

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

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

Present: E. Duff Wrobbel, Jingyi Jia, Laurie Rice, Robert Bitter, Heidi 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, Jennifer Hernandez, Christienne Hinz, Amy Hubert, Shrikant Jategaonkar, Heather Johnson, Angela Kim, Soondo Kweon, Yuliang Liu, Yun Lu, Ram Madupalli, Adriana Martinez, Cassandra Maynard, Barb McCracken, Kelley McGuire, Shadrack Msengi, Corey Ragsdale, Johanna Schmitz (also alternate for Alison Reiheld), 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), Kim Carter, R. Duane Douglas (ex officio), Stephen Kerber (ex officio), Joshua Kryah, Nima Lotfi Yagin, J. Thad Meeks, Edward Navarre, Prince Wells (ex officio), Xudong Yu

Excused: Kevin Cannon, Keith Hecht, Ann Popkess (ex officio), Alison Reiheld

**Public Comment:**

There was no public comment.

**Announcements:**

Dr. James T. Minor was announced as the next Chancellor at the Board of Trustees meeting. The target start date is March 1, 2022.

**Consideration of Minutes:**

The minutes for the November 4, 2021 meeting were approved as written.

**Action Items:**

There were no action items.

**Unfinished Business:**

The amendment to the Faculty Senate Constitution was voted on via a Qualtrics survey distributed to all eligible faculty. There was a total of 238 responses, and it was adopted with 193 in favor and 45 against.

The Faculty Senate Reorganization Ad-Hoc Committee (FSRAC) presented a reorganization proposal that is attached. Items discussed previously that had consensus were included, and Council feedback will be

sought for other items. There was discussion about increasing the size of the Senate to 49 members from 39; non-tenure track (NTT) faculty would be treated as a separate unit, and anyone not in an academic unit would be assigned to a unit.

There was a discussion about the proposed size and how it compares to other universities and to what the number was before it was increased to 39. The NTT asked for representation, and they have a fifth unit that can be used for service. The flexibility of the total number was approved in May so that a Senator would not lose a seat if reapportionment makes a unit lose a seat without an expiring term.

Temko proposed voting on the current changes as proposed so there would not be questions about how to absorb the NTT into the numbers going forward. Shavezipur suggested waiting to make all changes at once to account for other reorganization matters and whether Councils may need more numbers. There was a motion and second to adopt the proposal (Bitter/Frick), and it was approved with 40 in favor and 1 against (Bitter – YES, Carruthers – YES, Cheah – YES, Cluphf – YES, Cooper – YES, Crk – YES, Frick – YES, Gaehle – YES, Gopalan – YES, Griffin – YES, Haas – YES, Hair – YES, Hanlon – YES, Harville – YES, Hernandez – YES, Hinz – YES, Hubert – YES, Jategaonkar – YES, Johnson – YES, Kim – YES, Kweon – YES, Liu – YES, Lu – YES, Madupalli – YES, Martinez – YES, Maynard – YES, McCracken – YES, McGuire – YES, Msengi – YES, Ragsdale – YES, Reiheld via Schmitz – YES, Schmitz – YES, Sellnow-Richmond – YES, Shavezipur – NO, Shaw – YES, Siganga – YES, Swanke – YES, Temko – YES, Vogler – YES, Weeraratne – YES, Ying – YES, Zuercher – YES).

The other nine proposed changes to the Bylaws was discussed and are attached. All items were discussed in previous meetings. The reasons for reorganization were reviewed, and it was noted that the basic Council structure put into place in the 1980s has not changed even though the University structure has changed several times since then. Faculty Senate connections to Administration are confusing and do not work the way they should.

Other institutions have Councils devoted to the work of student success, but when issues come up at SIUE there is nowhere in Faculty Senate to send those issues for review. The topic came up at the All Faculty Meeting and was suggested by the Provost.

The goal of the FSRAC is to make steady progress but for everyone to know what is in a proposal that is voted on. Different ideas of how to incorporate diversity and inclusion into the structure is waiting on feedback, but currently the plan is to include it in each Council; the University has a standing Diversity and Inclusion Council, and the Faculty Senate has a representative on that committee.

There was a discussion about the proposal to move from Robert's Rules of Order to a Feminist Process. Concerns about how it would function with a large group and compliance with the Open Meetings Act were discussed. The FSRAC has also looked at other parliamentary options.

#### **New Business:**

It was noted that if a course requires a special textbook, Textbook Services will no longer order it and students would have to buy the book. Rental books must be used for 3 years. The Textbook Advisory Committee convened by the Provost is looking at the rental program. Specific requests and concerns can be forwarded to the committee via President Wrobbel.

The Black Faculty and Staff Association (BFSA) created a statement regarding racist incidents on campus, and other constituencies signed on in support. The BFSA will let the Faculty Senate know if additional help is needed.

**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:**

The Faculty Development Council reviewed outstanding Excellence in Undergraduate Education (EUE) applications using the new criteria.

The Rules and Procedures Council will not evaluate the Provost and Chancellor this year while things are being worked out with the Committee for Higher Administrator Performance Appraisal (CHAPA).

The Welfare and Governance Council is looking at identifying a model of service activity accounting. The goal is to protect vulnerable faculty, particularly those looking and promotion and tenure who are overloaded with service activities.

There were no other reports.

**Adjournment:**

The meeting adjourned at 4:19 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**  
**December 2, 2021 – 2:30 PM**

- I. CALL TO ORDER**
- II. PUBLIC COMMENT\***
- III. ANNOUNCEMENTS**
- IV. CONSIDERATION OF MINUTES**
  - a. November 4, 2021
- V. ACTION ITEMS**
- VI. UNFINISHED BUSINESS**
  - a. Faculty Senate Reorganization
  - b. Constitutional Amendment Vote Results
- VII. NEW BUSINESS**
- 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, February 3 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@sue.edu](mailto:anhunte@sue.edu) prior to the start of the meeting.



#### Bylaw proposal to implement constitutional amendment

This by-law proposal addresses the constitutional amendment in the following ways.

- The (currently four) research professors would be incorporated into academic units. However, since they are not all in units that are classified within existing academic units, the Rules & Procedures Council would have the task of classifying each person with this status into an academic unit (e.g. based on the center itself and on the faculty member's academic home, role, and expertise).
- Non-tenure track full-time instructors would be treated as a separate academic track for the purposes of apportionment and elections. Just like current FS senators from various academic tracks, once elected, non-tenure track full-time instructors would serve as senators just the same as everyone else. With increasing the size of Faculty Senate (excluding Graduate Council) from 39 to 49, based on Spring 2021 numbers, the initial apportionment would give non-tenure track full-time instructors 10 seats on Faculty Senate, without any academic unit having any decrease from their current representation.

#### By-law proposal:

The Faculty Senate shall normally consist of 39 49 proportionally elected members and the [12] faculty-elected members of the Graduate Council with the 39 49 proportionally allocated to and elected by the various academic units, as determined by the Rules and Procedures Council. The academic units are defined as: College of Arts and Sciences, School of Business, School of Dental Medicine, School of Education, School of Engineering, Library and Information Services, School of Nursing, and School of Pharmacy. Non-tenure track full-time instructors shall constitute a separate distinct unit. Senators not represented within one of these academic units based on their primary academic affiliation will be assigned to a unit, as determined by the Rules and Procedures Council. Representation of additional units may be added by majority vote of the Faculty Senate.

## Sample Modified Feminist Process: Quick Guide

- **Meetings start with Check-ins, where who is in the room is acknowledged/introduced, along with their role.**

Guests introduce themselves and share their purpose for attending the meeting.

- **Guests**

- Welcome! If you are bringing an item to this body, you will be placed under *Outside Business*. This is always at the beginning of the meeting, right after Check-ins.
- After you have discussed your item, you are welcome to leave or to stay for part of or the rest of our meeting. Our meetings are open to the public.
- You may fully participate in discussions, but you may not make proposals, make process suggestions, give general feelings, or vote.

- **Discussion Protocol:**

1. **Introduction** of a proposal or topic
2. **Clarifying questions:** objective, factual questions that aim to clarify the proposal. This is not time to voice opinions on the proposal.
3. **Discussion:** Moves through a “stack,” the list of the persons wishing to speak. The facilitator takes stack; stack is not first-come first-serve; the facilitator is encouraged to use stack to adjust power dynamics and strive towards consensus (e.g. someone who has not yet contributed to the conversation may “jump” stack, meaning they move to the front of the list to speak).
4. **General feelings** are taken on voting.
5. **Voting:** a majority must vote in favor of a proposal for a proposal to pass.

- **How to:**

- **Speak:** 🗨️ Signal the facilitator who will place you on stack, the list of persons wishing to speak.
- **Register your agreement with something being said:** Knock lightly on the table (or in the air if there is no table).
- **Jump stack to ask a clarifying question:** Signal the facilitator, making a *c* with your hand, to ask a clarifying question to someone who has just spoken.
- **Request the opportunity to jump stack to give a direct response:** Signal the facilitator, making a *d* with your hand, to ask someone who has just spoken if you have factual information to provide regarding their statement. If the person does not give you permission to provide a direct response and you would still like to make your comment, you can signal the facilitator to be added to stack.

- **How to – for voting members only:**

- **Make a process suggestion or proposal:** Signal the facilitator, making a *p* with your hand. These always jump stack and do not require a second.
- **Give general feelings:**
  - 👍 = positive      👎 = negative
  - 👉 = indifferent, apathetic, or mixed
- **Vote:** Raise your hand when a vote is called (most common voting process).

### Sample Modified Feminist Process: Procedural Guidelines

### **Section 1. General Procedures**

- A. All meetings of this body are open to the public. If meetings are held in a room with a closed door, a note must be placed on the door.
- B. Minutes will be taken at all official meetings of the body; they will be a matter of public record and available online. Minutes will include the names of the voting members present and voting members absent, and any guests present. Minutes are subject to review and approval of the body they are for.
- C. Sixty (60) percent (rounded to nearest whole number) of the filled voting positions of the body constitutes a quorum necessary for conducting regular business. If fewer than this number are present, business proceeds as usual unless a voting member calls quorum, in which case the meeting can continue with discussion but no votes may be taken.

### **Section 2: Agenda for Meetings**

The Executive Committee is responsible for the meeting agenda. Any voting member in good standing may propose adding an item to the agenda by contacting the President. Any proposed items will be considered by the President and/or Executive Committee for inclusion on an upcoming agenda or otherwise referred to the appropriate venue for consideration.

The standard agenda items are as follows and come in this order:

- A. Check Ins and Introductions of Guests: Guests are introduced as they come in or at the beginning of the meeting. Members-at-Large, voting members, and ex-officio non-voting members are introduced by academic unit and council.
- B. Approval of the Minutes: changes to the last meeting's minutes are noted; the minutes are approved by general feelings.
- C. Approval of the agenda: additions may be made, approved by general feelings.
- D. Outside Business: Any business that a guest proposes takes precedence over internal business.
- E. Reports: Officers, council chairs, and committee appointees give updates or raise items that are relevant for the body's consideration.
- F. Internal Business: All of the body's business falls under this category.
- G. Check-outs and Evaluations: At the end of the meeting, there is an opportunity for feedback on how the meeting went and to comment on the process of the meeting. Important considerations include whether the process was followed, the effectiveness of the facilitation, whether everyone got a chance to participate, whether the discussion was intimidating or uncomfortable, etc. Both positive and negative points should be raised and solutions offered. Use this time for constructive criticism.

### **Section 3. Proposals**

- A. Proposals may only be made by voting members in good standing, although the authors need not be voting members.
- B. All proposals deemed by the author or proposer as meriting a formal vote are to be submitted in writing at least three days directly preceding the meeting at which they are to be proposed. Counter-proposals that arise in the course of a discussion are exempt from this process. If possible, members should be given the time to look over a proposal and give suggestions before meetings.
- C. Written proposals should include a motion, background on the motion, pros and cons regarding the motion, and other considerations related to the proposal. Only the actual motion will be voted on.

#### **Section 4. Procedure for Discussions**

Discussion topics and proposals are handled as follows:

- A. Discussion of a proposal begins with an **introduction** by the person making the proposal or bringing forth the discussion topic. The introduction should always specify the body's role in the proposal (whether to vote on it, consider it, etc.)
- B. The floor is then open for **clarifying questions**, which should be objective and factual. The time for clarifying questions is restricted to questions that are objective, factual, and aim to clarify the proposal. For instance, "when will this proposal take effect?" is acceptable, but "Isn't this proposal a bad idea?" is not. Before moving on to general discussion, all of the members should fully understand what is being discussed.
- C. Only after all clarifying questions have been asked is the floor open for **general discussion**, which is the time for members and guests to offer their opinion, debate, and suggest any amendments.
  - 1. The facilitator takes stack, the list of persons wishing to speak. The facilitator will call on persons to speak. If someone wishes to speak, that person must signal to the facilitator, who will write down the name of that person. The facilitator may also designate another member to take stack.
  - 2. A speaker is permitted to request a **direct response** from a specific individual, so long as the direct response is factual in nature.
- D. Moving towards a vote
  - 1. Before a vote, a proposal's sponsor is allowed a minute for **closing remarks**, and should restate the wording of the proposal, to the extent that it is unwritten or has been modified, so that all are clear about what it means to be "in favor."
  - 2. When discussion is finished, the body should move into a vote on any proposals or move onto its next agenda item. When one or more proposals are on the table and

stack has been finished, the facilitator asks for general feelings on voting or for a different process suggestion.

- a. If general feelings are negative, the proposal may be discussed further, tabled, or sent to a subgroup for revisions.
- b. If general feelings are positive but there were thumbs pointed down, the facilitator asks if any voting member has a major objection to voting. Any voting member who objects explains why and there is a brief discussion only about the objection. If the dispute cannot be resolved through compromise, the facilitator calls for a formal vote to override the objection and normal procedures follow.

**Section 4. Process Suggestions** are ways of steering the direction of discussion and can contribute greatly to efficiency. Process suggestions can be made at any time, without waiting for stack, and require an immediate vote. To make a process suggestion, signal the facilitator by forming a P with your hand. Only voting members may make process suggestions.

Some common process suggestions are:

1. *"I move to close stack"*—if approved, anybody who wants to join stack has one final opportunity to do so and then it is closed. When stack is exhausted, discussion is over. Note: another useful process suggestion is to reopen stack.
2. *"I move to table this proposal"*—Tabling a proposal removes it from discussion during that meeting. This proposal is appropriate if a proposal is taking too much time when there are other pressing matters, or if it needs more work. Stack does not finish if a proposal is tabled.
3. *"I move to limit speaking time to X minutes"*—If this motion passes, a timekeeper clocks each speech and calls "time" when a speaker has reached the limit. This motion applies only to a specific discussion and not to the rest of the meeting. The process suggestion is useful at particularly verbose meetings or when facilitation has not been aggressive. Strict time limits, however, can hamper serious discussion of complex issues and may make people uncomfortable.
5. *"I move to limit/extend discussion time to X more minutes"*—Sets or extends a time limit to the discussion. When the time runs out, stack is considered closed.

## **Section 10. Voting**

There are several types of votes. Each is more appropriate than others for certain situations.

### **A. Process Voting**

1. Process votes includes all process suggestions and simple organizational matters, such as closing stack, internal appointments, or setting a date for a

meeting.

2. Process votes are decided by general feelings, a system set up to frequently take the pulse of the group.
3. Voting members indicate their vote with a thumbs-up, thumbs-down, or thumbs to the side (indicating indifference).
4. The facilitator decides whether the thumb array indicates general feelings of mostly positive, mostly negative, or mixed.
  - a. If the response is mixed, the body should return to discussion, while positive or negative response indicates passed or rejected, respectively.
  - b. If response is mostly positive with a few strong negatives, the facilitator should ask the objectors to state their objection and a brief discussion of the objection may ensue.
  - c. If a dispute cannot be resolved through compromise, a formal vote should be taken.
5. Any voting member may call for a formal vote instead of general feelings at any time.

#### B. Formal Voting

1. Every present voting member must vote. A voting member may vote for or against a proposal, or abstain.
2. There are three kinds of formal votes, listed here in order of increasing formality. Any voting member may call for a more formal method of voting at any time.
  - a. The **hand vote** is used for most formal proposals and for issues too contentious to be decided by a simple process vote.
    - 1) Hands are raised in favor, against, and in abstention, and the number of each is recorded by the University Governance Office Support Specialist or designee.
  - b. The **roll call** vote is used for any issue deemed too important for a hand vote.
    - 1) In roll call votes, the names of all voting members are called and their names and votes recorded. The roll call tabulation explicitly notes which voting members are absent on a given vote.

c. Since roll call votes are given one at a time, there is the possibility that one member's vote may influence another's vote. If a voting member suspects this may be an issue, that member should call for a **ballot vote**.

1) In a ballot vote, all votes are written down on paper or electronically submitted, along with the voter's name. The votes tabulated by the by the University Governance Office Support Specialist or designee. The names of the voting members are recorded along with their votes. Absences are also noted.

2) Because Faculty Senate is a public body, secret ballots (in which case members do not write their names on their ballots) are prohibited.

### 3. Approval Voting

a. When a number of proposals are on the floor, and especially, for example, when approval is being sought for a long list of items, **slate voting** may be used to hold one formal vote for the entire list, called a slate. Any voting member in good standing may unilaterally pull an item from the slate for discussion or to be voted on separately.

b. When two or more conflicting proposals are up for a vote at the same time, an **approval vote** may be held to determine which proposal will be accepted, if any. A hand vote is taken on each proposal to determine which of the competing proposals is the most popular. Members may vote for as many of the competing proposals as they wish, but they may not vote against any. The most popular proposal is then subjected to a formal vote to determine whether it passes. If the proposal does not pass, the proposal receiving the next most votes in approval voting is voted on, and so on, until a proposal passes or all have failed.

4. Online Voting may be occasionally necessary if there is a time-sensitive matter that may need a more immediate vote. This should be avoided if at all possible as proper discussion cannot be had. However, it is occasionally necessary. The Executive Committee may determine a process to use, usually allowing a certain amount of time for online discussion before voting begins. This process must comply with state law, including that the voting takes place within the context of a meeting (e.g. electronic gathering) that is in a publicly-accessable electronic format.

5. If a voting member is unable to attend for good cause, that member is expected to have their designated alternate attend the meeting to attend in their place. There is no other form of proxy or absentee voting.

a. Members who will be absent from a meeting may send a written statement to the University Governance Office Support Specialist to be presented at said meeting.

### C. Determining if a proposal passes

1. Unless otherwise specified, all formal votes are decided by majority.
2. For all votes more formal than general feelings, abstentions are considered to count toward quorum for the vote. For example:
  - 1) If a vote is 2 for and 3 against, with 10 abstentions, the proposal would fail due to a lack of support, not because the abstentions invalidated the vote.
  - 2) If a vote requires a  $\frac{2}{3}$  majority of those voting, and the vote is 9 for and 4 against, with 2 abstentions, the vote would fail. A two-thirds majority is 10 in this case,  $\frac{2}{3}$  of those present, not 9,  $\frac{2}{3}$  of those voting and not abstaining.
  - 3) For all votes where half of those voting are in favor, and fewer than half are opposed, the motion will carry. For example, a vote of 8-7-1 will pass.
  - 4) If a vote is 3 for and 2 against, with 10 abstentions, the proposal would pass. There are more votes in favor than opposed, and the abstentions count towards quorum for the vote.



## **Feminist Process: Philosophy, Rationale, & Considerations**

### **Section 1. Why a feminist process?**

- A. A feminist process is an inclusion and consensus-oriented way of structuring debate. This system of conducting business is intended to address the disparity of power in our society and make sure that everyone is heard.
- B. The aim of a feminist process is to allow for consensus-based decisions that take into account all divergent viewpoints. This is mainly accomplished by structuring debate to include more people through a voting procedure that lets an individual voice strong concerns in a prominent manner. It strives for consensus, though it does not mandate it, but by incorporating everyone's ideas attempts to reach a compromise with which everyone can live.
- C. Its development is linked to awareness that inclusive and positive processes are central to an organization's ability to serve the interests of its constituents.

### **Section 2. Principles of the Feminist Process (from Wheeler & Chin 1991)**

- A. The Power of Letting Go- encourages change emerging out of awareness of collective integrity; leadership inspires a balance between the interests of each individual and the group; between self-knowledge and cooperation.
- B. The Power of the Whole- values the flow of new ideas; images and energy from all, nurturing mutual help networks that are both intimate and expansive. The sharing of knowledge and skills is viewed as healthy and desirable.
- C. The Power of Collectivity- values the personal power of each individual. A group decision where each individual has participated in reaching consensus is viewed as more viable than a decision made by any one individual and stronger than a decision made by a majority.
- D. The Power of Unity- shares the responsibility for decision-making and for acting upon those decisions in a lateral network. This process values thoughtful deliberation and emphasizes the integration of variety within the group through the process of transforming conflict.
- E. The Power of Sharing- encourages leadership to shift according to talent, interest, ability, or skill; emphasizes the passing along of knowledge and skills in order that all may develop individual talent.
- F. The Power of Integration- views situations in context without arbitrary value-laden judgments. In the process of participating all members act with self respect and respect towards other participants.

G. The Power of Distribution- takes into account disparities in material resources that may be present among different individuals in the group or in the society as a whole. The need to equitably share these resources is respected.

H. The Power of Diversity – encourages creativity, values alternative views, and encourages flexibility. The expression of dissenting views is expected and all points of view are integrated into decisions.

I. The Power of Responsibility – focuses on demystification of the processes and insists on naming and/or being the agent. Open criticism and self-criticism is encouraged, motivated by respect and for the betterment of the individual and the group.

### Section 3. What we are trying to avoid

A. Meetings where two people argue back and forth for the whole time and nothing gets done.

B. Meetings where some people are never heard because of interruptions by others.

C. Voting on measures when some feel that their concerns have not been addressed or listened to.

D. Meetings where critical decisions have been already been made behind closed doors or among a select subset of the group.

E. Meetings that leave the group exhausted, frustrated, angry and/or thinking “there has got to be a better way.”

F. Most importantly, we must avoid being crippled by tyrannies of silence or repetition. Whenever individuals stay silent when their viewpoint has not been expressed they deprive the group of the benefit of a viewpoint that otherwise will not be taken into account. On the other hand, not every individual needs to address every issue. If your viewpoint has already been expressed you need not repeat what has already been said, although it may be important to signify that you agree with what has been said, which is normally done by lightly knocking on the table.

### Section 4. Facilitation

A. Feminist Process requires competent facilitation. If this is in place, then meetings can be productive and empowering. Good facilitation helps the group focus and act in a democratic way and gives everyone an equal chance to participate.

B. Good Facilitators:

1. Make sure the environment is conducive to group participation through the elimination of side conversations and other disturbances.

2. Make sure that the participants know what is being asked of them, whether it's general discussion or a more specific process, such as voting.
3. Carefully think about on whom to call, when, and how often. They do not let a few people dominate the conversation, which is why stack is not first come, first serve. People often don't participate if they are uncomfortable with the dynamics; the facilitator's job is to make them feel comfortable while stressing the importance of participation.
4. Often the facilitator does not take a strong role in voicing concerns and issues. When the facilitator does voice the facilitator's views, that person needs to make a distinction before the comment between the person's role as a facilitator and the person's role as a participant. Co-facilitation is also allowed, and may be beneficial.
5. Do not let people speak out of turn, nor let them engage in back and forth dialogue.
6. Do not let people ramble or become repetitious—a facilitator breaking in on someone who is doing this should not be viewed by the speaker as a personal insult, but rather as an important key to keeping the discussion moving.
7. Go into a meeting with a plan about how to organize each discussion.
8. Do not let minority or dissenting opinions be ignored. Before closing a discussion it is vital to make sure that everyone is ready to move on.
9. Do not let people direct respond to a speaker, unless agreed to by the speaker or requested by the facilitator.
10. Write down the major points that people are making. Periodic summary of what has been said, what the goals of the discussion are, and how much time is left helps keep the group on track and cuts down on repetition.
11. Bring the discussion to a concrete end, allowing the group a sense of closure and accomplishment.
12. Though the discussion is being conducted by the facilitator, the will of the group as a whole is the guiding force in the process. The facilitator will often ask for general feelings, indicated by a thumbs up, down, or indifferent horizontal as a way to gauge how best to shape the discussion or meeting. This is an important mechanism that quickly and effectively makes sure that the overall will of the group is being followed.

## Section 5. Participation

A. The other side of the coin is good participation and “self-facilitation.” This is equally as important to a successful meeting.

B. Good participants:

1. Listen. It is not as obvious as one may think.
2. Ask questions if they have them.
3. Self-facilitate. Don’t repeat arguments that have already been stated in discussion or in the proposal itself. Part of professionalism is being polite.
4. Take notes before they speak, which helps prevent them from rambling.
5. Respect the stack.
  - a. A direct response is used when a person not speaking has factual information to provide to the person speaking. Direct responses are only appropriate if they clarify some factual aspect of the issue, not for furthering an opinion (e.g. “I think the forum is on Thursday, but I’d like a direct response from someone who really knows”).
  - b. Jumping stack (speaking out of turn) is to be abhorred.
6. Speak concisely and precisely.
7. Don’t use references only a few people will understand. If they are bringing up an obscure point, ask if anyone needs an explanation.
8. Don’t take things personally. Don’t mistake criticism of an idea for an attack on one’s character. Respect others’ opinions. Opposition is inevitable.

The below proposed changes to the FS bylaws, to be in effect beginning with the 2022/2023 AY:

- A. Create a new council: University Budget, Finance, & Operations Council (UBFO). Create a new committee: Academic & Support Services, under the proposed UBFO Council. Outlines responsibilities of this new council and requires overlap of at least two Faculty Senators on UPBC and UBFO. Operating procedures will need to be developed and approved for UBFO if this passes.
- B. Adds a responsibility to the Rules & Procedures Council of helping track committee appointments and make committee appointment recommendations.
- C. Combines the Faculty Grievance & Family-Friendly Leave Request committees.
- D. Add student success to the jurisdiction of the Undergraduate Curriculum Council's Academic Standards and Policies Committee, with the Undergraduate Curriculum Council responsibilities updated to reflect this.
- E. Creates a new committee: Non-represented Faculty Welfare Committee, under the Welfare & Governance Council.
- F. Move from Roberts Rules to a FS-approved modified feminist process, which will need to be customized and adopted if this passes.
- G. Clarifies Executive Committee roles/responsibilities, including removing the specification that the Executive Committee can convene FS over the summer.
- H. Changes council membership requirements from having 6-12 faculty senators to having at least 3 faculty senators.
- I. Moves some high-level responsibilities regarding policies and practices (e.g., board statutes, academic governance practice/policy review and formulation, structure and organizational relationships within the system) from Welfare & Governance and Rules & Procedures and gives them broadly to the Faculty Senate and to all councils as relevant.

## **The Faculty Senate Bylaws**

### **I. Membership and Representation in the Faculty Senate**

B.

Faculty members appointed as representatives to the University Planning and Budget Council who are not regularly elected members of the Faculty Senate shall become at-large, non-voting members of the Senate. At least two of the faculty senators appointed to UPBC shall be senators who are assigned to the University Budget, Finance, & Operations Council. Faculty members appointed as representatives to the Illinois Board of Higher Education who are not regularly elected members of the Faculty Senate shall become at-large, non-voting members of the Senate.

### **II. Meetings**

A. The Faculty Senate shall schedule regular meetings, generally at least once a month during the academic year, or more frequently if its responsibilities require.

C. The Faculty Senate shall conduct its business under recognized parliamentary procedures, as specified in the Faculty Senate's approved Modified Feminist Process, and shall appoint as needed its parliamentarian annually.

### **IV. Executive Committee**

B. The Executive Committee shall function as a steering committee to help enable and facilitate the Faculty Senate working effectively. The Executive Committee shall be responsible for the agenda of

meetings of the Faculty Senate. The Executive Committee shall respond to matters presented to it by individual faculty members and may place such matters on the agenda, as it deems necessary.

E. The Executive Committee shall be responsible for liaising with internal bodies such as Student Senate and University Staff Senate.

## **V. Councils**

A. The Faculty Senate shall establish the following standing Councils:

1. Undergraduate Curriculum Council
2. Faculty Development Council
3. Rules and Procedures Council
4. Welfare and Governance Council
5. University Budget, Finance, & Operations Council
6. Graduate Council, as described in Article V, Section C of the Faculty Senate Constitution.

C. The Faculty Senate Executive Committee shall appoint Faculty Senate members to each Council. Such membership shall be composed of at least three members of the Faculty Senate. Councils may add additional members from outside Faculty Senate; representatives added from other campus constituency groups shall be voting members.

H. The Faculty Senate shall be responsible for recommending possible changes in the Board Statutes to the Board of Trustees; reviewing current practices and policies in the area of academic governance and formulating guidelines for the administration and governance of all academic units; formulating and recommending to the Faculty Senate policy relating to the structure, functioning, and funding of the Southern Illinois University system and the organizational relationships among and between the Board of Trustees, the President, Southern Illinois University Carbondale, the School of Medicine, and Southern Illinois University Edwardsville. When relevant, this charge may be taken up by any council, the Executive Committee, and/or the Faculty Senate as a body.

I. Additional functions and responsibilities of the Faculty Senate Councils and Standing Committees are as follows:

1. Undergraduate Curriculum Council

a. Functions: The Undergraduate Curriculum Council is responsible to the Faculty Senate for formulating and recommending policy on undergraduate curriculum (instructional programs; courses of study; definitions of certificates, diplomas, degrees, student entrance, retention and exit), for formulating and reviewing undergraduate curricular policy proposals, for reviewing the administration of all undergraduate curricular matters, and for conducting undergraduate program reviews. The council is also responsible to the Faculty Senate for all matters of undergraduate student success related to academic and faculty interest, such as advising, academic probation, conduct, and housing, as well as liaising with Student Senate. "Undergraduate" shall be defined as including both dental and continuing education.

b. Standing Committees: Academic Standards, Policies, and Student Success Committee, Committee on Assessment, General Education Committee, Graduation Appeals Committee, Undergraduate Courses Committee, and Undergraduate Programs Committee.

3. Rules and Procedures Council

a. Functions: The Rules and Procedures Council is charged with recommendations pertaining to structuring the Faculty Senate, specifically the reapportionment of Senate seats, seating and unseating Senators, and the election of Senate Officers; examining the academic governance of the University per se including name changes and/or the restructuring of departments and schools; liaison with internal bodies , e.g. Student Senate, University Staff Senate, etc.; evaluation of the Chancellor and the Provost and Vice Chancellor; as needed, recommending committee appointments to the Faculty Senate president and coordinating with the University Governance Office to track committee appointments.

b. Standing Committees: Constitution and Bylaws Committee, Evaluation and Liaison Committee, and Personnel Committee.

#### 4. Welfare and Governance Council

a. Functions: The Welfare and Governance Council is responsible for the following: On behalf of the SIUE faculty (as defined in the Faculty Senate Constitution) not represented under a current labor contract, the Welfare and Governance Council shall concern itself with all policies for faculty evaluation, salary, promotions, tenure, leaves of absence, recruitment, employment, retraining, development, rights and responsibilities, general faculty benefits, discipline, severance, and grievance.

b. Standing Committees: Faculty Benefits and Facilities Committee, Faculty Salary Equity Committee, Faculty Status Committee, Honorary Degree and Distinguished Service Award Committee, Faculty Grievance and Family-Friendly Leave Request Committee; Non-represented Faculty Welfare.

#### 5. University Budget, Finance, & Operations Council

a. Functions: The University Budget, Finance, & Operations Council is responsible to the Faculty Senate for all matters relating to faculty participation in university budgeting, for liaising with Staff Senate, for attention to sustainability, for providing oversight on academic matters relating to the academic calendar, counseling, technology, and support services.

b. Standing Committees: Academic & Support Services

UPBC report for Faculty Senate

December 12 2021

UPBC cancelled the Nov 12th meeting – there was no pressing business. Next meeting is December 12<sup>th</sup> 2021.

UPBC participated in the search process for the Chancellor and met as a committee with each candidate in the months of October and November.

The CHAPA Ad Hoc work group met November 10<sup>th</sup> to discuss the UPBC 2B2 current CHAPA policy and formulate a plan for the review of the policy and the process. Members of the work group and their constituency body representation are:

Dr. Dan Segrist (UPBC)

Dr. Laurie Rice (UPBC/Past FS President)

Dr. Jeremy Snipes (BFSA)

Dr Anne Powell (CHAPA/FS)

Ms Deb Talbot (CHAPA/SS)

Dr. Mohammad Savezipur (FS/Rules and Procedures)

Dr. Ann Popkess (UPBC Chair/Work group Co Chair)

Dr. Nancy Huyck (CHAPA Chair/Work group co-chair/Grad Council FS)

We will meet again in December.

SIUE System 360 evaluation ---Ad Hoc

Dr. Ann Popkess and Dr. Nancy Huyck have been invited to meet with Theresa Smith, Exec Dir HR SIU SOM chair of the ad hoc system committee and Dr. Wroebebel to discuss current and future higher administrative evaluation procedures that are under development at the System level. The meeting will be in December.

Thank you.

Dr Ann Popkess



## **IBHE-FAC report for the SIUE Faculty Senate meeting on 2 December 2021**

The IBHE-FAC met on 19 November 2021 via Zoom.

*FAC Vice-Chair Linda Saborio* shared information from Shawn Schumacher (FAC Chair) and Gretchen Lohman (IBHE Liaison). IBHE Executive Director Ginger Ostro will hopefully join the FAC in December. There have been several staff changes at IBHE. In September, the Early Childhood Access Consortium for Equity released an overview ([https://www.ibhe.org/assets/files/early-childhood/Consortium\\_Overview\\_for\\_Webinar\\_091221.pdf](https://www.ibhe.org/assets/files/early-childhood/Consortium_Overview_for_Webinar_091221.pdf)). The Commission on Equitable Public University Funding met for the first time on November 9<sup>th</sup> (<https://www.illinois.gov/news/press-release.24129.html>; among the members of the commission are Dan Mahoney (SIU), Sheila Caldwell (SIU), and Diane Hays (SIUE)). Jen Delaney, IBHE member. Mentioned that the commission won't meet again until February, and there will be opportunity for public comment. The Governor has moved up his budget address so the IBHE might move their meeting earlier to align their request with that timing. During the veto session, the Legislature passed a commission to study higher education for incarcerated individuals. There is also interest in culturally relevant strategies and practices for mental health. Mike Phillips, FAC Legislative Liaison, shared the link for updated legislative maps (<https://ilhousedems.com/redistricting/>). Melette Pearce, FAC Secretary, discussed the free version of Canvas as an option for organizing FAC materials that might be more accessible than Google Teams Drive. October minutes were approved.

*Caucuses and working groups met, then reported out.*

Selected working group notes:

- Equity and Diversity: Processing results from a survey of 70 institutions about how sET are used in faculty evaluation.
- Student and Faculty Mental Health: Letter was shared prior to meeting and should be eligible for voting in December. Working now on some open-ended questions to gather information about campus initiatives.
- Student Debt and Affordability: Discussed the balance between debt and tuition.
- Dual Credit/Remote and Online Learning: Discussed modalities and the impact of remote learning options (e.g. Zoom) on dual credit, as well as quality control and definitions of success.
- Performance Based Funding: Focused on the elements that should be used going forward; some are equity related but also need to be related to the institutions context. Also discussed whether outmigration is a fair criterion.
- Institutional Closures: No report.

Selected caucus notes:

- Private and Independent: We are encouraged to be gentle and flexible for students; faculty need that too. Junior faculty don't want to rock the boat and be trouble makers. Some things are just not going to get done and we need to cut ourselves slack.
- Publics: discussing the intersection of academics and politics, while some felt no effect, some felt increased openness for discussion with students and colleagues, other felt that they are at risk if they speak in ways that oppose an established view of the college – but

to fail to express our opinions is to regress. Most institutions are accommodating tenure adjustments for Covid with some variability. No big enrollment changes. Seeing a lot of stress, and retirements are not increasing but they are also not being replaced with tenure-line – which means more non-tenure-track and more stress due to stretching people.

- Two-years: some concerns about politicians weaponizing terms such as critical race theory. Seeing some backlash from high schools and that is harming academic freedom. No Covid-related concerns about tenure, but there is a lot of variability in how vaccination is being treated. Some enrollment drops... those with a lot of online are not seeing enrollment drops but are seeing withdrawals increasing. Seeing slight increases in retirements – reasons given are not getting flexibility and care from administration – and since they are not getting replaced that is leading to overload.

Linda wished everyone a Happy Thanksgiving.

The next IBHE-FAC meeting will be December 17<sup>th</sup>, via Zoom, but hosted virtually by St. Francis University.

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](mailto:swiedig@siue.edu).

## **GRADUATE COUNCIL**

Faculty Senate

Thursday, November 18, 2021, 2:30 PM  
Lovejoy Library 3<sup>rd</sup> Floor Conference Room (LB 3021)

### I. Announcements

#### a. Enrollment Management Report

- Scott Belobrajdic emailed the enrollment report out prior to the meeting. Everything is looking great for Spring 2022. Over 4,000 student applications have been processed for the Spring term, compared to above 800 around this time last year. They are expecting about 250 new international students and will work to make sure to use the extra revenue to support those extra students.

#### b. International Affairs Announcements

- There are 90 new students that have their visas that intend to come to SIUE. There are currently more international students than there ever has been before. Mary Weishaar believes that the new travel rules play a part in this. Students need to be vaccinated to fly to the U.S., but not all countries have access to the vaccine. International Affairs is monitoring this situation. The Social Security office is still not open, but they did open one day for international students.

#### c. Graduate School Announcements

- The University's Quality Initiative (QI), required by HLC accreditation, focuses on Equity, Diversity, and Inclusion. Susan Morgan has been working with Jim Monahan in Graduate & International Admissions to propose providing resources to graduate programs regarding best practices in holistic admissions and to provide funds to graduate programs to support the development of pipeline partnerships with institutions serving a high percentage of minority undergraduate students. Jill Smucker is working with Geoff Edwards, the Director of Student Retention & Success, to develop a proposal that would add an additional Success Coach and add a variety of avenues that support and enhance mentoring for graduate students. There will be online modules launching for faculty in Spring 22 to provide resources on mentoring and an email series for graduate students called "Grad Tips" is launching in January 2022. Jill Smucker is also working with the Division of Equity, Diversity, and Inclusion to ensure that graduate students are integrated into the proposals originating from their offices related to building new mentoring programs for black students at a campus level.

### II. Report of the Programs Committee

#### a) 91A: Art Therapy Counseling

- The department would like to drop the GRE from the program's admission requirements, addressing bias and barriers to admissions. They would also like replace ART 553/554 with ART 490/576 for required coursework, because ART 490 focuses on community development and ART 576 deals with counseling trauma, complying with state licensure issues and trends in mental health

education. They would also like to change the graduation requirements to specify that a research project and an oral exam must be completed. These requirement changes will clean up language and formatting.

- b) 92B: Special Education
  - The department is requesting to terminate the MSED program in Special Education. There is a nationwide decline in graduate enrollment in teacher education programs. Special Education still exists as a specialization within MSED Curriculum & Instruction, and the Special Education endorsement (LBS 1) will still be offered.
- c) 91A: Environmental Sciences
  - The department is requesting to change the ENSC 550 requirement to ENSC 550 or 450 for the programs Environmental Biology, Environmental Technology & Assessment, and Environmental Policy and Public Administration tracks. The department would also like to change the ENSC 531 requirement to ENSC 531 or 431 and ENSC 535 to ENSC 535 or 435 for Environmental Chemistry & Toxicology track. ENSC 505 has increased from 1 to 2 credit hours. This will change the program core from 8-9 hours to 9-10 hours for all five tracks. These changes will allow for 400-level courses to be offered to both undergraduate and graduate students to increase course enrollment and lower teaching costs.
- d) 91A: Speech Language Pathology
  - The department would like to remove the GRE from admission requirements. The GRE creates barriers, skews applicant pools, and decreases diversity. Based on recent historical data, the GRE appears to add no additional value to the application review process. Many peer intuitions have also removed the GRE from admissions requirements.
- e) 92B: Creative Writing
  - The department is requesting to terminate the MFA program in Creative Writing. Enrollment and applications to the program have fallen short of expectations and the program has been unable to admit a poetry cohort since inception. The demand for an MFA in Creative Writing has declined nationally, and limited funding has rendered SIUE's MFA in Creative Writing uncompetitive in terms of student financial packages. Employment opportunities for graduates are scarce and salaries are low, causing students to understandably be unwilling to take on significant debt to earn an MFA.
- f) 91A: Teaching English as a Second Language
  - The department would like to add ENG 545 (TESL Practicum) and ENG 595 (Professional Development Seminar) to the list of electives. There is currently no "applied" component to the Post-Baccalaureate Certificate, unlike the MA. ENG 545/595 both require experience in ESL classrooms.
- g) 91A: Educational Leadership
  - i. Superintendent
  - ii. General School Leadership
  - The department would like to revise the retention policy, such that students who leave the program long enough to become "inactive" will need to reapply for admissions. If qualified for admissions, the returning student will be placed on a waiting list until space is available, so that qualified new applicants will receive priority over returning students. Due to the strict space and course-sequencing requirements within the program, returning students take up an entire "spot" during the 2-year program, even though they only need to take some of the

courses. Students who leave the program also have a higher rate of recidivism vs. the general population. Discretion is allowed for certain circumstances, such as serious illness, bereavement, etc., which would qualify a returning student's application to be prioritized over a new student. The new retention policy will be emphasized upon admission to the program. This policy has been vetted by the Graduate School, Provost's Office, Dean's Office, and Admissions.

h) Initial Review: Criminal Justice

- Enrollment to the program increased from 22 in 2018 to 45 in 2020. Kevin Cannon stated that when they jumped to 45 students, it was too much, and the department needed to add extra classes. The program has a strong online market, drawing primarily from within 100 miles of the University. The curriculum and exit process allows existing CJ professionals to tailor the program to their career goals. A survey showed that 100% of current students plan to work in CJ studies and 67% of graduates are currently employed in the CJ field. All courses that were initially planned have been offered each semester; however, there are limited graduate faculty to meet the demands of the large student cohort and required courses reach capacity early in registration. To alleviate this issue, PAPA courses were added as electives and the comprehensive exit exam was created to expedite graduation. Additionally, one tenure track faculty was hired for graduate courses and two instructors were hired to teach displaced undergraduate courses. The department may consider curriculum changes in electives in the future. Since the program began, they have reduced the credit hours from 36 to 30 and have added the third exit option of the comprehensive exam.
- 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) GR2122-05 – Policy on Biohazardous Material Use – 1M3
  - Regular review of policy. The policy was reviewed by IBC and Compliance Specialists. No changes were recommended.
- b) GR2122-06 – Cost Sharing on Sponsored Projects – 1M8
  - Regular review of policy. The policy was updated to align with CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
- 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.