FACULTY SENATE MEETING
Mississippi/Illinois Room, Morris University Center
Zoom Meeting ID 989 5051 4481
November 4, 2021 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:30pm on Thursday, November 4, 2021 by President E. Duff Wrobbel.

Present: E. Duff Wrobbel, Jingyi Jia, Laurie Rice, Robert Bitter, Kevin Cannon, Heidy Carruthers, Wai Cheah, David Cluphf, Ivy Cooper, Igor Crk, Carole Frick, Kay Gaehle, Chaya Gopalan, Valerie Griffin, Mitchell Haas, Michael Hair, James Hanlon, Cedrick Harville II, Keith Hecht, Jennifer Hernandez, Christienne Hinz, Amy Hubert, Shrikant Jategaonkar, Heather Johnson, Soondo Kweon, Yuliang Liu, Yun Lu, Ram Madupalli, Adriana Martinez, Cassandra Maynard, Barb McCracken, Kelley McGuire, Ann Popkess (ex officio), Corey Ragsdale, Alison Reiheld, Johanna Schmitz, Debbie Sellnow-Richmond, Kamran Shavezipur, Michael Shaw, Walter Siganga, Jayme Swanke, Ezra Temko, Carrie Vogler, Suranjan Weeraratne, Susan Wiediger (ex officio), Jie Ying, Jennifer Zuercher

Absent: Charles Berger (ex officio), R. Duane Douglas (ex officio), Stephen Kerber (ex officio), Angela Kim, Joshua Kryah, Nima Lotfi Yagin, J. Thad Meeks, Edward Navarre, Prince Wells (ex officio), Xudong Yu

Excused: Kim Carter, Shadrack Msengi

Guest: Jessica DeSpain, Sue Chhay, Matt Schunke, Amber Withycombe

Public Comment:
There was no public comment.

Announcements:
Announcements were reviewed as listed on the agenda.

Consideration of Minutes:
The minutes for the October 7, 2021 meeting were approved as written.

Action Items:
There were no action items.

Unfinished Business:
The Faculty Senate Reorganization Advisory Committee has full membership, and their first meeting is scheduled.

A list of eligible faculty has been requested, and the vote on the constitutional amendment will be sent out once those are available.

New Business:
An amendment to the Faculty Senate Bylaws to allow remote attendance was discussed. The Open Meetings Act language about remote attendance was shared and is attached. It was noted that Senators can still find an alternate to attend if they do not wish to attend remotely, and the request form will only ask if the reason for requesting remote attendance is one of the three allowable options. The draft was amended, and there was a motion and second to adopt the amendment (Hecht/Shavezipur). It was adopted unanimously (Bitter, Canon, Carruthers, Cheah, Cluphf, Cooper, Crk, Frick, Gaehle, Griffin, Haas, Hair, Hanlon, Harville, Hecht, Hernandez, Hubert, Jategaonkar, Johnson, Kweon, Liu, Lu, Madupalli, Martinez, Maynard, McCracken, McGuire, Ragsdale, Reiheld, Schmitz, Sellnow-Richmond, Shavezipur, Shaw, Siganga, Swanke, Temko, Vogler, Weeraratne, Ying, Zuercher).

The Community-Oriented Digital Engagement Scholars (CODES) Program is an alternative general education pathway that has been approved by the General Education Committee and the Curriculum Council. Jessica DeSpain provided an overview of the program, which is attached. The program is similar to the Honors Program and is a holistic program to serve as an alternative to the Lincoln Program. The target audience is underserved students. The program is paired with skills-based courses and has students working in small research teams with two years of coursework resulting in a summer research experience and digital project. The floor was opened for questions.

Funding is available for the faculty teaching in the program, but there is not funding support for the departments at this time. The program has a statement on diversity and inclusion and is designed to be representative of the students in the program. There are three research team courses, and the team would remain the same with an option to add students later if students leave the program. The goal to start the program is Fall 2022 with 25 students per cohort.

Hecht moved on behalf of the Curriculum Council that the CODES Program be approved as an alternative to the Lincoln Program for the general education pathway. It was adopted unanimously (Bitter, Canon, Carruthers, Cheah, Cluphf, Cooper, Crk, Frick, Gaehle, Griffin, Haas, Hair, Hanlon, Harville, Hecht, Hernandez, Hinz, Hubert, Jategaonkar, Johnson, Kweon, Liu, Lu, Madupalli, Martinez, Maynard, McCracken, McGuire, Ragsdale, Reiheld, Schmitz, Sellnow-Richmond, Shavezipur, Shaw, Siganga, Swanke, Temko, Vogler, Weeraratne, Ying, Zuercher).

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. The Curriculum Council posted a report that is attached.

The Rules and Procedures Council discussed the remote attendance amendment. There will not be an evaluation of the Chancellor or Provost this year as those reviews will be merged with the Committee for Higher Administrator Performance Appraisal (CHAPA).

The Welfare and Governance Council are looking at options for quantifying service activity.

The Graduate Council posted a report that is attached.

Rice reported that the Chancellor Search Committee finished their work with President Mahony, who will make the final decision. The surveys will remain open until November 5 at 4:30pm. The name will be put forward at the December Board of Trustees meeting, and the new Chancellor will start somewhere between January and July of 2022.

Jia suggested the creation of a Blackboard shell to aid with Faculty Senate discussion, but it was noted that it would conflict with the Open Meetings Act.

President Wrobbel shared that he will be serving on the University Quality Council. Student feedback was more negative last year with Seniors being more forgiving than Freshman.

Adjournment:
The meeting adjourned at 3:44 pm.

Submitted by Anne Hunter, University Governance

FACULTY SENATE MEETING - AGENDA
Mississippi/Illinois Room, Morris University Center
Zoom Meeting ID: 989 5051 4481, Password: chimega
November 4, 2021 – 2:30 PM

   I.   **CALL TO ORDER**

  II.   **PUBLIC COMMENT***

 III.   **ANNOUNCEMENTS**
- a. Chancellor Search Website – siue.edu/chancellor-search
- b. Board of Trustees Meeting – December 2 in Carbondale
- c. Homecoming Committee Appointment – Cherese Fine

 IV.   **CONSIDERATION OF MINUTES**
- a. October 7, 2021

  V.   **ACTION ITEMS**

 VI.   **UNFINISHED BUSINESS**
- a. Faculty Senate Reorganization
- b. Constitutional Amendment Vote

 VII.   **NEW BUSINESS**
- a. Faculty Senate Bylaws Amendment – Remote Attendance
- b. CODES Program – Dr. Jessica DeSpain, guest

VIII.   **REPORTS FROM STANDING COMMITTEES**
- a. UPBC – Ann Popkess
- b. IBHE Faculty Advisory Council – Susan Wiediger

 IX.   **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

  X.   **ADJOURNMENT**

Next Faculty Senate Meeting Thursday, December 2 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.

II. Meetings

H. Quorums of the Faculty Senate and its subordinate units shall be one half of the Faculty Senate or subordinate unit membership ~~physically present at a meeting~~. Designated alternates shall be considered in quorum counts.

1. After a quorum is established in accordance with this section, additional members may attend the meeting via video or audio conference if the member is unable to attend the meeting due to: (i) personal illness or disability; (ii) employment purposes or public business of the body; or (iii) family or other emergency.

~~1.~~2. If a member wishes to attend by video or audio conference, they shall notify the University Governance Secretary as soon as practicable. The member shall also indicate the reason they are unable to physically attend the meeting. The University Governance Secretary will keep the indicated reason confidential. A majority of the body physically present must approve requests to attend the meeting by video or audio conference.

Sec. 7. Attendance by a means other than physical presence.

(a) If a quorum of the members of the public body is physically present as required by Section 2.01, a majority of the public body may allow a member of that body to attend the meeting by other means if the member is prevented from physically attending because of: (i) personal illness or disability; (ii) employment purposes or the business of the public body; or (iii) a family or other emergency. "Other means" is by video or audio conference.

(b) If a member wishes to attend a meeting by other means, the member must notify the recording secretary or clerk of the public body before the meeting unless advance notice is impractical.

(c) A majority of the public body may allow a member to attend a meeting by other means only in accordance with and to the extent allowed by rules adopted by the public body. The rules must conform to the requirements and restrictions of this Section, may further limit the extent to which attendance by other means is allowed, and may provide for the giving of additional notice to the public or further facilitate public access to meetings.

COMMUNITY-ORIENTED DIGITAL ENGAGMENT SCHOLARS

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

LEWIS&CLARK
COMMUNITY COLLEGE

NATIONAL ENDOWMENT FOR THE
Humanities

PROPOSAL OVERVIEW

CODES is a general education pathway for underserved students in all fields and majors. The Pathway uses community engagement, small research teams, digital methods, and an interdisciplinary approach to core curricula. Students will address the world's most pressing problems in applied settings as they fulfill their general education requirements.

Program Goals

01 recruit more underrepresented students to SIUE

02 create equitable access to high impact practices to increase student success and retention

03 strengthen SIUE's connection to the surrounding community

JESSICA DESPAIN
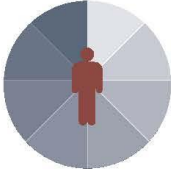Curriculum Director

DeSpain is professor of English and co-director of SIUE's IRIS Center. She collaborated with the STEM Center on the Digital East St. Louis Project, in which middle school students built a website about the culture of their city. She also directed the Conversation Toward a Brighter Future 2.0 program, which uses digital storytelling to study intergenerational relationships.

CONNIE FREY SPURLOCK
Community Director

Spurlock is Associate Professor of Sociology and the Faculty Director of SIUE's Successful Communities Collaborative, a cross-disciplinary program that supports one-year partnerships between the University and communities aligned with the EPIC Network, an award-winning program for fostering partnerships. She is also the director of SIUE's Truth, Racial Healing, and Transformation Center.

The Program's Beginnings

Community-Oriented Digital Engagement Scholars originated in a planning group organized by the Provost's office in January 2017. The goal was to create a program that provided underserved students increased access to High Impact Practices, including undergraduate research experiences and community-based learning. The group also sought ways to emphasize the value of the humanities and social sciences in interdisciplinary endeavors.

The resulting Pathway, supported by an NEH Humanities Connections Implementation Grant, is an alternative general education curriculum for students. Through course work embedded in the community, students gain hands-on experience applying their research. Via the digital component, students practice invaluable twenty-first century skills like complex problem solving, collaboration, and communicating interpersonally in physical and digital environments.

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HIGH IMPACT PRACTICES

The Pathway integrates many of the practices designated by the AAC&U as high-impact educational practices.

Collaborative Projects

By working together on "wicked" problems, students both hone their analytical and reasoning skills and gain broader perspectives.

Community-Based Learning

Students engage in experiential learning, applied problem-solving, and reflection on their role within their communities.

Undergraduate Research

Students work with faculty on signature work "related to a question or problem that is important to the student and important to society."

Learning Communities

By engaging with questions and themes as a cohort across multiple courses, students develop a strong understanding of interdisiplinary inquiry and collaboration.

HIPs improve personal and social development and increase deep learning, practical competence, and speaking and writing ability by

50%

LEARNING OUTCOMES

Community-Oriented Digital Engagement Scholars is for motivated students in all fields and majors who want to use their general education credits to work alongside community organizations to study and address the world's most pressing problems. This specialized program is designed to help students apply their learning early in settings that promote career readiness; students will take a set of core courses together in their cohort emphasizing interdisciplinary research and problem-solving methods. They will also meet each semester in research-team courses with 8-10 students facilitated by their mentoring professor and a community organization to address such major social problems in our region as food insecurity and helping immigrant communities form a sense of belonging. Students will take their education beyond the walls of the classroom and into the St. Louis region. The teams will use interdisciplinary methods to analyze, visualize, and share their work with the broader public using data mining, mapping, storytelling, networking, and cultural analytics.

Program Objectives

- Use effective high impact practices including intensive undergraduate research, project-based learning, and service learning to increase student retention and success among underserved student groups.
- Demonstrate the practical career applications of students' degrees through a community-based pedagogy while learning twenty-first century skills including collaboration, systems thinking, and innovative approaches to digital communication.
- Use the program's nexus of community engagement and digital pedagogy to help students negotiate the civic responsibilities they bear toward others in both physical and digital spaces.
- Engage students in interdisciplinary problem solving at the earliest stages of their college career.
- Demonstrate the role that the humanities and social sciences play in understanding and addressing global problems such as poverty, discrimination, and climate change.

PROGRAM DESIGN

RESEARCH TEAMS

In each semester of the first year and spring of the second, students will meet in intensive research teams comprised of 8 students, a faculty mentor, and a community partner. These teams will focus on a "wicked" or seemingly unsolvable problem such as nutrition and food access, the challenges of intergenerational communication, and poverty's manifestations across rural and urban environments. The level of difficulty the research teams undertake will grow with students, and the curriculum will be intentionally organic, transforming each year based on student and faculty interest and community need. Students and faculty will work together to structure a series of readings from diverse fields such as history, literature, anthropology, and sociology that supports their work, and they will meet twice weekly to study their problem using critical thinking, writing, and qualitative research methods. In products at the end of each year, research teams will apply a variety of digital methods, including data mining, mapping, storytelling, networking, and cultural analytics.

CORE CLASSES

Students take CODES 121: Transdisciplinary Communication and CODES 123: Research and System Thinking during their first year. These courses are designed to help students research, map, and conceptualize global problems and their impact on our region. In these courses students will also learn how to write and speak using interdisciplinary, multi-modal forms of communication. In their second year of instruction, students will take CODES 220: Interdisciplinary Approaches to the Scientific Method, in which students will learn how scientific modes of inquiry can apply to the problem they are investigating. In the summer of the third year, students will enroll in the intensive digital collaboration course, a research experience in which students work together on the completion of a culminating digital project.

Students must also satisfy the following requirements through their major, minor, or additional coursework:

- a course in the physical or life sciences
- a mathematics, statistics, or quantitative reasoning course

FOURTH-YEAR PRO-SEMINAR

During the final year of course work, students will enroll in a one-hour seminar to help students align the program with their life and career goals.

SUMMER SEMINARS

Students will participate in two-day orientation before the first two years of the program.

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STUDENT POPULATION

Assessment of Current Enrollment

One of the main goals of Community-Oriented Digital Engagement Scholars is to recruit underserved students, including first-generation college students, African American, Latinx students, and students living at or below the poverty line. For instance, the university has a higher education campus in East St. Louis, which includes a Head Start program, a charter high school, and Upward Bound, but there is no direct path for these students to continue into college education at SIUE. CODES aims to take steps in fortifying a lasting partnership with communities such as East St. Louis by creating an infrastructure to make SIUE a consistent, reciprocal partner.

In many ways, SIUE already has a very localized pool of applicants. According to the 2021 Fact Book, 82% of incoming freshmen come from Illinois high schools, while an additional 13% come from Missouri. Of the students from Illinois high schools, nearly 25% are from Madison County. Despite the University's close ties to East St. Louis, the number of high school students specifically from East St. Louis schools is small enough that they do not appear as individual data points but are grouped into "Other Illinois High Schools."
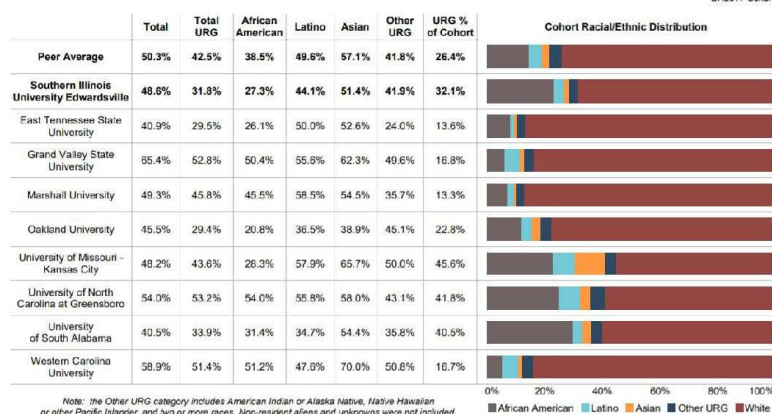
Retention

The most recent Report on Underrepresented Groups from the Illinois Board of Higher Education compares SIUE's ability to retain underrepresented students with its peer institutions across the nation. SIUE lags behind its peers in graduation rates of underrepresented students by nearly 11% and only by 2% for non-underrepresented groups.
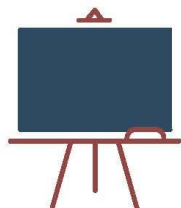
The CODES Pathway seeks to improve retention and outcomes by expanding access to high-impact practices, faculty mentorship, collaborative experiences, and community-based learning.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE | Six-Year Graduation Rates and Cohort Information
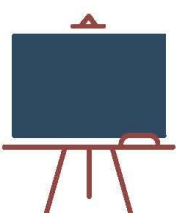
Source: IPEDS GR2017 Cohort

	Total	Total URG	African American	Latino	Asian	Other URG	URG % of Cohort	Cohort Racial/Ethnic Distribution
Peer Average	50.3%	42.5%	38.5%	49.6%	57.1%	41.8%	26.4%	
Southern Illinois University Edwardsville	48.6%	31.8%	27.3%	44.1%	51.4%	41.9%	32.1%	
East Tennessee State University	40.9%	29.5%	26.1%	50.0%	52.6%	24.0%	13.6%	
Grand Valley State University	65.4%	52.8%	50.4%	55.8%	62.3%	49.6%	16.8%	
Marshall University	49.3%	45.8%	45.5%	58.5%	54.5%	35.7%	13.3%	
Oakland University	45.5%	29.4%	20.8%	36.5%	38.9%	45.1%	22.8%	
University of Missouri - Kansas City	48.2%	43.6%	28.3%	57.9%	65.7%	50.0%	45.6%	
University of North Carolina at Greensboro	54.0%	53.2%	54.0%	55.8%	58.0%	43.1%	41.8%	
University of South Alabama	40.5%	33.9%	31.4%	34.7%	54.4%	35.8%	40.5%	
Western Carolina University	58.9%	51.4%	51.2%	47.6%	70.0%	50.8%	16.7%	

Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races. Non-resident aliens and unknowns were not included.

0% 20% 40% 60% 80% 100%

■ African American ■ Latino ■ Asian ■ Other URG ■ White

CURRICULUM PLAN

Year	Summer	Fall	Spring	Outcome
Year 1	Two-Day Orientation	CODE120: Research Team I (3 hours) CODE121: Transdisciplinary Communication (3 hours)	CODE122: Research Team II (3 hours) CODE123: Research and Systems Thinking (3 hours)	Multimodal essays, digital storytelling, and public speeches communicating the problem
Year 2	Two-Day Mentorship of New Students	CODE220: Community Engagement with Science (3 hours)	CODE221: Research Team III (3 hours)	Digital problem visualization integrating previous research
Year 3	CODE320: Digital Collaborations (3 hours)			Culminating digital project
Year 4		CODE420: CODES Capstone (1 hour)		Resumes, graduate school application materials, portfolios

ARTICULATION

The CODES curriculum is designed to be holistic, with students meeting the overarching goals of the University's general education program throughout the four years of their participation. However, if a student chooses to leave the program early for any reason, this articulation plan demonstrates how courses will count toward general education completion.

Year 1	Courses	Articulation
Fall	CODE120: Research Team I	Humanities Breadth Global Cultures Experience
Fall	CODE121: Transdisciplinary Communication	ENG101: English Composition I ACS101: Public Speaking First Semester Transition
Spring	CODE122: Research Team II	RA101: Reasoning and Argumentation
Spring	CODE123: Research and Systems Thinking	ENG102: English Composition II Social Science Breadth
Year 2	**Courses**	**Articulation**
Fall	CODE220: Community Engagement with Science	Life Sciences Breadth
Spring	CODE221: Research Team III	US Cultures Experience Info and Communication in Society Breadth
Year 3	**Courses**	**Articulation**
Summer	CODE320: Digital Collaborations	Interdisciplinary Studies Fine and Performing Arts Breadth

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LEWIS AND CLARK CURRICULAR PLAN

A CROSS-INSTITUTIONAL MODEL

Students at Lewis and Clark Community College will apply to CODES through Southern Illinois University Edwardsville's system. They will be co-enrolled at both institutions and enter into a 2+2 agreement ensuring their coursework will transfer. They will participate in summer activities at SIUE. They will take the third-year digital collaborations course and fourth-year pro-seminar at SIUE. Students will be recruited for the Lewis and Clark Honors College and CODES simultaneously. The Honors College Advisor will offer information to potential students and the Honors College Coordinator will develop a CODES cohort within the Honors College. Students will complete all other requirements for their associates degree as indicated in the 2+2 agreement.

Faculty at Lewis and Clark will be supported members of the transdisciplinary faculty team of a cohort. Faculty at both institutions will cycle through the three SIUE research teams as well as the designated Lewis and Clark courses so that students at both institutions will benefit from mentoring across disciplines and institutions.

Year	Summer	Fall	Spring	Outcome
Year 1	Two-Day Orientation at SIUE	HUMN131: History of Riverscapes (3 hours) Students work in Research Teams within the context of the class	SOSC133: River in Social Context (3 hours) Students continue work on fall research team project	Students finish the year with a large-scale problem map plan.
Year 2		SOSCxxx: Social Science Research Methods (3 hours)		Students transfer to SIUE
Year 3	DCEP320: Digital Collaborations (3 hours) Completed at SIUE			Culminating collaborative digital project
Year 4	One-week Career Planning Seminar		DCEP 420: Pro-seminar (1 hour)	Individual capstone projects

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RESEARCH TEAM EXAMPLES

Food Sustainability

The team tasked with addressing food sustainability in the region will read philosophical essays from Wendell Berry's *Bringing it to the Table* and bell hooks's *Belonging* alongside histories like William Cronon's *Nature's Metropolis* and novels like Upton Sinclair's *The Jungle*. These readings will deepen their understanding of the cultural implications of their problem. The team will use their readings to support the informed creation of an interactive visualization about the encroachment of housing and development on farmland in the region along with digital stories about its cultural, environmental, and socioeconomic impacts. The visualization would be shared online and students would present their work in events held at the Extension Service.

Environmental Pollution

The team tasked with addressing environmental pollution will use statistical analysis of public health records to compare the emergence of pollution-related ailments in communities that are adjacent to factories with those that are distant. The team will read books (ex: *When Smoke Ran Like Water* by Devra Davis), read journal articles, and watch films (ex: *Erin Brockovich,* Universal Pictures) to get a historical perspective of environmental pollution and the tactics some businesses use to hide the effects of their byproducts. Students will conduct research in chemistry and biology to examine pollutant concentrations in air, water, and soil. We will partner with Renew Missouri to develop a map-based website that pairs pollutant data with digital stories about their effects designed to reach policy makers.

African American Reading Practices

The team tasked with diverse African American reading practices would read multiple kinds of compositions, including poetry, short stories, blog entries, comic books, and data journalism. We will cover works by poet Kevin Young, novelist Toni Morrison, legal scholar Michelle Alexander, journalist and comic book writer Ta-Nehisi Coates, and more. The readings will give us a chance to consider literacies and African American subject matter from different contexts. The materials will give us opportunities to create mixed media exhibits for various communities of readers and viewers. We will partner with East St. Louis Schools and the East St. Louis Public Library in order to design distinct cultural programming.

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Admissions and Funding

CODES is designed to support underserved students by providing them with access to the High Impact Practices typical of an honors program. CODES will provide full tuition for all students admitted to the program. Therefore, rather than requiring a specific test score or GPA, we have designed a set of admissions standards that will allow us to evaluate a student's commitment to the community and level of motivation in arenas of their life within and beyond the classroom. The application for admission to the Digital Community Engagement Pathway will be a supplement students complete and submit in tandem with their general application for admission to SIUE, including a video or written essay about their interest in the program.

Recruitment Plan

In recruiting incoming students to the Pathway, the project team is employing several strategies, including:

1.   The creation and distribution of promotional materials: The project team is developing a series of flyers and brochures describing the program that targets high school students, teachers, and guidance counselors.

2.   The development of an interactive, student-friendly website: As part of recruitment efforts, the project team is developing a student-centered website that outlines the admissions process, includes testimonials from professors, community members, and students involved in the program, and allows them to explore the opportunities available to them by being involved in CODES.

3.   School visits: The project team, and eventually Pathway students, will connect with local schools to talk to students, teachers, and guidance counselors to encourage local students to apply. Additionally, the project team will arrange for guest speakers from the community to talk to students to give them a framework for how their participation can positively impact the community.

4.   Taking an individualized approach to recruitment: We plan to invite student to visit campus individually rather than as part of a large group and set up Zoom meetings between prospective and current students. Faculty will cultivate students' interests and encourage them to pursue them by introducing them to the community organizations they may be paired with as part of CODES.

For students hoping to join the program after their first year, we will rely heavily on word-of-mouth from current students. They will have the opportunity to meet one-on-one with faculty and be invited to sit in on research teams to get a sense of the program. If they decide they would like to participate, they will be asked to complete the application.

PROJECT TEAM

CODES is supported by an interdisciplinary and interinstitutional team of faculty and staff from Southern Illinois University Edwardsville and Lewis and Clark Community College.

JILL O' SHEA LANE

Lane is the Chief Academic Officer at Lewis and Clark Community College. She was previously an Assistant Professor of Speech. Lane has extensive experience in higher education and government. Jill served as the Director of Governmental Relations at the Illinois Community College Board where she lobbied the Illinois Legislature on behalf of community colleges.

JEN CLINE

Cline is an Associate Professor of Sociology at Lewis and Clark Community College. She designed and coordinates their Honors College, which is an interdisciplinary program incorporating the humanities and social sciences. She has experience developing honors interdisciplinary courses related to social problems. She is also Vice President of the Alton Main Street Executive Board.

HOWARD RAMBSY

Rambsy is a Professor of Literature at Southern Illinois University Edwardsville, where he has taught a wide range of American and African American literature courses and coordinated more than 300 public humanities projects concentrating on African American literature and cultural history.

MARGARET SMITH

Margaret Smith is a research assistant professor of digital humanities in the IRIS Center and a historian of medieval and early modern Ireland. She contributes to the Center's projects in a number of capacities, including digital humanities teaching and training, project development, grant-writing, and community engagement.

JESSICA HARRIS

Harris is Vice Chancellor for Equity, Diversity and Inclusion at SIUE and previously served as Associate Professor of Historical Studies. She collaborated with faculty, students, the Honors Program, and the Office of Academic and Student Affairs to launch a pilot of Sustained Dialogue, a powerful five-stage social action model encouraging dialogue between people with cultural differences.

EARLEEN PATTERSON

Patterson is Assoc. Vice Chancellor for Student Opportunities, Equity, Diversity and Inclusion at SIUE. Patterson served SIUE since 1994 as director of Student Opportunities for Academic Results (SOAR). In this capacity, she has always taken a holistic approach to promoting the engagement, retention and graduation of underrepresented students, based on a foundation of research, leadership and vision.

MAURINA ARANDA

Aranda is a first-generation college going Latina from rural Michigan. She came to SIUE in 2019, where she teaches biology and science education courses. Her research interests are largely focused in identifying ways to improve student knowledge of biology through creating inclusive spaces — both in and out of the classroom.

KELSEY CUTRIGHT

Cutright is Academic Advisor for the Student Opportunities for Academic Results office. She completed an MA in student development counseling and administration with a certificate in professional life coaching from Indiana Wesleyan University in 2017. Kelsey is passionate about assisting students with clarifying their goals and helping them successfully navigate their college experience.

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UPBC Faculty Senate Report

October 28, 2021

Meetings were held on 10/8/2021 and 10/15/2021

Meeting October 8 2021

W. Winter provided an orientation to the SIUE budget process to the members. The meeting was recorded for later viewing. Chancellor provided insight that the key metric going forward as "Net Tuition Revenue" versus headcount.

Chancellor announced the partnership to form the Social Justice Center in Belleville and the Center for Health Athletics Performance extension of Vadalabene Center.

Discussed two new ad hoc committees, one for housing and the other for budget. We want to make sure we have updated figures so we can let the new Chancellor know where we are as it relates to these important topics. The ad hoc committees are working on processes and quarterly reports, with the housing committee also working on occupancy rates and fees.

CHAPA Process- Appointment of Ad Hoc Committee: Ann Popkess shared the draft short form to Extended Chancellor's Council, and they offered feedback about the wording of questions. The CHAPA team did meet for the first time this term; they welcomed seven new members. The team was presented with the short form and voiced concerns about the process before it is implemented; Ann will present an update at the October 21 CHAPA meeting. Laurie Rice, J.T. Snipes, Dan Segrist, Anne Powell and Deb Talbot have volunteered to serve on the Ad Hoc committee to update the CHAPA policies. Ann would like a student and another staff representative on the ad hoc committee.

October 15

VC Jessica Harris presented the budget for the new Equity, Diversity Inclusion VC area. Her priority areas of initiative are Access, Campus Climate, Diversity Education and Teaching, Community Engagement. VC Harris indicated that her base budget of 1.17 million for FY 22. Much of the budget is personnel. The budget is only funded FY 25. Discussed options for revenue generation

Next Meeting is November 12, 2021

Thank you

IBHE-FAC report for the SIUE Faculty Senate meeting on 4 November 2021

The IBHE-FAC met on 15 October 2021 via Zoom, hosted by University of Illinois-Springfield.

FAC Chair Shawn Schumacher discussed when the IBHE meetings are scheduled and at which the FAC might present. Shawn has been recommended as the FAC rep to the College Course Materials and Affordability task force; Cindi Boyce is already a member as a community college rep. *Jennifer Delaney, faculty representative on the IBHE and UIUC faculty member*, mentioned some initiatives that are getting started or in the request stage – an education policy group, a prison education task force, and a housing initiative for housing insecure students. There are also initiatives still in discussion at various levels about free college, doubling the Pell grant, expanding Pell to undocumented students, maybe expanding the length of Pell grants or removing the selective service requirement. She has heard that some schools may be struggling to meet the personnel requirement related to paying student athletes for name and likeness and would like to know if that is a widespread issue.

Members of the UIS administration including representatives from their Information Technology Services and their Center for Online Learning, Research, and Service (COLRS) presented to the FAC about "The Good, the Bad, and the Impossible: Pandemic Pivot at UIS". They had been gearing up for an LMS transition. Put together a list of faculty who had never taught online that would need additional support; recognized existing staff would be inadequate to meet need and therefore reached out to experienced online faculty to be "champions". They were very happy that they were able to get some major software purchases through faster than usual to expand their capabilities. Citrix virtual desktop was a real tech leveler because the ability to emulate meant the quality of the individual's tech was less critical. COLRS started a practice of open Zoom office hours for faculty to drop in with questions which they have found helpful and are continuing to do. Interest in the hyflex modality, which requires an intentionally built classroom, has increased to the point that they added five more hyflex classrooms during summer 2021 (had one pre-pandemic) and are considering transitioning 75% of their learning spaces to support that teaching modality. Illinois Online Network… www.uis.edu/ion -- served over 3000 Illinois faculty with professional development courses through that venue. Included in that area is a creative commons license on open source alternative to Quality Matters curriculum – Quality Online Course Initiative (QOCI). In response to a question about the energy budget of faculty and staff as the pandemic sprint turned in to a marathon, Interim Chancellor and Interim Vice President Karen Whitney, who started during the pandemic, stated that she predicted the tasks associated with the pandemic would extend through Fall 2022 when she first came on board. People need to find a way to be Covid informed, not Covid overwhelmed. They have "no-Zoom Fridays" and address Covid at the end of meetings, not the beginning – need to not be in the "building still burning" mode. Staff (e.g. ITS) responding to questions focus on the whole person, not only answering the immediate questions, to connect with students and staff and faculty. They re-wrote some jobs, cut or delayed issues, to address issues of changing loads.

Caucuses and working groups met, then reported out.
Selected working group notes:
- Student and Faculty Mental Health: gathering information and reading resources. Discussion of recent suicides on various college campuses and some of the responses.
- Equity and Diversity: Training search committees, but also work on retaining. Need support and accountability.
- Dual Credit/Remote and Online Learning: Primarily discussed online. Need common definitions of modalities; need to define expectations and find mechanisms for how long students are in or working on assignments; need to consider students skill sets and how those intersect with assignments, e.g. reading expectations, critical video usage, etc.
- Performance Based Funding: looking at strategic plan to think about funding formula options, although strategic plan does not seem to have a lot of emphasis on the costs of higher education. Might also look at whether people are in improved monetary situation after graduation.
- Institutional Closures: looking at how they will present their information.
- Student Debt and Affordability: Sometimes free tuition is not as free as you think – might be restricted to particular populations (e.g. retired people) or be "last dollar" aid. Also discussed several other factors in debt and affordability.

All three caucuses talked about current campus situations, particularly aspects of freedom of speech and faculty voices being listened to – situations on these topics varied a lot by institution with unionization being a component, but there was some sense of subtle suppression (such as disabling chat in meetings, preventing "reply all") or a more top-down approach to decision making. In addition, the Two-year caucus discussed high schools limiting topics in dual credit if they did not align with HS perspectives and housing insecurity and the private and independent caucus talked about the consequences of hiring freezes and not replacing retiring faculty, as well as the exhaustion/whiplash of constant institutional changes.

The next IBHE-FAC meeting will be November 19th, 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.

Southern Illinois University Edwardsville

Faculty Development Council

AY21-22 Meeting Minutes

Meeting Date: Thursday, October 21st 16 at 2:30pm
Attendees: K.Carter (Co-Chair), L Bartels, M. Haas, M. Shadrack, & C. Vogler

I. FDC Meeting overlapped with SIUE Diversity Day. Over 60% of FDC members were actively involved in Diversity day activities as presenter, event planners, event support, etc. This greatly reduced meeting attendance.

II. Rep for Faculty Senate Restructuring Subcommittee
   a. Discussed need for FDC rep for FS restructuring sub-committee
   b. Identified potential FDC members who had interest. Some discussion of being able to share this role among a couple of members. Members expressed limitations in being able to take on role, esp doing it alone -as the role could greatly extend service commitment if it required much time, meeting, or service commitments.
   c. Co-chair asked that members confirm interest by following day.
   d. 10/22 FDC rep identified – M. Haas graciously agreed to serve in this role

III. Update on OMA – allowing for remote okay now through 11/14. This is a month-to-month situation and updates will be provided by FDC co-chair every month

IV. Excellence in Undergraduate Education (EUE) – Next Steps
   a. Past (AY19-20) EUE grant applicants made available for re-review using the 'new criteria' set out by the Provost for current academic year.
   b. Provost has interest in 'potentially' funding a very small number of EUE's from the past that had a focus on DEI issues
      i. Discussion around the challenge and potential injustice of re-reviewing old applications under these new criteria
      ii. Identification of a FDC sub-committee to do these reviews.
      iii. Subcommittee members are: K. Carter, M. Schmitz, & L. Bartels. Absent FDC members will also be polled to explore their interest
      iv. Note: there is no guarantee that any identified grant applicants will be given funding, due to a variety of challenges. The effort of the committee is just to identify potential fit and send grantor applicants to Provost for funding determination

V. Teaching Excellence Award Committee (TEAC)
   a. TEAC Membership status – to confirm full representation

        i.   Still missing one from CAS; Working with Dean's office to identify another rep. CAS has one rep assigned per odd and per even year. Each rep does 2 year term. Due to pandemic and TEAC rep elections sidelined during pandemic year (2020), there is a gap in CAS representation for the even year. Discussion at FDC meeting of how to navigate this unique challenge. FDC explored what it takes to get CAS representation back on track (e.g. staggering terms, having someone serve year term or 3 yr term, temp; updating TEA operating papers to reflect needs)

        ii.   2 TEAC member retiring from Unv in Dec. Discussion of identifying their replacement

       iii.   Discussion of identification of TEAC chair. Current members do not have interest in being chair. FDC discussed possibility of asking folks to co-chair and also discussed possibility of having FDC member chair for awhile to move the work of TEA forward.

VI.   Continuous Improvement Conference (CIC)
- a. This topic was on the agenda
- b. Discussions tabled due to low FDC attendance. Will resume next meeting

VII.   Faculty Development Fellow Activities
- a. Teaching Peer Consultants – announcement went out to full faculty. Report of outcomes by next meeting. Requests for this semester have been filled.
- b. Midweek Mentor going well
  - i. Apprx 20-30 people attending each meeting
  - ii. FDC asked to assist with MWM topic review/selection for spring

VIII.   No other business. Meeting adjourned at 3:20pm

Curriculum Council Report, November 2021

The council met on Thursday, October 21, 2021

Johanna Schmitz was appointed Curriculum Council Secretary

Maithili Deshpande was appointed as chair of the search committee for Director of General Education

The roster of the Academic Standards and Policies committee was approved.

The CODES program was approved. Community-Oriented Digital Engagement Scholarship (CODES) is an alternative to the Lincoln Plan for General Education.

Report of GRADUATE COUNCIL
To: Faculty Senate
Graduate Council Meeting: Thursday, October 21, 2021, 2:30 PM
Faculty Senate Meeting: Thursday, November 4, 2021

I.   Announcements

   a. Student Affairs Announcements
      - Student Affairs is working through the protocols for those students that are not vaccinated for COVID-19. Students are tested in they have any hybrid, blended, or on-campus courses or if they live in university housing. Online only students do not need to be tested. Students must take their test on campus. There have been students suspended due to not submitted their weekly COVID-19 tests and even a few students that were vaccinated but did not submit their vaccination card.
   b. International Affairs Announcements
      - TAs and GAs need SSNs to work, but the Social Security Office is still closed. International Affairs is still facilitating appointments for the students to get their SSN. They are currently under flexible guidance by Homeland Security regarding international student enrollment for Spring. Any new international students need to have at least one on ground or hybrid course they are taking. They do not yet know that vaccination guidelines will be for flying in Spring but may face issues as some countries do not yet have access to the vaccination. On December 3rd from 10-11 there will a virtual commencement for international students. Mary Weishaar encouraged everyone to attend.
   c. Graduate School Announcements
      - The new Research & Creative Activities magazine has just been published and is now available.

II. Graduate School FY21 Report

      - Dean Jerry Weinberg presented a report containing FY21 review with FY22 goals. Goals for FY22 included improving processes, increasing transparency, improving faculty and student support, and increasing external collaborations. The total ICR was 2.4 million for FY21, 34% was returned to the Units. Graduate enrollment is at a 44-year high. The full PowerPoint of the FY21 Report will be uploaded on the Graduate Council SharePoint and posted to the Graduate Council's minutes page on the website.

III. Report of the Programs Committee

   a) Form 91A: Doctor of Pharmacy and Master of Science in Pharmaceutical Sciences
      - The department would like to create a program that would allow students to complete a Master of Science in Pharmaceutical Sciences and Doctor of Pharmacy concurrently. Students will take 20 MSPS credit hours and 144 PharmD credit hours instead of 30 MSPS credit hours and 154 PharmD credit

1

hours separately. The proposed program will allow for students to earn their MSPS and PharmD concurrently, increasing their marketability and will potentially attractive prospective students.

b) Form 91A: College Student Personnel Administration
- The department would like the change the program name from College Student Personnel Admin to Higher Education & Student Affairs and change the course prefixes from EPFR/EDAD to HESA. They would also like to add an Athletics specialization and offer a Post-Baccalaureate Certificate in Athletics Leadership and change the programs admissions requirements to indicate a preference for students that have previously studied/worked in Student Affairs. The department believes the name and course prefix changes better reflect the program's identity and curriculum specificity. There was typo in the paperwork on Curricunet where the Athletics specialization was referred to as "Athletic Administration". Programs Committee approved this form contingent upon the typo being corrected.

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

a) GR2122-03 – Policy and Procedures for Responding to Allegations of Research Academic Misconduct – 1Q5
- Regular review of policy. Updates were made based on recent guidance from federal agencies, as well as use of the policy.

b) GR2122-04 – Combined Baccalaureate and Graduate Degrees – 1L17
- Regular review of policy. The policy was reviewed by Graduate School and Graduate and International Admissions. No substantive changes were recommended.

V. New Business

a) Change to the Graduate Council operating papers to accommodate the Open Meetings Act for virtual attendance
- Would like to add to the operating papers that a quorum for the Graduate Council should be present for the in-person meeting, but after a quorum is established, an individual can possibly attend by audio or video conference due to personal illness or disability, employment purposes or public business of the GC, or family or other emergency. If a member does wish to attend by audio or video, they need to notify the Chair as soon as practicable. The verbiage drafted for this came from the Board of Trustees and was also viewed by legal counsel. GC discussed that for personal illness or disability, the member would need to voluntarily disclose this information or send a proxy in their place.