennifer Hernandez, Amy Hubert, Shrikant Jategaonkar, Heather Johnson, Angela Kim, Joshua Kryah, Yuliang Liu, Nima Lotfi Yagin, Yun Lu, Adriana Martinez, Cassandra Maynard, Barb McCracken, Kelley McGuire, Shadrack Msengi, Ann Popkess (ex officio), Corey Ragsdale, Johanna Schmitz, Debbie Sellnow-Richmond, Kamran Shavezipur, Michael Shaw, Jared Sheley (for Carrie Vogler), Walter Siganga, Jayme Swanke, Ezra Temko, Suranjan Weeraratne, Susan Wiediger (ex officio), Jie Ying, Xudong Yu, Jennifer Zuercher

Absent: Charles Berger (ex officio), R. Duane Douglas (ex officio), Christienne Hinz, Stephen Kerber (ex officio), Soondo Kweon, Ram Madupalli, Edward Navarre, Dan Welch, Prince Wells (ex officio)

Excused: J. Thad Meeks, Alison Reiheld

Guest: Randy Pembrook

Public Comment:
There was no public comment.

Guest:
Chancellor Randy Pembrook was a guest at the meeting. He opened with a discussion of accounting processes and the impact of pass-throughs on tuition revenue.

Students put on suspension for not testing or being vaccinated can be reinstated as soon as they provide their vaccination card or begin testing. Suspensions are communicated to instructors, and those students should be referred to the Dean of Students if they attend class. It was recognized that there needed to be additional forms of communication as students ignore e-mail at a high rate, and the University has been sending people to hand-deliver notifications. Some students in online classes received notices, but online students can continue to take online courses and would only be removed from on-ground courses. Continuation of the program is dependent on the Executive Order from the Governor, but filtering will happen much more quickly in the spring.

Non-represented faculty did not get a salary adjustment in FY21 due to budget concerns. A non-represented salary increase was put forward for FY22, and there are plans to make up for the 2.75% hold from FY21. The intent has been to give the same salary adjustments overall, but there could be a point in the future where the Board of Trustees does not approve raises.

The contingency this year for units was 6.6%. There has been flat state revenue, tuition, and fees for the last three years. The Board of Trustees must approve any increases. While the University went up 150 students, the overall tuition revenue is down due to pass-through dollars and increased scholarship support. The University has been using cash reserves to offset inflation.

It was noted that there are benchmarks for positive COVID tests that would require the implementation of additional mitigations, however SIUE did not come close to them. The numbers are based on surveillance testing as well as reports received from county health departments.

Announcements:
Announcements were reviewed as listed on the agenda.

Consideration of Minutes:
The minutes for the September 2, 2021 meeting were approved as written.

Action Items:
There were no action items.

Unfinished Business:
A committee was formed to work on the Faculty Senate reorganization. The formal charge was shared and is attached. Any changes to the Bylaws and Constitution would be approved by the Faculty Senate and then sent to the Chancellor for approval. There was a motion and second to approve the charge, and it was adopted unanimously (Bitter, Carruthers, Carter, Cheah, Chhay, Cluphf, Crk, Denhouter, Frick, Gaehle, Gopalan, Griffin, Haas, Hair, Hanlon, Harville, Hecht, Hernandez, Hubert, Jategaonkar, Johnson, Kim, Kryah, Liu, Lotfi Yagin, Lu, Martinez, Maynard, McCracken, McGuire, Msengi, Ragsdale, Schmitz, Sellnow-Richmond, Shavezipur, Sheley, Shaw, Siganga, Swanke, Temko, Weeraratne, Ying, Yu, Zuercher).

New Business:
The Rules and Procedures Council was recognized for their work organizing the All Faculty Meeting. Shavezipur provided a recap of the meeting, which primarily focused on the constitutional amendment and reorganization. The vote on the amendment will go out via Qualtrics in October.

There was a discussion on how departments track service, and a rubric from Applied Communication Studies was shared and is attached. There is a great deal of variation between departments. It was noted that in some areas service is not as valued when it comes to promotion and tenure and can be considered a negative.

Reports from Standing Committees:
The University Planning and Budget Committee (UPBC) and the Illinois Board of Higher Education Faculty Advisory Council (IBHE-FAC) reports were posted to Teams and are attached.

Reports from Council Chairs:
Minutes from the Faculty Development Council were posted and are attached. There is still a plan to have the Continuous Improvement Conference in the spring, but there will need to be adjustments due to budget constraints.

Hecht shared that the Curriculum Council has three opportunities for service on the Academic Standards and Policy Committee, the Admissions Review Committee, and a Chair for the Director of General Education Search Committee.

The Rules and Procedures Council focused on the All Faculty Meeting, but they did assign members to committees and selected an Open Meetings Act (OMA) designee.

The Welfare and Governance Council met with Ombuds and received their activity report. Representatives from BIPOC faculty discussed service issues with the Council. They also looked at a Dual Career Policy, which will be brought to the Faculty Senate when finalized.

The Graduate Council posted a report that is attached.

Rice shared that finalists will be announced for the Chancellor search, with campus visits taking place the week of October 19 and 26.

President Wrobbel noted that if the Governor's disaster proclamation is not extended the November meeting will need to take place in-person, and he asked everyone to plan for the possibility. This also applies to Council meetings.

Adjournment:
The meeting adjourned at 4:00 pm.

Submitted by Anne Hunter, University Governance

FACULTY SENATE MEETING - AGENDA
Mississippi/Illinois Room, Morris University Center
October 7, 2021 – 2:30 PM

I.   **CALL TO ORDER**
II. **PUBLIC COMMENT***
III. **GUEST**
   a.   Chancellor Randy Pembrook
IV. **ANNOUNCEMENTS**
   a.   Chancellor Search Website – siue.edu/chancellor-search
   b.   Flu Shot Clinics – October 1-8 and October 12-14
   c.   Diversity Day – October 21
   d.   School of Business Dean Quadrennial Review Committee Appointment – Bob Bitter
   e.   Textbook Advisory Committee – John Foster (PAPA/CAS), Wendy Hochreiter (School of Nursing), Tim Jacks (School of Business), Amardeep Kaur (School of Engineering), Sarah Luesse (Chemistry/CAS), Shelly McDavid (Library and Information Services), Mark Poepsel (Mass Communications/CAS), Scott Kane (Textbook Services), Amy Winn (Biological Sciences/CAS)
V.   **CONSIDERATION OF MINUTES**
   a.   September 2, 2021
VI. **ACTION ITEMS**
VII. **UNFINISHED BUSINESS**
   a.   Faculty Senate Reorganization
       i.   Faculty Senate Reorganization Ad-Hoc Committee – E. Duff Wrobbel, Jane Jia, Ezra Temko, Mike Shaw, Bob Bitter; Curriculum Council and Faculty Development Council appointments TBD
VIII. **NEW BUSINESS**
   a.   All Faculty Meeting Recap and Constitutional Amendment Vote
   b.   Feedback on Department Metrics for Service
IX. **REPORTS FROM STANDING COMMITTEES**
   a.   UPBC – Ann Popkess
   b.   IBHE Faculty Advisory Council – Susan Wiediger
X.   **REPORTS FROM COUNCIL CHAIRS**
   a.   Faculty Development Council – Kim Carter & Alison Reiheld
   b.   Curriculum Council – Keith Hecht
   c.   Rules & Procedures Council – Kamran Shavezipur
   d.   Welfare and Governance Council – Robert Bitter & Igor Crk
   e.   Graduate Council – Barbara McCracken
   f.   Past-President – Laurie Rice
   g.   President-Elect – Jane Jia
   h.   President – Duff Wrobbel
XI. **ADJOURNMENT**

Next Faculty Senate Meeting Thursday, November 4 at 2:30 p.m.

*The Faculty Senate is accepting public comments via email to encourage social distancing and safety. Submitted comments will be read aloud during the meeting and added to the minutes. Please submit any comments to the University Governance Office at anhunte@siue.edu prior to the start of the meeting.

4

The Faculty Senate Reorganization Ad-Hoc Committee (FSRAC) is hereby charged with evaluating and recommending how to best organize Faculty Senate in terms of the structure and charge of Faculty Senate, both as a whole and regarding its councils and standing committees. FSRAC will consider how to best organize Faculty Senate to optimize its ability to effectively, efficiently, and equitably meet Faculty Senate's shared governance roles and responsibilities. FSRAC will consult with stakeholders and Faculty Senate as proposals are developed and reviewed, continuing to collect and be responsive to gathered feedback and insights until final proposals are adopted through Faculty Senate rules and practice regarding amendments to its constitution, bylaws, and operating procedures. Adoption of all constitutional, bylaw, and council operating paper amendments should be finalized by the end of the 2021/2022 Academic Year, in order to begin the next academic year with the re-organized structure. The ad hoc committee should report back to the Faculty Senate; the Senate then has to act on the recommendations.

Overall Performance Evaluation Levels for _____

	L3	L2	L1
Teaching			
Scholarly Activity			
Service			

Performance Evaluation Criteria for Teaching Activity

ACTIVITY	(3 points)	(2 points)	(1 point)
Course Evaluations**	Average score of 4.0 (out of 5) or higher on the evaluation instrument *per academic year*, and consistently commensurate qualitative comments	Average score of 3.5 (out of 5) or higher on the evaluation instrument *per academic year*, and primarily commensurate qualitative comments	Average score of 3.0 (out of 5) or higher on the evaluation instrument *per academic year*, and generally commensurate qualitative comments
Peer Review Activities**	Two reviews *per academic year*, and has long term plan addressing recommendations and tracking improvements. Also serves as a peer evaluator at least twice *per academic year*.	One review *per academic year*, and has a clear and concise plan to address recommendations. Also serves as a peer evaluator once *per academic year*.	
Thesis/Project Chairing*	Chairs thesis/project committee	Note: This row can be eliminated because thesis or project chair can bank contributions for course release. How to document this is the question?	
Thesis/Project Advising*		Note: Should get 2 pts. for serving on thesis committee, 1 pt. for project committee.	Serves on thesis/project committee
Comprehensive Examination Chairing*		Chairs examination committee	
Comprehensive Examination Advising*			Serves on examination committee
Student Mentoring*			Mentors students as assigned
Course Revision*			Makes significant revision based on assessment data or professional experiences (e.g., consulting, professional internships, documented by syllabi/course materials submitted as part of annual portfolio)
Course Development*	Creates new course	Converts existing course to new format (traditional to hybrid/online/weekend course)	
Curriculum Modification*	Takes the lead within concentration/track or department-wide revision of curriculum, gathers input from multiple sources (alumni, industry, etc.)	Participates in concentration or department-wide revision of curriculum	

Faculty Instructional Development – External*	Leads/organizes/directs teaching-oriented distance learning, or extended workshop (i.e., half day or greater) workshop (e.g., pre-conference workshops, educational workshops, GIFTS at NCA and other professional conferences	Assists with, or co-presents teaching-oriented distance learning, or extended workshop (i.e., half day or greater) workshops (e.g., pre-conference workshops, educational workshops, GIFTS at NCA and other professional conferences	
Faculty Instructional Development – Internal*		Presents teaching-oriented workshop at the College or University level	Presents teaching oriented workshop at departmental level (e.g., brown bag lunch)
Faculty Instructional Attendance*			Attends educational workshop
Service-Learning*			Offers service-learning component for a course, where the outcomes are demonstrably successful
Independent Study Supervision*			Supervises independent study
SIUE Teaching Grant*	Receives EUE or equivalent grant	Submits EUE or equivalent grant	Receives URCA, SRA, or equivalent award
Teaching Recognitions*	Receives national, regional, system-wide, university-wide, or college teaching award, or other institutional recognition related to teaching	Nominated for national, regional, system-wide, university-wide, or college teaching award, or other institutional recognition related to teaching	Receives recognition from student athletes, student organizations, etc.
Assessment Activities*	Makes significant improvement in assessment beyond the program-level and outside ordinary duties, where student learning outcomes are demonstrably successful	Makes significant and/or program-level improvement in assessment activities outside ordinary duties, where student learning outcomes are demonstrably successful	Makes modest and/or course-level improvement in assessment activities outside ordinary duties, where student learning outcomes are demonstrably successful
Other Activities*	- Faculty advisor/sponsor for co-curricular club with minimal instruction - Coordinates multi-section course - Makes interdisciplinary efforts - Guest lectures **Note**: Unless negotiated in advance with the Department Chair, all these activities will count for 1 point		

Performance Evaluation Levels for Teaching Activity

	L3	L2	L1
Base point	12 w/1 shaded, 1 "3", 1 "2"	10 w/1 shaded, 1 "2"	8 w/1 shaded
Faculty score			

Performance Evaluation Criteria for Scholarly Activity

ACTIVITY	(3 points)	(2 points)	(1 point)
Writing & Publishing – Scholarly Book & Textbook*	Authors/co-authors scholarly book or textbook published (or in-press) by academic press **(Note: This indicator is worth 6 points)**	Has scholarly book under contract**	Has scholarly book proposal submitted**
Writing & Publishing – Scholarly Book Chapter*	Authors/co-authors chapter in peer-reviewed edited book	Chapter in peer-reviewed edited book submitted and currently in "revise and resubmit" status**	
Writing & Publishing – Scholarly Journal*	Authors/co-authors refereed journal (published or in-press)	Journal submission currently in "revise and resubmit" status**	Submits article to refereed journal, is reviewed **
Writing & Publishing – Book Reviews*		Book review published in an academic/scholarly venue	
Writing & Publishing – Other*			Trade/professional/SIUE article (based on professional knowledge) published
Writing & Publishing – Popular Press*		Authors/co-authors research-related work in a national or international popular press outlet (magazine, blog, newspaper, etc.)	Authors/co-authors research-related work in local or regional popular press outlet (magazine, blog, newspaper, etc.)
Writing & Publishing – Work in progress			Has current works in progress with up-to-date proof of activity and indicating improvement or progress from last review period (for example, collection of survey data, significant writing accomplished, etc.)*
Book Editing*	Edits/co-edits an edited book by academic press		
Journal Editing*	Edits major journal **(Note: This indicator is worth 4 points)**	Edits minor journal **(Note: This indicator is worth 3 points)**	Edits single issue of a journal
Top Paper Presentation*	Presents top paper at national or international convention	Presents top paper at regional or state convention	Presents top paper at local convention
Refereed Paper Presentation*		Presents refereed paper at national or international conventions	Presents refereed paper at state, regional or local conventions
Refereed Paper Submission*			Submits research paper to professional conference for peer review**
Non-Refereed Presentation*			Presents invited paper, panel paper, or pre-conference paper at any conference
Grant Submission*			Has internal or external research grant submitted
External Grant Award*	Receives major external research grant (co-authored and over $5,000 or solo-authored in any amount)	Receives minor external research grant (co-authored under $5,000)	

Internal Grant Award*	Receives major internal research grant (co-authored and over $5,000 or solo-authored in any amount)	Receives minor internal research grant (co-authored under $5,000)	
External/Internal Grant Execution*		Completes final execution of ALL requirements of <u>major</u> external/internal research grant	Completes final execution of ALL requirements of <u>minor</u> external/internal research grant
Media Production and/or Creative Activity*	Creates a <u>feature-length</u> media product for state, national or international broadcast/distribution	Creates a <u>brief</u> media product for local or regional broadcast/distribution	
Keynote Presentations (research related)*	Does keynote speech (research related) at national or international level convention	Does keynote speech (research related) at regional or state level convention	Does keynote speech (research related) at local level convention
Professional /Scholarly Workshop Leadership*		Leads scholarly/research-related professional workshop at state, national or international level	Leads scholarly/research-related professional workshop at local or regional level
Professional/Scholarly Workshop Participation*			Is a member of group presenting workshop on scholarly/professional issues at any level
Research Awards*	Receives national or international award for scholarship/creative activity	Receives local (SIUE), regional or state award for scholarship/creative activity	
Community-or University-Based /University-Research Reports (including design, implementation, and evaluation)*	Completes 1+ year project, report with significant impact on national or international policy/agency	Completes 1+ year project, report with significant impact on local, regional or state policy/agency	Completes short term (<1 year) project, report has modest impact on local policy/agency
Consulting (related to professional field)*	Engages in extended/ongoing contract consultation, with scholarly published results	Completes one-time consultation, with scholarly published results	Completes consultation with potential for scholarly publication
Assessment Activities*	Makes significant improvement in assessment beyond the program-level and outside ordinary duties, where student learning outcomes are demonstrably successful	Makes significant and/or program-level improvement in assessment activities outside ordinary duties, where student learning outcomes are demonstrably successful	Makes modest and/or course-level improvement in assessment activities outside ordinary duties, where student learning outcomes are demonstrably successful
Encyclopedia Entries	- Entries with 4,000 or more words are worth 2 points - Entries with less than 4,000 words are worth 1 point - Only a maximum of **5 points** allowed per review period		
Other Activities	- Candidate is mentioned in popular press article as an expert in field* - Other – Candidate presents evidence of activity, and the point value is negotiated in advance with the Department Chair		

Performance Evaluation Levels for Scholarly Activity

	L3	L2	L1
Base point	5 w/1 shaded, 1 "3", 1 "2"	4 w/1 shaded, 1 "2"	3 w/1 shaded
Faculty score			

Performance Evaluation Criteria for Service Activity

ACTIVITY	(3 points)	(2 points)	(1 point)

Departmental Directorships*	Holds highest-workload directorship (Graduate Program Director, Undergraduate Program Director, & Basic Course Director)	Holds high-workload directorship (Director of Internship & Director of Assessment)	Holds regular-workload directorship (Director of Alumni Relations, Director of Technology, Director of Research & Projects, Language Arts Liaison, etc.)
Departmental Committees**		Chairs active departmental committee	Participates on departmental committee
Departmental Projects**	Takes lead in preparation of significant document/report for department (e.g., program review, operating papers revision, etc.)	Contributes to significant document/report for department (e.g., program review, operating papers revision, etc.)	
Events**		Coordinates events outside of ordinary duties (e.g., Talent Show, etc.)	Participates in event outside of ordinary duties (e.g., Talent Show, etc.)
Organizations*			Advises extra-curricular club (e.g., PRSSA, OCSA, COMMraderie, etc.)
College Projects**	Takes lead in preparation of significant document/report for college (e.g., Operating papers revision, etc.)	Contributes to preparation of significant document/report for college (e.g., Operating papers revision, etc.)	
College Committees*	Chairs college standing committee, task force, or directing special college programs (e.g., CAS Colloquium, T&P committee, etc.)	Participates on high-workload college standing committee, task force, or special college program.	Participates on regular-workload college standing committee, task force, or special college program.
College/University Governance*	Is President of Faculty Senate/CAS Congress, or Chair of UPBC **(Note: These indicators are worth 4 points)** Chair of Faculty Senate Council or Sub-committee, or other major leadership position	Serves on Faculty Senate/CAS Congress, Graduate Council, Grievance Committee, or other governance position	
University Projects**	Takes lead in preparation of significant document/report for university (e.g., BRIDGE, etc.)	Contributes to preparation of significant document/report for university (e.g., BRIDGE, etc.)	
University Committees*	Chairs university standing committee, task force, or directing special university programs (e.g., Graduate COA, Undergraduate COA, etc.)	Is member of high-workload university standing committee, task force, or directing special university programs	Is member of regular-workload university standing committee, task force, or directing special university programs
Professional Organization Governance*	Holds significant organizational leadership position	Holds significant participation and/or divisional leadership position	Is an active member of the organization
Professional Organization Planning*	Holds significant convention planning position	Does significant work in convention planning	Chairs or responds to panel at conference

Faculty Association Governance*	Holds significant association leadership position	Holds significant participation and/or divisional leadership position	Is an active member of the organization .
Promotion Reviewer*(Note: This only applies to Professors)		Does ad hoc (one-time) promotion review for a department within SIUE, or external promotion review for a colleague beyond SIUE	
Internal/External Grant Reviewer**			Does ad hoc (one-time) internal/external grant review for an agency or institution
Journal Reviewer**			Does ad hoc (one-time) review for journal
Conference Paper Reviewer**			Reviews conference paper submissions
Editorial Board Membership*			Serves on editorial board for journal
Community & Other External Service* (*when directly related to professional expertise*)	Holds significant leadership position in relevant community organization	Is a significant participant in career-relevant community organization	Is an active member of career-relevant community organization
Community & Other External Service – Accrediting**	Chairs national accreditation team (e.g., AQIP, etc.)	Is an accreditation team member	
Keynote Presentations** (service-related)	Is keynote speaker (service-related) at national or international level convention	Is keynote speaker (service-related) at regional or state convention	Is keynote speaker (service-related) at local convention
Community & Other External Service – Presentations**		Is an on-going/regular presenter on service-related topics to community groups	Is an ad-hoc (one-time) presenter on service-related topics to community groups
Community & Other External Service – Competitions**		Coaches professionally – related team entering a competition (e.g., forensics)	Serves as an ad-hoc (one-time) judge for professionally-related competitions
Service Awards**	Receives international, national, state, regional, university-wide, or college award, or other institutional recognitions related to service	Nominated for international, national, state, regional, university-wide, or college award, or other institutional recognitions related to service	
Assessment activities**	Makes significant improvement in assessment beyond the program-level and outside ordinary duties, where student learning outcomes are demonstrably successful	Makes significant and/or program-level improvement in assessment activities outside ordinary duties, where student learning outcomes are demonstrably successful	Makes modest and/or course-level improvement in assessment activities outside ordinary duties, where student learning outcomes are demonstrably successful
Other Activities	- The Department Chair will automatically receive **10 points** for service activities per academic year - Other – Candidate presents evidence of activity, point value is negotiated in advance with Department Chair		

Performance Evaluation Levels for Service Activity (see Master Document for untenured faculty levels)

	L3	L2	L1
Base point	10 w/1 shaded, 1 "3", 1 "2"	8 w/1 shaded, 1 "2"	6 w/1 shaded

UPBC Report to FS
October 7th 2021
Faculty Senate

1. Enrollment Management Presentation: Associate Vice Chancellor for Enrollment
   Management Scott Belobrajdic provided an update on his unit. The presentation
   included data about the Fall 2021 aid picture, scholarship analysis, and retention data.
   Scott also detailed a directive from the SIU System President and Chancellors regarding
   the launch of an RFP for financial aid leveraging—the purpose being to maximize net
   revenue and the student enrollment yield.

2. CHAPA Policy Revisions and Timeline: UPBC has reviewed and approved a 17-item
   interim evaluation tool to be used for VC reviews in between the full CHAPA review.
   Tool will be "piloted" with VC Morris Taylor this fall. Survey will be deployed to
   constituents by late October.

Chancellor gave a report from the BOT meeting: 2% increase to non- represented staff/faculty
on campus was approved retroactive to July 2021.the 2021-22 budget was approved.
Chancellor gave an update on RAMP requests including the new Performing Arts Center and
Center for Health Athletics Performance.

IBHE-FAC report for the SIUE Faculty Senate meeting on 7 October 2021

The IBHE-FAC met on 17 September 2021 via Zoom.

The meeting started with introductions and some announcements and discussion related to summer transitions and the upcoming year of meetings. Jennifer Delaney, faculty representative on the IBHE and UIUC faculty member reported that the Illinois government and IBHE are spending and distributing funds related to higher education as they are received from various federal sources – in August, every public campus and some private institutions received at least some additional funds. Aspects of the strategic plan, such as the common application and Early Childhood Education initiatives continue to progress. She highlighted a presentation by Dr. Zaldwaynaka Scott, President, Chicago State University, at the last IBHE meeting; it was from the Equity Working Group for Black Student Access and Success and she said it would be worth watching once it is available (as of 6 October, still not on the website, although two earlier reports from this group, from September 2020 and March 2021 are posted).

Mike Phillips, FAC Legislative Liaison, talked about the updated legislative maps; current interactive versions are available at
https://www.google.com/maps/d/viewer?mid=1nOcVLoJolaZADr3MhaKr4PUTjNzKPbjH&ll=39.7951
0521942542%2C-89.50414500000001&z=7 and
https://www.google.com/maps/d/viewer?ll=41.61149042022266%2C-
88.40276560546876&z=10&mid=1X9lSD13vTX_-4oIyWqstGk8e1VFGJ_i2

This year's working groups are as follows:
- Student and Faculty Mental Health, which will probably focus on leveraging the diverse institutions on the FAC to identify variations in stresses and situations as well as good practices specific to those challenges;
- Dual Credit/Remote and Online Learning, which will work with Mike Phillips to figure out how to bring their findings more effectively to legislators;
- Performance Based Funding, which is seeking to engage with the funding formula committee established through a bill last year to share the information gathered last year and integrate ideas with the strategic plan;
- Institutional Closures, which is looking at how to communicate good practices to faculty, staff, and external constituencies;
- Equity and Diversity, which will continue work on a position paper/open letter; and
- Student Debt and Affordability, which is new this year and has started with a list of questions and issues to research and investigate.

A few people will also continue to work on Bylaws, Policies and Procedures.

Caucuses met. All three caucuses talked about current campus situations, including Covid policies, enrollment, etc. In addition, the Two-year caucus discussed talking point for students; the public caucus discussed concerns about tensions on campuses and the impact of Covid on shared governance; and the private and independent caucus talked about the consequences of potential free community college tuition.

The next IBHE-FAC meeting will be October 15th, via Zoom.

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.

MINUTES

Faculty Development Council

9/16/21

PRESENT:

- (Me), Kimberly Carter, Social Work, CAS - one of your Co-Chairs
- Alison Reiheld, Philosophy, CAS - one of your Co-Chairs
- Adriana (Didi) Martinez, Environmental Sciences and Geography, CAS
- Carrie Vogler, School of Pharmacy
- Shadrack Msengi, Teaching & Learning (SEHHB)
- Mitchell Haas, , Library & Information Services
- Lynn Bartels, ex officio, Faculty Development Director
- Matthew Schmitz, ex officio, Information Technology Services

ABSENT:

- Dan Welch, School of Dental Medicine (has resigned from FDC/FS due to scheduling issues in School of Dental Medicine; SDM will find a replacement)

GUEST:

- Melodie Rowbotham, School of Nursing (Faculty Development Fellow)

LOCATION: Kim Carter, Lynn Bartels, and Mitchell Haas were present in the Center for Faculty Development & Innovation, 2nd floor, Lovejoy Library, Room 2040 and 2030; all other members attended via Zoom under the Governor's emergency exemption from in-person meeting requirements.

Overview of FDC Purpose and Member Expectations

Kim Carter gave an overview of FDC's role in the senate: supporting faculty in developing research and teaching. Our three main annual initiatives are:

- *Excellence in Undergraduate Education Grants (EUE): solicit and review all grant applications; rank; disburse funds [when available]*
- *Teaching Excellence Awards: assembling the Teaching Excellence Awards Committee (TEAC); reviewing and revising TEAC by-laws/operating papers so that teaching evaluation methods are current and fit the way our faculty are delivering teaching*
- *Supporting the Continuous Improvement Conference (CIC) with help selecting theme, speakers, and with person-hours on the day of the CIC*

OMA Meeting Requirements

Carter noted that we don't know how long we will be able to meet via Zoom, so watch e-mails as we get guidance from Anne Hunter to see whether we need to all be present or for some people to log into Zoom. We will get approval from the Governor to meet virtually refreshed every 30 days until he decides all committees must be meeting in person.

Matthew Schmitz will be the OMA Designee. Training for regular members and the OMA Designee cannot currently be done because the site is still hacked. When it goes back up, it will be at http://foia.ilattorneygeneral.net/

Excellence in Undergraduate Education (EUE) – Our FDC Role

Lynn Bartels briefed us on the current status of EUE, which is one of the core duties of FDC. We review grant proposals, rank, and ensure disbursement of funds when funds are available. The last one was in Spring of 2020, and funding was for FY21. We approved $130k of projects at that time. However, last year the university was asked to put 6% in a contingency fund, so we had to hold on to 6% of state funds in order to be able to give them back (we were asked to do so by the State, and did so). This year, the state is asking for 6.6%.

It's very unlikely we will have an EUE competition this year, according to the Provost, said Bartels. Last year, we did not fund the FY21 projects. 12 grants were awarded but not funded. Provost said we may not able to fund them this year.. Bartels asked the Provost whether there was money to fund some of the FY21 projects, and to give us prioritization criteria. Provost said there may be funding if we can make a case the proposals will either:

  (a) increase student enrollment, or are

  (b) aligned with the anti-racism task force.

Bartels will look at those to see whether there are any that fit those criteria and we can review for them for the next meeting.

Kim Carter raised whether it is FDC or the Provost who should be providing the rationale and breaking the news about funding (or lack thereof) to the awardees, and suggested it should be the Provost. Since post hoc priorities are tricky, we need to be careful about this. Reiheld raised a concern about having multiple entities deliver the news, and suggested it should be either FDC mentioning that Provost's office set the priorities and which awardees are funded, or Provost announcing it to the recipients. The committee agreed that one entity should do the communication.

Carter asked what message has been communicated to the awardees so far. Bartels says the message to awardees has been "looks like no funding" last year or this year; has only been corresponding with people who reach out, not to all awardees. **The**

FDC is concerned about devoting significant resources to EUE deliberations when there may be zero funding for the EUE.

FDC agreed that need to resolve whether the Provost actually thinks funding is even possible before we do anything further, including prioritizing projects or notifying recipients.

Teaching Excellence Award Committee (TEAC)

Due to the delay caused by the pandemic when COVID interrupted the evaluation process in Spring 2020, the nominees who submitted dossiers in Fall 2019 were never evaluated. No awards were given out in Spring 2021. The TEAC was not reconstituted in Fall 2020, also due to the pandemic. No new dossiers were submitted.

Without a TEAC for 2020-2021, the usual TEAC membership—half people who served the previous year, half new folks rotating onto the committee, and a Chair who from the group who had served the previous year—has been disrupted. Reconstituting TEAC is now much more difficult than in a typical year.

Carter and Reiheld (current FDC co-chairs) have been working over the summer, as Tim Jacks (then-Chair of FDC) did at the end of the previous year, to get each School to provide TEAC members. We are still waiting to hear back from some Deans about their TEAC members; have heard from others. We have SOP and SOE and CAS and School of Education and Library (the Library staff member, Elizabeth, is out on maternity leave until the end of the semester); we don't think we have Business or Nursing. Msengi asks why we can't identify the Chair of the TEAC more easily, and why that person isn't a member of FDC. The committee agrees this is an issue. Carter pointed out that this goes back to the structure of it, and the soft membership and soft chairing.

FDC then discussed a major standing issue with TEAC by-laws/operating papers: they currently require in-person teaching evaluation. Reiheld explained that this is a problem for several reasons. First, during the initial COVID response when nearly all teaching shifted online emergently, no one's teaching could be evaluated in a way that satisfied TEA criteria. Second, even without that exigency, we increasingly have faculty who teach primarily online or solely online during the term when TEAC is doing their evaluations. Third, we may be missing large portions of how good a person's teaching is when they are innovatively using hybrid teaching with a significant online component to go with their in-person teaching. Reiheld noted a concern with revising the by-laws/operating papers to allow or require evaluation of on-line materials: reviewing these can be a much more time-consuming process—a kind of "black hole" into which a TEAC member could fall, spending hours and hours watching videos, looking at quizzes, etc. in order to evaluate on-line teaching over the course of a semester—than observing a single class session. We'd need to take care to protect TEAC member time lest the necessary expansion to include these additional materials turns out to be unreasonably demanding given TEAC members' responsibility to review every single nominee.

Vogler asked how quickly can we modify those by-laws/operating papers. Reiheld said, based on her understanding of FS policies, at least 4 meetings, 2 at each level (1st reading, 2nd reading and vote within FDC and within FS).

FDC resolved that at the next meeting, we should look at the bylaws. Carter noted that FDC has talked about this issue before COVID, though it's more urgent now during COVID.

Reiheld proposed that we get TEAC reconstituted under existing bylaws/operating papers and revise them prior to next round of nominations and review. Vogler asked if those can be posted in the Teams area. Carter said they can, and would post a Word doc of the bylaws so that we can comment on it.

Bartels will check with Marketing—who actually holds and administers TEAC—about funding TEAC <u>PRIOR TO Reiheld or Carter pushing for Chairs and remaining committee members.</u> This is because, like the EUE issue, reconstituting TEAC and assigning labor to both members and nominees may be wasted effort if there is no funding available.

Bylaw/operating paper revision is a separate issue and needs to be done, regardless of this year's funding picture. It will proceed.

> *Co-chairs Action item: post a Word doc of by-laws/operating papers on Teams for committee to comment on/review*

> *Bartels Action item: check with Marketing about funding for TEAC.*

> *IF THERE <u>IS</u> FUNDING, THEN…*

>> *Reiheld Action item: e-mail all prior Chairs and ask if anyone is willing to serve.*

>> *Carter Action item: remind the Deans to provide complete TEAC member rosters if they haven't. Carter will send an updated list of all TEAC members along with the meeting minutes.*

Continuous Improvement Conference (CIC)

Bartels has proposed doing something in line with the Qualtiy Improvement Project: recruitment and retention of Black students. We are supposed to be making significant efforts towards that and there is strong institutional support for this initiative and others coming out of the Anti-Racism Task Force. Bartels is still checking with Jessica Harris to be sure this would not step on the toes of any programs/initiatives that Harris is spearheading.

Bartels proposes a keynote speaker on inclusive teaching, Who? Off-campus or on-campus? Maybe we could use our IMPACT trainers. When Bartels talked to Elza

Ibroscheva, she wanted to have something on open educational resources (free or low-cost resources).

American Association of Colleges and Universities OER (open educational resources) initiative is in the works to start in the Spring; this is Ibroscheva's project. Reiheld raised a concern that using free resources without changing the TS rental fee system will result in many students continuing to pay textbook rental fees but not actually receiving textbooks; these students' fees will then be subsidizing other students' access but they themselves will not—for that term or for those courses—be receiving rental materials despite paying for them; this may or may not be bad equity depending on who is disproportionately benefitting or contributing. Regardless, FDC observed that the CIC date in March fits nicely with the OER initiative starting in the Spring.

Bartels has scheduled the CIC, assuming face to face conference that could shift online as needed, for Friday March 18 8am-Noon (Friday after Spring Break), at the conference center in the MUC (subject to change).

As council members, our role is helping Lynn with logistics, planning, and executing.

Carter reminds us that CIC might face some similar problems to EUE and TEAC, though it can go forward without much funding unlike EUE and TEAC. Thus, we should find out what the money is like before we plan for internal vs. external speakers. Bartels stated that typically the Provost's office pays for speaker, travel, etc. while historically Faculty Senate has paid for facilities, refreshments, etc. We should secure those resources and find out their levels ASAP.

> *Bartels action item: find out about funding from Provost's Office and contact Anne Hunter about funding from FS.*

Faculty Development Fellow—Melodie Rowbotham (Nursing)

Bartels went to the Provost and said the duties of FDC have expanded and it would be helpful to have additional assistance, especially on mid-week mentor and Teaching Peer Consultants. Thus, we now have the Faculty Development Fellow position, with a course release for the year.

Midweek Mentors is a series of videos through a publishing company, and we choose those from the available videos based on what it seems that our faculty need most right now. Twice during the month, folks can access them and have a discussion with a faculty moderator. At the last one, there were 30 people on Zoom. When it was in person, pre-COVID, there were 10 or fewer every time, so will continue with it on Zoom. The next topic is discussion boards and stimulating discussion (with our own Matt Schmitz moderating), then universal design learning and students struggling with learning and how to respond to student evaluations and then how to work smarter not harder/ be a productive teacher.

In between meetings, there is supposed to be a blog. That is still getting going.

Carter asked what Rowbotham needs from FDC. Melodie responded by listing upcoming topics for this term, and asked for us to suggest other topics or moderators. Carter suggested Rowbotham get us a list of topics and then we can help find moderators.

> *Rowbotham Action Item: get FDC a list of topics so we can help find faculty moderators for the discussions*

A related issue is the GIFT process: mid-term detailed discussions by a skilled teacher with students in a class to do a deep dive on how the instructor's teaching is going. The GIFT process stopped because of COVID (it required an additional person in the class; there were issues with using breakout rooms, that moderators cannot effectively monitor all breakout rooms simultaneously the way they can with small groups in a classroom, with Zoom classes being recorded/recordable in a way that in-person classes are not, etc.). May be starting up again; will do a trial run with Zoom.

Other

Techsmith Knowmia is disappearing. What support can we provide, asks Kim? Matt Schmitz said, we did this a few years ago, and have an evaluation instrument from the last time. ITS will take care of everything but faculty input. Need to know what's been working, and what TS didn't have that you wanted it to have. FDC can help by encouraging faculty to participate in ITS surveys about what any future video editing/streaming will require.

Motion to adjourn: Didi Martinez

Seconded: Shadrack Msengi

To view a recording of this meeting, use the following link:
https://siue.zoom.us/rec/share/CuKB2bKIqBIU88mm4VYj1x2C15b6tQzLZT6Xk1LwPYWESdImX3T6tE
EPTCRP9xbo.IaE95vZkezIibwOK

Curriculum Council Report, October 2021

The council met on Thursday, September 16, 2021

Underwent general training on use of CurricuNET

Roster was for standing committees:
- Academic Standards and Policies (Chair: Heidy Carruthers)
- Undergraduate Programs Committee (Chair: Jennifer Hernandez)
- Undergraduate Course Review Committee (Chair: Debbie Sellnow-Richmond)

Approved appointment of new members to General Education Committee

Rules and Procedures Council Report

October 2021

The council met on Thursday September 16 and selected the members to three committees as follow:

- Constitution and Bylaws Committee: Ezra Temko, Jie Ying, Kamran Shavezipur
- Evaluation & Liaison Committee: Carole Frick, Kamran Shavezipur
- Personnel Committee: James   Hanson, Yun Lu, Kamran Shavezipur
- Open Meeting Act Designee: Jie Ying

The council also discussed the format and the content of the "All Faculty Meeting" and finalized what to be discussed and who will be speaking/presenting at the meeting.

The council organized the All Faculty Meeting which was held on Thursday September 30th (with Support of Anne Hunter).

Grad Council Report 10/07/2021

I. Provost and Vice Chancellor for Academic Affairs

- Provost and Vice Chancellor for Academic Affairs, Denise Cobb, attended the Graduate Council meeting to discuss several topics.
- The Board of Trustees passed a 2% raise for all faculty and staff, which will be retroactive to July 2021.
- The working groups that came out of the R2DP Carnegie committee were recently charged that were created to figure out how SIUE can build based on the recommendations given. There are three Ad Hoc working groups; Centers of Research Excellence, The Professional Doctorate Graduate Programs, and The Diversity and Equity in Research and Creative Activities.
- The next question discussed was how graduate education and research & creative activities are addressed in SIUE's quality initiative and the systems strategic plan. The University is required to engage in a quality improvement project by the higher learning commission where SIUE must write a proposal and the commission approves the project. SIUE's project has been approved, retention and student success being the most prominent in the proposal. There was also a diversity focus and a goal of growing grant activity and grant awards. The System Strategic Plan is rooted in enhanced system collaboration.
- The Provost discussed expansion of SIUE's relationship with Academic Partnerships (AP), the outside company used for marketing our programs, specifically the BMA. AP makes recommendations to help with marketing the programs, as SIUE cannot compete with the money other universities use to market their online MBA. AP is given half of the revenue, so it does not make sense to use them for every program. It may be important to learn from AP and possibly take part of the revenue to do the marketing work ourselves.
- Vision of Graduate Studies – Graduate students help support SIUE's teacher's scholar mission. We need to think carefully about where we want to grow our graduate education. Graduate programs are critical in recruiting and retaining both students and faculty, so having strong graduate programs is important.
- Holistic Admissions – Undergraduate admissions has now moved to test optional and scholarship strategy to test is now optional. The Provost believes this is very advantageous to the students. Before, ACT scores were used to determine what areas students may need assistance in. Chris Leopold has been working on looking at the courses students has a difficult time with in high school to help identify the services and support the students need to be successful. May need to consider where there are opportunities to use holistic admissions at the graduate level.
- The School of Nursing Dean search is underway. They are using an outside firm for the Dean search, as nursing deans are difficult to find. The School of Dental Medicine Dean search is also underway.

II. Report of the Programs Committee

a) Form 91A: Curriculum and Instruction
- The department would like to establish two specializations, Curriculum and Instruction and Special Education. Also requested to drop EPFR 501 and shift

1

around their research methods requirement courses, along with increasing the electives from 15 to 18 hours. These changes were made due to enrollment being low in Special Education and Literacy degree programs and due to Illinois state requirements for subsequent endorsements changing. There were some minor discrepancies with course numbers that the Programs Committee requested be corrected in Curricunent. Those discrepancies have since been corrected.

b) Form 91A: Post-Baccalaureate Certificates, Concurrent Programs, and PBHE 599 Course Requirement, MPH: Master of Public Health
- The request was to create a Public Health Global Health Post-Baccalaureate Certificate, Public Health Emergency Preparedness Infectious Disease Outbreaks and Surveillance Post-Baccalaureate Certificate, and concurrent MPH/PharmD and MPH/MBA programs. The department believes the certificates will strength the diversity and cultural competency of the workforce, along with addressing national health security needs. The concurrent programs with help to increase marketability for the students, while also increasing enrollment and retention. The department would also like to change the PBHE 599 A/B course requirements from "earn a grade of B or higher" to "complete with a Satisfactory grade" to address the traditional grading system for other core courses versus the S/U grading system for this course.

c) Form 91A: Social Work
- The department would like to change several admissions requirements, including those with lower than 3.0 GPA addressing such in their Statement of Purpose, requiring those that cannot find a recommendation letter to contract the MSW admissions committee and addressing this as well int heir Statement of Purpose, and removing the requirements of a B or higher in undergraduate social work courses, along with the requirement for applications to have previously passed a statistics course. The changes will allow for a broader pool of applications. They would also like the change the graduation requirements to allow a minimum grade of C in the Capstone course. This will align the course with existing curriculum requirements. The Programs Committee had concerns about the wording of the recommendation letter requirements and asked the department to add clarifying language. The committee approved the 91A pending the revisions, which have since been made.

  ➤ Michael Hair brought the above forward for Graduate Council approval. Michael Hair moved for approval of the items. The items were approved with no opposition.

III. Report of the Educational and Research Policies (ERP) Committee

a) GR2122-01 – Policy for Center Review – 5F6
- Regular review of policy. The policy was updated to reflect practice within SIUE and to be consistent throughout SIU System. On item number IV. Committee Membership, the committee stated that "three" needs to be changed to "two" in the sentence "The Chancellor appoints the latter "two" members." The committee also stated that clarification should be added regarding consistency in language for "Centers & Institutes".

2

b) GR2122-02 – Retention on Undergraduate Courses in Catalogs – 1N1
- Request by the Registrar to update the policy. Under item V. the committee stated that "and/or Graduate Council" be added to vote to retain and suggested that the Curriculum Council also review this policy.

  ➢ Jen Zuercher brought the above forward for Graduate Council approval. Jen Zuercher moved for approval of the items. The items were approved with no opposition.