

FACULTY SENATE MEETING
Mississippi/Illinois Room, Morris University Center
April 6, 2023 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:31 pm on Thursday, April 6, 2023 in the Mississippi/Illinois Room by President Jingyi Jia.

Present: Jingyi Jia, Barb McCracken, Duff Wrobbel, Alicia Cantebury, Wai Cheah, David Cluphf, Theresa Comstock, Ivy Cooper, Jennifer Erwin, Valerie Griffin, Mitchell Haas, Michael Hair, Katie Hanser, Cedric Harville II, Keith Hecht, Shrikant Jategaonkar (ex officio), Heather Johnson, Tim Kalinowski, Marie Klopfenstein, Soondo Kweon, Yuliang Liu, Gloria Sweida (for Mary Macharia), Adriana Martinez, Cassandra Maynard, Shannon McCarragher, Kelley McGuire, Shadrack Msengi, Bhargav Patel, Jodi Patton-Jordan, Mary Anne Pettit, Corey Ragsdale, Nicola Schmidt, Johanna Schmidt, Debbie Sellnow-Richmond, Kamran Shavezipur, Michael Shaw, Chrissy Simmons, J.T. Snipes, Bernadette Sobczak, Ralph Tayeh, Cinnamon VanPutte, Carrie Vogler, Andrew Wesemann, Susan Wiediger (ex officio), Amy Winn, Jie Ying

Absent: Joaquin Florido Berrocal, Robert Bitter, Bob Blackwell, Igor Crk, Keith Edwards, Carole Frick, Chaya Gopalan, Stephen Kerber (ex officio), Joshua Kryah, Brad Reed, Alison Reiheld, Jayme Swanke, Meredith Verocchi, Suranjan Weeraratne, Elizabeth Wiemers, Xudong Yu, Jennifer Zuercher

Guests: Dan Mahony, James Minor, Denise Cobb, Gireesh Gupchup, Jerrica Ampadu, Keith Becherer, Charles Berger, Rakesh Bharati, Christy Bosco, Kim Carter, Sara Colvin, Elza Ibroscheva, Janice Joplin, Kim Kilgore, Ken Moffett, Nick Niemerg, Rahmat Salau, Jennifer Wagner, Angie White, Pam Williams

Consideration of Minutes:

The March 2, 2023 minutes were approved as written.

Public Comment:

Rahmat Salau, Student Government President, briefly spoke about receiving concerns from students regarding a lack of sensitivity and racist comments from professors. Student Government would like faculty to receive sensitivity training.

Action Item:

There was a motion to vote on approving the early implementation of the approved changes to Industrial Engineering Graduate Program for August 2023 rather than August 2024. Additional information regarding this is attached. The motion was approved by acclamation.

Announcement:

SIU System Faculty Suggestion Box – Check email on March 27 with the title “[Faculty] SIU System Faculty Suggestion Box” The Faculty Advisory Committee for the SIU System is very interested in listening to and learning from all our SIU system faculty members about their priorities, concerns or suggestions. Please submit your anonymous feedback or suggestion to be received by the Faculty Advisory Committee for the SIU System.

Guests:

SIU System President Dan Mahony provided an update on the SIU System Strategic Plan, and addressed his recent email regarding online course sharing within the SIU System. Dr. Mahony also fielded questions from Faculty Senate regarding how to increase tuition and fees, how to keep our campus nimble with fewer resources, and how to reduce DFW rates. Chancellor Minor and Provost Cobb briefly spoke, and thanked Dr. Mahony for his attendance.

Reports from Standing Committees:

UPBC: see attached report.

IBHE Faculty Advisory Council: see attached report.

Reports from Council Chairs:

Grad Council: the review for Jerry Weinberg, Dean of the Graduate School, went out.

See attached reports from Faculty Development Council.

Adjournment:

The meeting adjourned at 3:57 pm.

Submitted by Michael Tadlock, University Governance

Action Item:

Request from Industrial Engineering for early implementation of approved changes to their graduate program for Aug. 2023 rather than Aug. 2024.

Note:

This request was approved by Graduate Council. The next step for this request is to be approved by Faculty Senate. Note that all that is being asked is *early implementation*. The program change is approved and will otherwise go into effect in August 2024.

Background:

In December 2022, a form 91A from Industrial Engineering to add a zero credit hour IE 500 class as a graduation requirement was approved by the Graduate Council on the recommendation of the Graduate Council Programs Committee. According to policy [1Q8](#), the normal implementation of this program change in the catalog would be scheduled for August 2024.

The program has requested early implementation for August 2023. There is a mechanism for early implementation. Since this is a graduate program change, approval of the Graduate Council, Faculty Senate and appropriate administrators is required. The policy is here: <https://www.siu.edu/policies/1q8.shtml>. If early implementation is approved by Faculty Senate comes at the April meeting, then the change will be in time to make it into the 2023-2024 graduate catalog.

On Thursday, March 16, 2023, the Graduate Council approved the request from Industrial Engineering for early implementation of this program change. The program director, Xin Chen, explained that the course will aid in the orientation of new graduate students to SIUE, and to their department. The course will cover the research opportunities within the department, aid in the socialization of the cohort, help students navigate graduate studies at SIUE, and serve as a forum for questions. The intent is to improve retention and graduation rates. Graduate Council suggested that time be set aside for the SIUE STEM librarian to present on the resources available via the library to aid students in their research.

**IE 500 GRADUATE SEMINAR IN INDUSTRIAL ENGINEERING
Fall 2023**

Instructor: Xin Chen, Ph.D. Tel.: 618-650-2853 Email: xchen@siue.edu

Lectures: F 9:00 a.m. - 10:00 a.m. Engineering Building 1033

Office Hours: MWF 12:00 p.m. – 1:00 p.m. Engineering Building 3079

Class Website: Blackboard

Course Materials: PowerPoint slides, quizzes, and grades will be posted on Blackboard.

COURSE OBJECTIVES

This course helps students understand academic integrity and learn the principles and techniques of research development in industrial engineering.

COURSE DESCRIPTION

This course covers academic integrity in learning and research and provides graduate students with an introduction of research areas in industrial engineering.

COURSE TOPICS AND ASSIGNMENTS

- Week 1. Academic Integrity (Quiz 1)
- Week 2. Plagiarism (Quiz 2)
- Week 3. University Policies and Procedures (Quiz 3)
- Week 4. Teamwork and Team Projects (Quiz 4)
- Week 5. Data Analytics (Quiz 5)
- Week 6. Artificial Intelligence (Quiz 6)
- Week 7. Production Planning and Control, Lean Manufacturing, and Process Improvement (Quiz 7)
- Week 8. Project Management (Quiz 8)
- Week 9. Supply Chain Logistics Systems (Quiz 9)
- Week 10. CAD, CAM, and CAE (Quiz 10)
- Week 11. Ergonomic and Human Factors (Quiz 11)
- Week 12. Engineering Economics and Financial Engineering (Quiz 12)
- Week 13. Decision Making in Healthcare Systems (Quiz 13)
- Week 14. *Thanksgiving Break; Class Not in Session*
- Week 15. Quality Control and Operations Research (Quiz 14)
- Week 16. Test

TECHNOLOGY REQUIREMENTS

To complete the course, you should have access to a reliable computer and Internet connection. If you encounter technical issues, contact ITS at: (618) 650-5500, help@siue.edu, or by visiting the SIUE web pages that provide information about Blackboard, e.g., <http://www.siue.edu/its/bb/>. Blackboard assistance is available 24 hours a day.

BLACKBOARD MAINTENANCE

Please note that there are scheduled maintenance times for Blackboard. It is essential that you be aware of those times and make sure that you have submitted any work in progress prior to the systems being shut down for maintenance. Any work in progress will be lost when the servers go down for maintenance. Visit the Blackboard Maintenance Times (<http://www.siue.edu/its/bb/migration.shtml>) website for specific times.

COURSE AND UNIVERSITY POLICIES

Academic integrity/plagiarism: Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty.

Subject to change notice: All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with the instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Accessibility: If you have a documented disability that requires academic accommodations, please go to the Office for Accessible Campus Community & Equitable Student Support (ACCESS) for coordination of your academic accommodations. ACCESS is located in the Student Success Center, Room 1270; you may contact the office to make an appointment by calling (618) 650-3726 or sending an email to myaccess@siue.edu. Please visit the ACCESS website located online at <https://www.siue.edu/access> for more information.

CLASS NOTES AND LECTURES

Lectures and PowerPoint slides are posted on SIUE's Blackboard site at <https://bb.siue.edu/>. Grades are available on Blackboard.

GRADING

Quizzes.....70%; each quiz is 5%
Test30%

GRADING SCALE

Satisfactory.....70-100
Unsatisfactory.....below 70

IBHE-FAC report for the SIUE Faculty Senate meeting on 6 April 2023

The IBHE-FAC met on 17 March 2023 at Chicago State University in Chicago, IL.

Shawn Schumacher, FAC Chair, discussed the recent IBHE meeting, highlighting the introductory comments from Chair Atkinson (available as a transcript via Capitol Fax at <https://capitolfax.com/2023/03/16/ibhe-chair-nation-standing-at-a-dangerous-precipice/> or at https://www.ibhe.org/assets/files/March_15_2023-John_Atkinson_Board_Meeting_Remarks.pdf); the resolution presented by the Student Advisory Council (also available on Blackboard and at <https://www.ibhe.org/board/2023/March/SAC%20RESOLUTION%20TO%20THE%20IBHE%20BOARD%203.15.23.pdf>), and the presentation by the FAC Equity Working Group (their handout is included in Blackboard; I do not yet have a weblink for that document). *Mike Philips, FAC Legislative Liaison*, had shared legislative updates via email. Bills of particular note are HB 995 (requiring policy by each higher ed institution about awarding academic credit for election judges), SB 1895 (requiring coursework materials be provided free of charge to students meeting certain qualifications), and SB 2288 (amendment to Illinois Articulation Act requiring public institutions to maintain 4 core courses in each of the IAI majors instead of an IAI major).

Jen Delaney, faculty representative on the IBHE, commented that the major funding news is the 7% recommended increase in higher ed budgets and the big increase in MAP. She also reviewed the latest Funding Commission meeting, where they appeared to not be focusing on adequacy and a bit of equity, but she is not sure that they have time to address the third thread which is supposed to be stability. *Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE*, mentioned that another bill of interest is the IBHE omnibus bill (HB 2041/SB 2308) which includes authorizing IBHE to fine groups operating in Illinois to offer higher education without authorization – there have been about 75 such groups since 2019. She lauded the FAC equity presentation and said that there is a joint IBHE/ICCB equity working group formed to provide guidance to institution for the required equity plans (see info on that group via the Work Underway section of the IBHE website, specifically <https://www.ibhe.org/Equity-Plans-Advisory-Committee.html>). Stephanie also highlighted the supplemental budget signed in January providing funding for implementation of the Early Mental Health Action on Campus Act. Two other related components are the Behavioral Health Workforce Center and new programs to train Certified Recovery Support Specialists (CRSS), who will be drawn from individuals with lived experience in successful recovery from addiction. The PaCE framework is also updated to support earlier career exploration options, expanding down to middle school from the current high school programming.

CSU President Z. Scott and Interim Provost and Vice President for Academic Affairs Leslie Roundtree, talked with the FAC. President Scott focused on recognizing CSU's role in mobility and other outcomes for the population and community they serve, and the importance of faculty and mental health. Dr. Roundtree added that the continuing residuals from the pandemic will need to be dealt with for a long time. During discussion, topics of health care, engagement with voting, and involvement of community and family in student initiatives. When they engage with the community or have student events, they always try to have faculty and students in the front, for example as panels or opening the event.

Dr. Christine Brown, Director of the CSU counseling center, presented about Mental Health in Academia (presentation available <http://www.facibhe.org/documents/papers/MENTAL-HEALTH-IN-ACADEMIA-March-2023-FAC-Meeting.pptm>). The pandemic intensified stress points, but also enabled some people to practice better self-care. Faculty need to realize they are not super humans and when they need help. She sometimes reframes mental health as wellness, especially when talking with students, encouraging balance and being open with students. Dialogue within academics is clouded by stigma, disclosure debates, and the desire to avoid being a burden on colleagues, all of which contribute to faculty choosing

to work while ill. During discussion, she mentioned that there are systemic and structural changes that are needed; sometimes we have to feel strong enough to have the uncomfortable conversations, and we don't want to wait until a meltdown occurs.

Dr. Lee Roe and Ms. Catherine Smith discussed the CSU RISE program, which piloted in 2019 and provides full tuition and fees scholarships for eligible first year students. The program is still developing but includes academic, professional, and social supports. Presentation available:

http://www.facibhe.org/documents/papers/Rise-Academy-Community_Stakeholders-Presentation.pptx.

Dr. Nataka Moore and Dr. Susan Wiediger of the FAC Student and Faculty Mental Health Working Group shared the results of last year's survey focused on faculty awareness of faculty mental health and wellness supports on their campuses and associated context. Faculty stress levels have changed over the past three decades or so from being a low stress occupation (chosen career, autonomy, flexible schedule, etc.) to an occupation with stress levels similar to those of health care professionals. Existing models of stress sources can focus on personal or structural aspects.

During the *Public Caucus discussion*, there was discussion of how academic freedom issues intersect with early college coursework, as well as discussing a few of the bills of concern. All caucuses also talked about artificial intelligence tools (such as ChatGPT) and upcoming elections.

Particular items of note from the *working groups* include: the Equity group plans to add a Google page so that the list of equity resources can continue to grow; College Debt & Affordability and Higher Education Funding continued their discussions and data gathering; Student/Faculty Mental Health will put together a framework for sharing issues on campuses, perhaps with discussion starters; and Early College/Online&Remote Learning now have "Early College: What to Consider" posted online (<http://www.facibhe.org/documents/position/2023EarlyCollege.pdf>); Prior learning Assessments is drafting a statement to bring forward.

The next IBHE-FAC meeting will be April 21st, at Western Illinois University in Macomb.

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

EQUITY TOOLS & RESOURCES

for faculty engagement

IBHE Faculty Advisory Council

This is a collection of tools and resources for faculty and their ongoing work in creating and maintaining equity-focused classrooms, curriculum, and research labs. Through building awareness and understanding, assessing for equity in our pedagogy and research, and redesigning our curriculum to reflect equity in all its forms, we become better teachers, mentors, researchers and writers. This collection includes book suggestions, website resources, articles, and equity-based tools to help us not only in our own work, but also in walking alongside students and colleagues to move our colleges and universities toward uncompromising inclusion, diversity, and belonging. Although this collection is not exhaustive, the hope is that faculty across Illinois find assistance engaging in equity work through the use of these resources.

AWARENESS AND REFLECTION

[Talking About Race – National Museum of African American History and Culture, Smithsonian](#)

This site provides an initial step into racial awareness and understanding for educators, with links for deeper dives into Whiteness, Oppression and Antiracism

[Equity Mindedness – USC Center for Urban Education](#) (Estela Mara Bensimon, director)

Although this link is to the Equity Mindedness landing page, the site includes research, publications and tools such as USC's Equity Scorecard

[Race and Research Center – USC Center for Urban Education](#)

A collection of links for opportunities to empower faculty to strategically develop and achieve equity goals

[White Academia: Do Better.](#) by Jasmine Roberts-Crews

Provides a starting point for academics interested in beginning anti-racism work with links for tools and resources

[Culturally Relevant Pedagogy: A Model To Guide Cultural Transformation in STEM Departments](#) by Angela Johnson and Samantha Elliott

Article on cultural transformation in STEM departments from the Journal of Microbiology and Biology Education

[The PULSE Diversity Equity and Inclusion Rubric](#)

Published in the Journal of Microbiology and Biology Education

[Campus Climate Survey Recommendation – California State University San Marcos](#)

A review of DEI campus climate surveys for students, faculty, staff and administration

[Be Anti-Racist: A Journal for awareness, reflection and action](#). By Ibram X. Kendi

[The Anti-Racist Deck: 100 meaningful conversations of power, equity and justice](#). By Ibram X. Kendi

[Do the Work!: An Antiracist Activity Book](#). By Kamau W. Bell and Kate Schatz

BELONGING

[Teaching First Generation College Students – Vanderbilt University Center for Teaching](#)

A primer authored by Ben Galina covering topics such as inclusion, achievement deficits, and classroom principles and practices

[Increasing Inclusivity in the Classroom – Vanderbilt University Center for Teaching](#)

A teaching guide from Andrew Greer focusing on the importance of inclusivity in the classroom, examples of inclusive teaching, and additional resources

[Design for Belonging: How to build inclusion & collaboration in our communities](#). By Susie Wise (Stanford d. school guide)

This link is for the book, but also includes a host of resources and tools for creating belonging in communities

[College Belonging: How first-year and first -generation students navigate campus life](#). By Lisa Nunn

A critical look at colleges' and universities' efforts to foster a sense of belonging

[College Students' Sense of Belonging: A Key to Educational Success for all Students](#). By Terrell Strayhorn

This book explores how belonging differs based on students' social identities, such as race, gender, sexual orientation, or the conditions they encounter on campus

CURRICULUM, SYLLABUS AND ASSESSMENT

[How to Center DEI in Teaching – Eberly Center for Teaching Excellence and Education Innovation](#) (Carnegie Mellon)

Concrete strategies and examples for how to intentionally enhance Diversity, Equity and Inclusion (DEI) in teaching highlighting learning objectives, course content and assessment, active learning, and discussion

[Assessments in Course Design – Eberly Center for Teaching Excellence and Education Innovation](#) (Carnegie Mellon)

Examples and considerations implementing equity in course assessments

[Inclusive Pedagogy – University of Denver Office of Teaching and Learning](#)

An inclusive pedagogy module providing tools to begin pivoting toward this holistic and transformative way of teaching and learning. It includes syllabus statements using inclusion and equity. From this site many additional guides and resources are accessed

[Teaching Race: Pedagogy and Practice – Vanderbilt University Center for Teaching](#)

This guide summarizes some of the common challenges instructors may encounter teaching race and offers pedagogical principles along with possible strategies for implementing in the classroom

[Learning for Justice: Classroom Resources – Southern Poverty Law Center](#)

Collection of classroom resources that can be filtered based on school grade and topic. Although these resources focus on K-12, they still offer useful applications for higher education

[Applying the Equity Matrix – Harper College Academy for Teaching Excellence](#)

Interactive online tool providing faculty specific and comprehensive tools for teaching

[Culturally Responsive Curriculum Scorecard – NYU Steinhardt](#)

A framework for assessing and evaluating curriculum through a cultural equity lens

[33 Simple Strategies for Faculty: A week-by-week resource for teaching first-year and first-generation students.](#) By Lisa Nunn

A guidebook giving faculty concrete exercises and tools they can use both inside and outside the classroom to effectively bolster the academic success and wellbeing of first-year and first-generation students

RESEARCH

[Ten simple rules for building an antiracist lab.](#) By V. Bala Chaudhary and Asmeret Asefaw Berhe

This article presents 10 rules to help labs develop antiracist policies and action in an effort to promote racial and ethnic diversity, equity, and inclusion in science

[Talking about Race and Inequity in Science: Guide for Faculty – UCSF Graduate Faculty Development Program](#)

[Talking about Race and Inequity in Science: Guide for Students & Postdocs - UCSF Graduate Faculty Development Program](#)

These two guides listed above offer concrete ideas for engaging in dialogue about race, while also acknowledging that these conversations cannot be approached monolithically, or without considering context and power dynamics

[DEI Primer – UCSF Graduate Division](#)

This primer seeks to establish groundwork that is essential to empower research faculty to be active, committed participants in diversity work

DEI PROFESSIONAL DEVELOPMENT MODELS AND FRAMEWORKS

[Enacting Equity Series](#), [Equity Teaching Academy](#), [Equity Policies and Practices](#)

Harper College has made available many syllabi and post-session recordings of their professional development offerings in DEI and equity topics

[Inclusive Excellence DEI Competencies – Colorado State University](#)

This site includes a comprehensive list of DEI competencies as well as an assessment tool

[Racial Equity Toolkit – Government Alliance](#)

Provides a framework for awareness and assessment that can be used to build and evaluate higher education equity initiatives

[The Teaching Tolerance Social Justice Standards: A professional development facilitator guide](#)

Illinois Board of Higher Education
Student Advisory Committee (IBHE-SAC)
Resolution Offered to the IBHE Board
March 15, 2023

WHEREAS, the Illinois Board of Higher Education's (IBHE) Student Advisory Committee (SAC) is committed to advocating for the needs of Illinois students such that all students are provided equal and equitable opportunity to pursue and complete their education in Illinois, while being supported by Illinois' higher education environment. Facilitating a campus culture and climate such that student basic needs, health and wellness, mental health, and diversity, equity, and inclusion (DEI) needs are met with the Illinois higher education institutions, agencies, and higher education system, working not only for, but with students as partners, to reach these goals; and

WHEREAS, the IBHE's Strategic Planning initiative, *A Thriving Illinois*, stands on the three pillars of Equity, Sustainability and Growth. These pillars connect to the overarching goal of economic prosperity and growth for the state's higher education system, and reflect challenges identified by SAC members; and

WHEREAS, IBHE-SAC advocates for all students to feel respected, safe, welcome, supported, represented, included, valued, and empowered; and

WHEREAS, IBHE-SAC advocates for student success, efficacy, and wellness to be one of Illinois' foremost priorities when allocating the yearly budget for higher education and higher education plans; and

WHEREAS, IBHE-SAC seeks to champion creation of a welcoming and inclusive environment for all students, faculty, and staff, which is essential to promoting academic excellence and preparing students to live and work in a global society; and

WHEREAS, IBHE-SAC advocates for all student needs, including but not limited to health and mental health, childcare, food insecurity, homelessness, DEI, interfaith, affordability and financial assistance struggles, and resources such as textbooks, school supplies, technology and non-traditional student needs; and

WHEREAS, students of Illinois identified lack of awareness around support resources for basic needs, student health and wellness, and diversity, equity, and inclusion to be most critical at this time; and

WHEREAS, the educational experience of Illinois students reflects the education system, the challenges, and barriers students face, including the supports and resources that have or have not been made available, as well as aspects of the higher education system students seek to change to address these issues; and

WHEREAS, mental health has come to the forefront of student concern in recent years. It is repeatedly stated as a significant unmet basic need on campuses, as well as where diversity,

equity, and inclusion obstacles can result in traumatic experiences and increased mental health necessities; and

WHEREAS, since the Mental Health Early Action on Campus Act was signed into law in 2019, supporters have been advocating for funding. About a third of what is needed has been provided in supplemental appropriations to public institutions of higher education for this fiscal year. IBHE-SAC urges the continued, and eventual, full funding of these initiatives to ensure student mental health awareness and resource availability on all campuses; and

WHEREAS, equity gaps in financial aid are a critical issue identified by students in Illinois. The IBHE's Strategic Plan identifies affordability as one of the biggest barriers to higher education access and success, especially for low-income students, students of color, working adults, rural students, and many others who are underserved by the higher education system. Implementing policies and spreading awareness on student support and success resources in alliance with student leaders can increase access to education and retention; and

WHEREAS, the Governor has recommended an additional \$100 million for the state's Monetary Award Program (MAP) for the next fiscal year to help meet the needs of students experiencing financial challenges to attending college; and

WHEREAS, unmet diversity, equity, and inclusion needs, including basic human rights needs as tied to factors of intersectionality such as gender, race, religion, ethnicity, socioeconomic status, disability status, veteran status, and other identities act as barriers to student success; and

WHEREAS, retention of students, especially underrepresented students, and the strengthening of on-campus opportunities for students to be connected to the campus community and included, as well as enroll, persist, and complete their studies, are areas in need of critical action in collaboration with student leaders to advise initiatives around awareness and support; therefore, be it

RESOLVED, that the IBHE-SAC urges the Illinois Board of Higher Education to prioritize student success and wellness by allocating adequate resources and funding each year to meet the diverse needs of all students. This includes improving campus inclusivity, providing support for basic needs like healthcare and housing, and addressing systemic barriers to diversity, equity, and inclusion by working closely with student leaders to create and implement initiatives that promote retention and academic success for all students and establishing systems that champion student voices and feedback; and be it further

RESOLVED, that student leaders should be included in the conversation around development and implementation of resources, and to spread awareness and engagement through other community-building means, in collaboration with the IBHE Board and its ongoing Strategic Planning work.

Additional Thoughts from Illinois Students:

"More funding in this area (basic needs and wellness) to help more people and educate them on wellness topics. I also suggest connecting students to community resources like food stamps, rental assistance, financial assistance, and mental health programs outside of school. Mental health days should also exist, so students can take time off without being penalized for having a mental health emergency or episode."

"Interfaith needs are incredibly critical to student safety, success and as a fundamental human right, being able worship and perform ablution, pray and have the facilities and support of the campus community of faculty and staff so that if you're in class accommodations can be made so you can pray at the necessary time as made mandatory by your religion and practice freely and openly with an increased awareness and support around these needs especially where the school is providing space and facilities like an Interfaith Room and ablution room to do so. While some schools already have these resources, there are more that do not."

"It has been a widespread theme across Illinois that students state there are information barriers in learning about and connecting to on-campus resources. Almost every person I know is struggling financially while in college or even after graduation. Sometimes, it feels like services aren't openly available for students; it almost feels like a secret, like you need to 'know someone that knows someone' to get the services that you need."

"I would like to see the system be more inclusive of people with invisible disabilities or mental health differences. Safe spaces for all people are necessary."

"Initiatives that address addiction recovery services, financial and healthcare support, home safety and stigma around BNI, PTSD support, and safe housing are crucial."

"Would like to see more on-campus jobs and resources available for international students."

UPBC Report for Faculty Senate April 2023 Meeting

UPBC met on March 24, 2023

1. Chancellor Minor presented the tuition increase proposal for feedback. He will be proposing the increase during the April 27th BOT meeting. If it is approved, SIUE will still be one of the most affordable public universities in Illinois. (It is likely that other schools are considering a tuition increase this year. For instance, Western Illinois University recently approved an increase <https://www.tspr.org/tspr-local/2023-03-24/wiu-approves-tuition-and-fee-increases>).
2. Jeff Chitwood from the Enrollment Systems, Research and Analysis (ESRA) team provided an enrollment update.

Agenda for upcoming UPBC meetings:

3. We will have two separate presentations on April 21st:
 1. Miriam Roccia (VC for Student Affairs) will present the budget and also discuss the future of textbook rental.
 2. Janice Joplin (Associate Dean of SOB) and Elza Ibroscheva (Associate Provost) will discuss the plan for online course sharing between SIUE and SIUC.
4. On May 12th Provost Cobb will present the budget for Academic Affairs.

In Spring 2023, Shrikant Jategaonkar has attended the following committee meetings as UPBC representative:

Faculty Senate – February 2, March 2,

University Quality Council – January 5, February 2, (The council did not meet on March 2 and April 6)

Faculty Senate Executive Committee –January 26, February 9, February 23, March 23, (The committee did not meet on January 12 and March 9)

Upcoming UPBC meeting dates:

- April 21, 2023 (10.00am)
- May 12, 2023 (10.00am)

Faculty Development Council Report – March 20, 2023 (for April 6th Senate Meeting)

Adriana E. Martinez and Shannon McCarragher

1. TEAC has recommended Teaching Excellence Award recipients to the Provost
2. Discussed concerns about online course sharing with SIUC
3. Hiring process for new CFDI head ongoing