FACULTY SENATE MEETING
Mississippi/Illinois Room, Morris University Center
May 2, 2019 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:30pm on Thursday, May 2, 2019 in Mississippi/Illinois Room of the Morris University Center by President Nastasia.


Absent: Jane Barrow, Cristina De Meo, Ayse Evrensel, Hernando Garcia, Tim Jacks, Adriana Martinez, Edward Navarre, Ann Popkess, Vince Rapini, Brad Reed, Jeffrey Sabby, Duff Wrobbel, Bin Zhou

Excused: Tom Foster, Shadrack Msengi

Guest Speaker:
The Black Faculty and Staff Association President, Dr. Lakesha Butler, provided information on the BFSA constituency group. Members are encouraged to be involved in both the Faculty and Staff Senates as they want to do things in a collaborative fashion. They are a recognized constituency group, and anyone who identifies as black are members by default. Active members are current in annual dues, Emeritus members are retirees, and Inactive members are not current in annual dues. Dues are used for events throughout the year.

In the past year, the BFSA has tripled active membership. They held an inaugural scholarship gala and will be giving away two $750 scholarships. They have monthly general body meetings, biannual newsletters, and representation on search committees. They are participating in an ad hoc Staff Ombuds committee as well.

The floor was opened to questions. They have a committee for policy change and can advocate for that. They are mindful of younger faculty members when it comes to service commitment.

Announcements:
Announcements were reviewed as listed on the agenda.

The floor was given to Cheah to review the Evaluation Reports and opened for questions. There was a discussion about the comments included in the Chancellor evaluation, specifically the last point under
the “Approval for work of the Chancellor” section which referred to a “lowest common denominator” group. Cheah stated that there are only so many qualitative comments, and the committee divided into teams to identify the more inclusive comments. A request was made to make all comments available, and Cheah asked for a written request so it could be considered by the committee.

The reports are public and can be shared. All evaluation reports are available in the Archive as well.

**Consideration of Minutes:**
The minutes for the April 7, 2019 meeting were approved as written.

**Action Items:**
The second reading of the Curriculum Council Operating Papers. The floor was opened to questions, and there were none. There was a motion and second to approve the policy, and it was approved unanimously.

Council Chairs for the 2019-2020 year were presented as approved by the Faculty Senate Executive Committee. The slate put forth Duff Wrobbel for Graduate Council, Junvie Pailden for Rules and Procedures Council, Faith Liebl for Curriculum Council, and Marie Klopfenstein for Faculty Development Council. The slate was approved unanimously. The Welfare Council still needs to determine a Chair for the upcoming year, to be selected and confirmed at the September meeting.

**Unfinished Business:**
There was no unfinished business.

**New Business:**
The first reading of the Rules and Procedures Operating Papers was heard. The Graduate Council Operating Papers designates the Rules and Procedures Council to run the election of at-large Graduate Council members, and the proposed revisions brings the Rules and Procedures papers into agreement with the Graduate Council papers. Appendix 3 brings clarity to who are included in terms of clinical faculty. The floor was opened to questions, and there were none. A motion was made and seconded to suspend the rules to approve the changes without a second reading, and it was adopted unanimously. The changes to the Rules and Procedures Operating Papers were approved unanimously.

The UPBC is an appointed advisory committee to the Chancellor, but nominations are requested to be approved. Positions are for three years, and the Chair Designate is appointed in the second year of the Chair to shadow the current Chair for a year. The Chancellor expressed a desire for Dr. Ann Popkess from the School of Nursing to be the Chair Designate on July 1, 2019 and to become the Chair on July 1, 2020. Dr. Duane Douglas from the School of Dental Medicine would take on the remainder of her term with the opportunity to continue. Dr. Dan Seigrist was selected for a new three-year term to begin on July 1, 2019. The nominations were accepted, and there was a motion and second to approve the slate. The slate was approved unanimously.
Reports from Standing Committees:
The UPBC and IBHE reports were posted to SharePoint and are attached.

Reports from Council Chairs:
The Faculty Development Council made a minor change to the operating papers for the Teaching Excellence Award. A report was posted to SharePoint and is attached.

The Curriculum Council heard program reviews for Chemistry and Theater and Dance. Leadership for the next year was selected, and Graduation Appeals Committee members were determined. The General Education Committee voted to allow existing IS courses to be taught by a single instructor.

The Rules and Procedures Council completed the annual evaluation reports for the Chancellor and Provost. Election results for the Faculty Senate are coming in from units.

The Welfare Council started discussing specific changes to the Faculty Grievance Committee procedures and papers. A report was posted to SharePoint and is attached.

The Graduate Council reviewed several policies. Policy 1|11 has been rolled into 1|9, but nothing is functionally different. 1c10 for temporary graduate faculty status had grammatical changes. Graduation requirements in Policy 1f1 were updated for consistent terminology, but nothing functionally changed.

The Past President and President Elect had no report.

The President will make an annual report and post it to SharePoint. The UQC meeting scheduled for May 2 was cancelled.

Public Comment:
DeGroot thanked Nastasia for his work as President.

Adjournment:
The meeting adjourned at 3:11pm.

Submitted by Anne Hunter, University Governance
I. CALL TO ORDER

II. GUESTS
   a. Dr. Lakesha Butler, Black Faculty and Staff Association President

III. ANNOUNCEMENTS
   a. Faculty Senate Executive Committee meetings, Spring 2019, guest speakers:
      i. May 9 – Chancellor Randy Pembrook
   b. Board of Trustee meetings:
      i. May 16 – SIUC
      ii. July 18 – Springfield
   c. Evaluation Reports
      i. Chancellor’s Annual Evaluation Report
      ii. Provost’s Annual Evaluation Report

IV. CONSIDERATION OF MINUTES
   a. April 4, 2019

V. ACTION ITEMS
   a. Second Reading – Curriculum Council Operating Papers
   b. Approval of Council Chairs

VI. UNFINISHED BUSINESS

VII. NEW BUSINESS
   a. Amendment to Rules and Procedures Council Operating Papers
   b. UPBC nominations

VIII. REPORTS FROM STANDING COMMITTEES
   a. UPBC – Nancy Lutz
   b. IBHE Faculty Advisory Council – Susan Wiediger

IX. REPORTS FROM COUNCIL CHAIRS
   a. Faculty Development Council – Shadrack Msengi
   b. Curriculum Council – Laurie Rice
   c. Rules & Procedures Council – Wai Cheah
   d. Welfare Council – Dan Segrist
   e. Graduate Council – Ed Navarre
   f. Past-President – Marcus Agustin
   g. President-Elect – Jocelyn DeGroot
   h. President – Sorin Nastasia

X. PUBLIC COMMENT

XI. ADJOURNMENT

The next Faculty Senate meeting will be Thursday, September 5, 2019 at 2:30 p.m. in the Mississippi/Illinois Rooms, Morris University Center.
Thursday, April 11, 2019

Dr. Randy Pembrook  
Rendleman Hall 3316  
Southern Illinois University Edwardsville  
Edwardsville, IL 62026

Dear Chancellor Pembrook,

As described in the Faculty Senate Bylaws, the Rules and Procedures Council has completed the annual evaluation of the Chancellor.

According to the Rules and Procedures Council’s operating papers, we invite you to respond within ten working days either in writing or through discussion with the Chair of the Council; once we receive your response, the report will be finalized and resubmitted to you. Upon final approval, the report will be shared with the faculty senate.

The final report consists of the following:
1. Cover letter with summarized statement from the Rules and Procedures Council
2. Sample qualitative data organized by major themes
3. Quantitative Data
4. Chancellor’s Response
5. Raw data

Sections 1-4, once approved, will be shared with the Faculty Senate, and then the full report will be stored in the University Archives for permanent retention.

Please feel free to contact the Chair if you have any questions or concerns regarding this evaluation report.

Sincerely,

Wai Hsien Cheah  
Chair, Rules and Procedures Council  
wecheah@siue.edu

Junnie Patilde  
Evaluations Sub-Committee, Mathematics & Statistics  
jpatilde@siue.edu

Jonathan Pettibone  
Evaluations Sub-Committee, Psychology  
jpettib@siue.edu

Cristina De Meo  
Chemistry  
cdemeo@siue.edu

Andy Lozowski  
Electrical & Computer Engineering  
alozows@siue.edu

Vince Rapini  
School of Dental Medicine  
vrapini@siue.edu

Jared Sheley  
School of Pharmacy  
jashele@siue.edu
Section 1: Summarized Report from Rules and Procedures Council

To: Randy Pembroke, Chancellor
Re: Final Summary Report

Chancellor Pembroke:

The summarized report below is based on survey responses and open-ended comments. This report addresses data from four main areas including academic leadership, service leadership, communication, and decision making. It also includes several open-ended questions. The ranking system was a 1.0 – 5.0 scale with 1 being poor, 2 fair, 3 neutral, 4 good, and 5 excellent. Therefore, based on this year’s ranking system, the highest numerical data is associated with the highest rating.

Out of 516 voting faculty members, 112 responded to this survey, for a total response rate of approximately 22% (an increased of 7% from last year).

Your scores averaged 3.89 (Neutral to Good) overall, with a standard deviation of 1.27. Your highest scores were in fostering open dialogue and consensus building with external constituencies ($M = 4.20$) and with students, faculty, and staff on campus ($M = 4.03$), providing substantive community service and leadership ($M = 4.15$) and actions in strengthening relationships and partnership between the University and state, national and international organizations ($M = 4.11$), and strategic planning in serving the development and mission of the University ($M = 4.01$).

Your lowest scores highlight some areas for improvement. These include your leadership in managing the fiscal resources ($M = 3.73$) and the effective allocation of resources for promoting teaching, research, and service excellence ($M = 3.65$), and the fostering of a working climate conducive to the achievement of faculty goals ($M = 3.73$). These all cluster towards your decision making on issues of importance to faculty.

Overall, qualitative comments can be summarized in five major areas.

1) Concerns about faculty salary, faculty morale, and faculty retention

Overall, the faculty seem to be concerned that the compensation for faculty is not keeping up with that at comparable institutions and this is impacting faculty morale. Subsequently, the issues of low faculty salary and morale may result in SIUE’s inability to retain good faculty.

2) Concern regarding the Chancellor’s negotiation with Faculty Union

An issue directly related to faculty salary, faculty morale, and faculty retention is the pace (or inaction) taken by the Chancellor in his negotiation with the Faculty Union. The Chancellor’s lack of intent and
commitment to promote faculty interest and well-being appeared to be a concern raised by multiple faculty members.

3) Equitable allocation of fiscal resources from the SIU System

The faculty is hopeful that the Chancellor will continue to pursue and demand for an equitable allocation of fiscal resources for the university from the SIU system. Given our growth as a higher educational institution, the additional fiscal resources will be needed.

4) Balance academic growth with academic rigor

Although the need for increasing the student body is paramount at the time when state appropriation is dwindling, there is a need for SIUE to maintain academic rigor. The faculty would like the Chancellor to lead us in finding that balance.

5) Support for the Chancellor

Multiple faculty commended the Chancellor for his dedication and commitment in pursuing the betterment of the University in times of difficulty.

The Rules and Procedures Council wishes to be helpful and encouraging in this feedback and thanks you for your courtesies. Per Senate policy, you have ten working days to officially respond. Please do not hesitate to contact me directly if you require additional information, or have questions, I am eager to be of service.

Sincerely,

Rules & Procedures Council, Chairperson
Section 2: Sample qualitative data organized by major themes

Concerns about the faculty salary, faculty morale, and faculty retention

- Thank you, Chancellor Pembroke. We are proud to have you as our administrative leader. Please give the faculty some recognition by giving us a raise. We need it. Good people are leaving every year. This hurts our morale and breaks up collaborations. Keep us here. Increase our salaries.

- Faculty and staff morale as related to salary because of several years without compensation.

- Faculty morale and retention. A fair labor agreement with tenure-line faculty.

- The most pressing concern facing SIUE is recruiting and keeping high quality faculty. The Chancellor should support salary increases for tenured and tenure-track faculty.

- Retaining good faculty. Most of the faculty I know are either actively trying to leave or considering going on the job market soon if things don't improve. Within the matter of a decade and a half, SIUE has gone from a vibrant, hopeful place to a hopeless environment of constant fear and suspicion. This environment is fostered by the administration.

- Retention of employees is something that concerns me. The high turn over is problematic. This suggests to me fiscal imbalance that is worth investigating and correcting. Further, it appears that the lack of administrative support is something that is going unheard and is starting to affect morale. The narrative I am hearing is the lack of recovery or not enough substantial recovery from the budget shortfall of a few years ago that continues to haunt SIUE. This has created an atmosphere of inequality that is affecting morale.

Concern regarding the Chancellor's negotiation with faculty union

- Faculty salaries. It is consistently listed as the most pressing concern, and I don't see any movement here other than pushback against the bargaining committee to try to get us to the bare minimum of comparison with peer institutions.

- Faculty morale. It has been really disheartening to hear about how uncollegial the administration has been to the bargaining team. I teach over 200 students a year and my recent book has been reviewed in three different countries and yet I got a 1% raise? Not even a realistic COLA? What is a university without students and teachers? It's not a university. I provide the essential product of this university and I do not feel appreciated or sufficiently compensated for the value I provide. What steps are you taking to fix this?

- I would like to see the Chancellor bargain a fair faculty union contract. It feels like the administration is not bargaining in good faith. It takes months for admin to get back to faculty. Faculty also needs to start receiving annual COLAs, even if it's just 2%. We cannot retain people with our low salaries and lack of COLAS.

- It appears that the chancellor has not been effective with regard to faculty salaries. There seems to be moneys for new initiatives and hires but not for salaries. I think for the last several years the raises have been 1 or 2% or less, yet we waste time filling in faculty merit forms which close to no effect on raises.
Demoralizing. If using the union and negotiating an MOU is the excuse for not giving reasonable salary raises, that is detrimental to faculty welfare.

- Budget - Things are better but I think it is still a pressing concern. The faculty association is a concern for me - I think it is driving a divide between faculty as well as between faculty and administrators. I feel angry that this is even a discussion. As an unrepresented faculty member I see the damage it has done to our institution.

**Equitable allocation of fiscal resources from the SIU System**

- Clearly getting our equitable percentage of the state allocation is of high concern. We need people who will fight HARD for us in this.

- Finances are the biggest concern for SIUE. Being an IL university and not receiving a fair share from the SIU system is a big concern. It impacts our everyday operations and limits growth.

- Our percentage of the SIU system budget and our relationship with SIUC. We don't want Carbondale going down, but Edwardsville needs appropriate funding--navigating that is the most pressing concern for the Chancellor.

- Continuing to establish ourselves as an equal partner in the SIU system, in regards to both reputation and state appropriations.

- Budget and funding - need to achieve even share of state funds within SIU system as well as increase in private funding with state of Illinois funding likely to be an ongoing concern.

- Getting adequate representation and funding from the SIU system.

**Balance academic growth with academic rigor**

- Keeping up the academic and intellectual standards needed for SIUE while still addressing the key needs for 'sharing' and open dialog and diversity.

- Continuing to strengthen the quality of our academic programs while supporting faculty scholarly/creative activity, and providing students with high quality services outside of the classroom. A priority area should be keeping all of the above balanced, by making sure that everyone is receiving equitable attention. Faculty are stressed, overworked, and underpaid, and all of this has led to an erosion of once high morale. As we remain the core of the student experience, that is no doubt having an effect on the students' perceptions of the climate of SIUE, too. Growing programs/enrollment and implementing new programs given the state budget issues.

- Maintaining academic standards while also maintaining/growing enrollment.
• I'd like to see the Chancellor and Chancellor's Council continue to seek innovative ways to foster/support student/staff/faculty so they may continue to make SIUE an exceptional place to learn and work!

• Need to continue the academic growth of SIUE with respect to student enrollment, academic leadership and innovation, and community involvement through scholarship and service; need for SIUE to maintain its standing in the region, state and the metro St. Louis area as an emerging comprehensive university.

• Growing programs/enrollment and implementing new programs given the state budget issues.

Approval for the work of the Chancellor

• I like the chancellor and think he has a steady hand at leadership. I feel that he's been working very hard for the interest of the university including trying to get more External funding. I just wish she would exhibit more leadership in terms of getting equitable salaries for faculty.

• Under difficult circumstances I believe Dr. Pembrook is doing a good job.

• I think Chancellor Pembrook has been and continues to be a breath of fresh air for SIUE. He is visible and involved in all aspects of the university. He is always easy to talk to and is always asking questions as to what he can do to support our efforts. His Innovation grant opportunity is invaluable to creating a feeling that support is available for filling gaps in services to students.

• Dr. Pembrook has been an excellent communicator during both difficult times and times of great achievement at SIUE. He does a good job at including stakeholders in decisions and representing SIUE values and planning for future success of the university.

• Must continue the open communication with different university constituencies as well as maintaining the shared governance concept to continue to promote SIUE in all aspects. The Chancellor has definitely improved in the last two years in providing a vision of where the university is headed.

• Be assertive. Do not let the fear of conflict or a lack of harmony stop you from doing your job. Do not let a "shared-government" document that appeals to the lowest common denominator rob SIUE of its actual potential.
Section 3: Quantitative Data

1. General Performance:

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic leadership (allocating resources for faculty in a manner promoting excellence in teaching, research, and service).</td>
<td>1.00</td>
<td>5.00</td>
<td>3.65</td>
<td>1.44</td>
<td>2.08</td>
<td>106</td>
</tr>
<tr>
<td>2</td>
<td>Service leadership (fostering an institutional climate conducive to achievement of University goals and mission).</td>
<td>1.00</td>
<td>5.00</td>
<td>3.93</td>
<td>1.30</td>
<td>1.68</td>
<td>105</td>
</tr>
<tr>
<td>3</td>
<td>Communication (interacting on regular and open basis with the University community on all issues of interest).</td>
<td>1.00</td>
<td>5.00</td>
<td>3.99</td>
<td>1.30</td>
<td>1.68</td>
<td>109</td>
</tr>
<tr>
<td>4</td>
<td>Decision making (identifying, understanding, and addressing issues of significance to the University).</td>
<td>1.00</td>
<td>5.00</td>
<td>3.79</td>
<td>1.34</td>
<td>1.80</td>
<td>104</td>
</tr>
<tr>
<td>5</td>
<td>Keeps abreast of changes in education and the need for new programs in the University.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.97</td>
<td>1.26</td>
<td>1.59</td>
<td>90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Neutral</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic leadership (allocating resources for faculty in a manner promoting excellence in teaching, research, and service).</td>
<td>18</td>
<td>6</td>
<td>9</td>
<td>35</td>
<td>38</td>
<td>106</td>
</tr>
<tr>
<td>2</td>
<td>Service leadership (fostering an institutional climate conducive to achievement of University goals and mission).</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>32</td>
<td>47</td>
<td>105</td>
</tr>
<tr>
<td>3</td>
<td>Communication (interacting on regular and open basis with the University community on all issues of interest).</td>
<td>12</td>
<td>4</td>
<td>8</td>
<td>34</td>
<td>51</td>
<td>109</td>
</tr>
<tr>
<td>4</td>
<td>Decision making (identifying, understanding, and addressing issues of significance to the University).</td>
<td>12</td>
<td>9</td>
<td>8</td>
<td>35</td>
<td>40</td>
<td>104</td>
</tr>
<tr>
<td>5</td>
<td>Keeps abreast of changes in education and the need for new programs in the University.</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>26</td>
<td>41</td>
<td>90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively communicates prioritized goals for the University.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.95</td>
<td>1.19</td>
<td>1.42</td>
<td>106</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates a commitment to collegial governance.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.96</td>
<td>1.25</td>
<td>1.56</td>
<td>106</td>
</tr>
<tr>
<td>3</td>
<td>Inspires confidence in approach to decision-making.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.85</td>
<td>1.26</td>
<td>1.58</td>
<td>103</td>
</tr>
<tr>
<td>4</td>
<td>Fosters positive morale by establishing a working climate conducive to the achievement of faculty goals.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.70</td>
<td>1.44</td>
<td>2.08</td>
<td>109</td>
</tr>
<tr>
<td>5</td>
<td>Optimally manages fiscal resources.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.73</td>
<td>1.37</td>
<td>1.88</td>
<td>90</td>
</tr>
<tr>
<td>#</td>
<td>Question</td>
<td>Poor</td>
<td>Fair</td>
<td>Neutral</td>
<td>Good</td>
<td>Excellent</td>
<td>Total</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>---------</td>
<td>------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>Effectively communicates prioritized goals for the University.</td>
<td>8</td>
<td>6</td>
<td>12</td>
<td>37</td>
<td>43</td>
<td>106</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates a commitment to collegial governance.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>36</td>
<td>46</td>
<td>106</td>
</tr>
<tr>
<td>3</td>
<td>Inspires confidence in approach to decision-making.</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>34</td>
<td>40</td>
<td>103</td>
</tr>
<tr>
<td>4</td>
<td>Fosters positive morale by establishing a working climate conducive to the achievement of faculty goals.</td>
<td>15</td>
<td>12</td>
<td>9</td>
<td>28</td>
<td>45</td>
<td>109</td>
</tr>
<tr>
<td>5</td>
<td>Optimally manages fiscal resources.</td>
<td>12</td>
<td>7</td>
<td>7</td>
<td>31</td>
<td>33</td>
<td>90</td>
</tr>
</tbody>
</table>

2. Specific Performance Issues:

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively promotes minority participation in the University community.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.93</td>
<td>1.26</td>
<td>1.59</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>Provides substantive community service and leadership.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.15</td>
<td>1.20</td>
<td>1.44</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>Shows an understanding of the mission and academic goals of departments.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.80</td>
<td>1.30</td>
<td>1.69</td>
<td>94</td>
</tr>
<tr>
<td>4</td>
<td>Willing to make and follow through on commitments in order to provide sufficient support to departments.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.77</td>
<td>1.36</td>
<td>1.86</td>
<td>82</td>
</tr>
<tr>
<td>5</td>
<td>The strategic planning in serving the development and mission of the University.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.01</td>
<td>1.16</td>
<td>1.34</td>
<td>92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Neutral</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively promotes minority participation in the University community.</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>32</td>
<td>33</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>Provides substantive community service and leadership.</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>26</td>
<td>44</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>Shows an understanding of the mission and academic goals of departments.</td>
<td>10</td>
<td>6</td>
<td>13</td>
<td>29</td>
<td>36</td>
<td>94</td>
</tr>
<tr>
<td>4</td>
<td>Willing to make and follow through on commitments in order to provide sufficient support to departments.</td>
<td>10</td>
<td>6</td>
<td>10</td>
<td>23</td>
<td>33</td>
<td>82</td>
</tr>
<tr>
<td>5</td>
<td>The strategic planning in serving the development and mission of the University.</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td>32</td>
<td>39</td>
<td>92</td>
</tr>
<tr>
<td>#</td>
<td>Field</td>
<td>Minimum</td>
<td>Maximum</td>
<td>Mean</td>
<td>Std Deviation</td>
<td>Variance</td>
<td>Count</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>--------</td>
<td>---------------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>The vision, integrity, and the leadership skills in engaging the campus community in maintaining the highest standards of quality and academic excellence.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.97</td>
<td>1.26</td>
<td>1.58</td>
<td>94</td>
</tr>
<tr>
<td>2</td>
<td>Judgment in selecting effective administrators in advancing the goals of the University.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.78</td>
<td>1.24</td>
<td>1.54</td>
<td>86</td>
</tr>
<tr>
<td>3</td>
<td>Actions in fostering open dialogue and consensus building with students, faculty, and staff on campus.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.03</td>
<td>1.22</td>
<td>1.48</td>
<td>102</td>
</tr>
<tr>
<td>4</td>
<td>Actions in fostering open dialogue and consensus building with external constituencies such as alumni, state and federal officials and agencies, the media, and community leaders.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.20</td>
<td>1.01</td>
<td>1.02</td>
<td>84</td>
</tr>
<tr>
<td>5</td>
<td>Actions in strengthening relationships and partnership between the University and state, national and international organizations, both public and private.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.11</td>
<td>1.10</td>
<td>1.22</td>
<td>73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Neutral</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The vision, integrity, and the leadership skills in engaging the campus community in maintaining the highest standards of quality and academic excellence.</td>
<td>9</td>
<td>5</td>
<td>7</td>
<td>32</td>
<td>41</td>
<td>94</td>
</tr>
<tr>
<td>2</td>
<td>Judgment in selecting effective administrators in advancing the goals of the University.</td>
<td>7</td>
<td>8</td>
<td>12</td>
<td>29</td>
<td>30</td>
<td>86</td>
</tr>
<tr>
<td>3</td>
<td>Actions in fostering open dialogue and consensus building with students, faculty, and staff on campus.</td>
<td>9</td>
<td>3</td>
<td>11</td>
<td>32</td>
<td>47</td>
<td>102</td>
</tr>
<tr>
<td>4</td>
<td>Actions in fostering open dialogue and consensus building with external constituencies such as alumni, state and federal officials and agencies, the media, and community leaders.</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>33</td>
<td>39</td>
<td>84</td>
</tr>
<tr>
<td>5</td>
<td>Actions in strengthening relationships and partnership between the University and state, national and international organizations, both public and private.</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td>26</td>
<td>33</td>
<td>73</td>
</tr>
</tbody>
</table>

3. Additional Job Specific Performance Issues:

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability in successfully raising funds from both public and private sources.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.67</td>
<td>1.22</td>
<td>1.48</td>
<td>51</td>
</tr>
<tr>
<td>2</td>
<td>Competence in contemporary administrative and organizational concepts and practices.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.79</td>
<td>1.33</td>
<td>1.77</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>Competence in educational planning and evaluation procedures.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.87</td>
<td>1.33</td>
<td>1.76</td>
<td>63</td>
</tr>
<tr>
<td>4</td>
<td>Competence in promoting the utilization of new technologies to deliver educational services.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.77</td>
<td>1.32</td>
<td>1.75</td>
<td>61</td>
</tr>
<tr>
<td>#</td>
<td>Question</td>
<td>Poor</td>
<td>Fair</td>
<td>Neutral</td>
<td>Good</td>
<td>Excellent</td>
<td>Total</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>---------</td>
<td>------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>Ability in successfully raising funds from both public and private sources.</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>19</td>
<td>14</td>
<td>51</td>
</tr>
<tr>
<td>2</td>
<td>Competence in contemporary administrative and organizational concepts and practices.</td>
<td>8</td>
<td>3</td>
<td>10</td>
<td>19</td>
<td>26</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>Competence in educational planning and evaluation procedures.</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>19</td>
<td>27</td>
<td>63</td>
</tr>
<tr>
<td>4</td>
<td>Competence in promoting the utilization of new technologies to deliver educational services.</td>
<td>7</td>
<td>4</td>
<td>8</td>
<td>19</td>
<td>23</td>
<td>61</td>
</tr>
</tbody>
</table>

**Section 4: Chancellor’s Response**

I am pleased that many of those responding appreciate the open dialogue that is occurring on campus in many venues including the Q&A sessions, the Chancellor lunches, and the Friday Inclusive Conversations. If there are suggestions about how to improve those interactions, please let me know. We have tried to distribute the sites, days, and times of the Q&A interactions but could point to specific days/times/places if you think it would facilitate a higher level of participation. I appreciated the specific suggestion about visiting departments and will discuss that with the Provost to see how best to accomplish those conversations. As you probably know, most of the deans invite me to general faculty meetings at the beginning of each year/semester. It may be that smaller group discussions could provide more in-depth dialogue.

I was also pleased that many responding recognized the increased level of community service and community partnerships being accomplished by faculty, staff, students and administrators. As a public university I believe this is an important function for SIUE and helps us build support in our communities for the activities of the university. The fact that our annual financial giving has basically doubled this year seems to underscore that our mission is appreciated.

Finally, I am glad that respondents feel that strategic planning is on the right track. That is always a tricky balance in involving large numbers of constituents in a new activity while simultaneously maintaining the normal business of the university. I look forward to sharing the work of the strategic planning committees with the university community this Summer and Fall.

I understand and appreciate the concerns about salaries and resources. There are several processes going on in 2019 that I hope will allow us to address concerns. These include new funding from the State (i.e., possible 5% increase in support for Higher Education in Illinois), a review of the SIU System allocation to the campuses (hopefully resulting in a new approach this summer and/or fall), and the negotiations with the Faculty Association. I have confidence that the financial picture will look better in a few months.

We may want to discuss further the comments about student academic rigor and enrollment growth. I am interpreting that comment to reflect a concern that enrollment growth or stability may be coming at a cost of student quality. Our ACT scores for new students have remained some of the highest in our history the last few years so I may be misinterpreting. Please let me know if you have additional thoughts on that issue so that I can address them in conjunction with Provost Cobb.
Finally, there were references regarding vision/identity. I believe that SIUE has clearly defined its role during its 60+ year history. We are an excellent teaching institution that reflects the teacher/scholar model better than any institution where I have worked. Student scores on licensing exams, their success in the work place, their high employment rates, their URCA activities, and their success in continuing their education in graduate programs exhibit the quality of education they are receiving here at SIUE. The increasing level of scholarship, grants, and research/creative activities indicates the continuing emerging strength of our faculty in this area. I think the new Doctoral/Professional designation for SIUE from Carnegie affirms all of this.

So, thank you to the faculty for all the great work that is going on here at SIUE. I would be very happy to attend a session with Faculty Senate or the Executive Committee if you wish to discuss this further. Let me know.

Thank you again for your work on the annual evaluation.

Randy
Thursday, April 11, 2019

Dr. Denise Cobb  
Rendleman Hall 3102  
Southern Illinois University Edwardsville  
Edwardsville, IL 62026

Dear Provost Cobb,

As described in the Faculty Senate Bylaws, the Rules and Procedures Council has completed the annual evaluation of the Provost.

According to the Rules and Procedures Council’s operating papers, we invite you to respond within ten working days either in writing or through discussion with the Chair of the Council; once we receive your response, the report will be finalized and resubmitted to you. Upon final approval, the report will be shared with the faculty senate.

The final report consists of the following:
1. Cover letter with summarized statement from the Rules and Procedures Council
2. Sample qualitative data organized by major themes
3. Quantitative Data
4. Provost’s Response
5. Raw data

Sections 1-4, once approved, will be shared with the Faculty Senate, and then the full report will be stored in the University Archives for permanent retention.

Please feel free to contact the Chair if you have any questions or concerns regarding this evaluation report.

Sincerely,

Wai Hsien Cheah  
Chair, Rules and Procedures Council  
wcheah@siue.edu

Junvie Paulden  
Evaluations Sub-Committee, Mathematics & Statistics  
jpaulde@siue.edu

Jonathan Petribe  
Evaluations Sub-Committee, Psychology  
jpbrive@siue.edu

Cristina De Meo  
Chemistry  
cdemoeo@siue.edu

Andy Lomowski  
Electrical & Computer Engineering  
alozows@siue.edu

Vince Rapini  
School of Dental Medicine  
vrapini@siue.edu

Jared Sheley  
School of Pharmacy  
jasheley@siue.edu
Section 1: Summarized Report from Rules and Procedures Council

To: Denise Cobb, Provost
Re: Final Summary Report

Provost Cobb:

The summarized report below is based on survey responses and open-ended comments. This report addresses data from four main areas including academic leadership, service leadership, communication, and decision making. It also includes two open-ended questions. The ranking system was a 1.0 – 5.0 scale with 1 being poor, 2 fair, 3 neutral, 4 good, and 5 excellent. Therefore, based on this year’s ranking system, the highest numerical data is associated with the highest rating.

One hundred and eight faculty responded to this year’s survey. Your scores averaged 3.89 (Neutral to Good) overall, with a standard deviation of 0.16. The small amount of variance in these scores suggests that the majority of question means are of a similar value. Your highest scores were in effectively promoting minority participation in the University community ($M = 4.22$), keeping the faculty abreast of changes in education and need for new programs ($M = 4.13$), your commitment to collegiate governance ($M = 4.12$), and in service leadership (Fostering an institutional climate conducive to achievement of University goals and mission) ($M = 4.12$).

Your lowest scores highlight some areas for improvement. These include confidence in your decision making ($M = 3.63$), decision making in general (identifying, understanding, and addressing issues of significance to the university) ($M = 3.70$), and willing to make and follow through on commitments in order to provide sufficient support to departments ($M = 3.73$). These all cluster towards your decision making on issues of importance to faculty.

Overall, qualitative comments can be summarized in five major areas:

1) Concerns about the budget, faculty compensation, and contract negotiation with the faculty union

Overall, faculty seem to be concerned that compensation for faculty is not keeping up with that at comparable institutions and that this is significantly impacting moral. Further, multiple people mentioned dissatisfaction with both the pace and intent of negotiations with the faculty union. As budget issues subside, faculty are expecting compensation to rise in reflection of the burdens we have shared to support the University during troubled times.

2) Rewarding successful departments and overall quality of programs

Many suggested that successful departments, many of which have taken on new programs or initiatives on behalf of the Provost, have not been sufficiently supported with increased resources.

3) Decision making and timeliness of decisions

A recurring theme across many comments related to the speed of decisions and what is perceived as a general lack of organization of both the Provost and her office in general. While a subset of these pertain
to negotiations with the faculty union, they are overall much broader, and imply a general systematic issue in getting things done in a timely and consistent manner.

4) Concerns about poor communication, lack of transparency, and no vision to improve faculty research initiatives

The lack of transparency and poor communication from the Provost and her office appeared to be an issue of concern. Some faculty members had also highlighted that the Provost has no vision to further improve faculty scholarships and research initiatives for the University.

5) Support for the Provost

Multiple faculty members commended the Provost for her dedication, commitment, and lack of ego in pursuing the betterment of the University.

The Rules and Procedures Council wishes to be helpful and encouraging in this feedback and thanks you for your courtesies. Per Senate policy, you have ten working days to officially respond. Please do not hesitate to contact me directly if you require additional information, or have questions, I am eager to be of service.

Sincerely,

Rules & Procedures Council, Chairperson
Section 2: Sample qualitative data organized by major themes

Concerns about the budget, faculty compensation, and contract negotiation with the faculty union

- Keeping student costs low while simultaneously providing enough faculty and staff support to attract and retain high caliber personnel and students is the biggest challenge, as I see it.

- Faculty are tired and overworked, and not only are we compensated poorly because of the years of no raises, but I don't think the Provost is in touch with our needs any more. We are constantly being asked to implement new programs (e.g., IS), or support new initiatives, but are given no compensation for this. Departments are asked to add new classes to support these programs, but no funding is coming along with these courses to the Colleges/Schools. Because of this, faculty are picking up overloads and we're increasing class sizes for our major classes. We need more faculty, plain and simple.

- Advocate for significant improvement of salaries (so that we don't lose faculty).

- Salaries. Faculty salaries are among the lowest relative to peer institutions, and frankly, it's embarrassing. Something needs to be done about this, and sooner rather than later. We are losing high quality, well-accomplished faculty simply because we are too cheap to pay people what they are worth

- I would like to see a clearer embrace of the faculty association and speed up bargaining.

- Faculty salary equity. Faculty are not paid a fair wage compared to nearby institutions. It is not a competitive salary to keep faculty around, particularly diverse faculty that the school needs. The provost can make sure that salary equity among faculty and with comparable institutions is addressed.

- If we want to be culturally competent, we have to address campus inequality in compensation practices. This, to me, is a significant oversight that shows up in the relationship between the SIUE administration and Faculty Union. This is key to enhancing employee morale. The index of employee turn over is also concerning and the aforementioned points are interrelated.

Rewarding successful departments and the quality of programs

- Support departments with enrollment growth.

- Quality of programs. Continuous improvement. If programs are not doing quality control (or don't know how or the benefit of it) and the administration is not doing quality assurance, then the quality of programs will go down

- Strengthen existing high-interest programs (by getting more faculty allocated to them). Maintaining quality within budget constraints.

- Must do a MUCH better job in restructuring academic units into those that are producers of majors and those that serve as a source of gen eds.

General processes related to decision making and timeliness of decisions

- Provost is functioning in an unorganized manner. She tends to overwhelm herself and people that closely work with her with unimportant tasks resulting to no time left to deal with pressing issues. That way she will have very hard time finding good people to work with her.
• decision making skills of the Provost needs to improve since she tends to drag on when making the tough decisions

• First, respond to FA bargaining team's requests especially related to salaries in a timely manner.

• I think Denise is overworked. She needs help with helping her vision become reality.

• The Provost needs to fill positions in her office, and then delegate work. She seems reluctant to delegate, and the result is that the office is a bit of a 'black hole' when it comes to getting action on important matters.

**Concerns about poor communication, lack of transparency, and no vision to improve faculty scholarship**

• Faster decision making. More transparency. Better communication.

• Lack of transparency is the biggest challenge. I found it hard to answer a lot of these questions because I am unaware of the work the Provost is doing.

• In a meeting, when given 30 minutes to speak, the Provost takes an hour. When emailing and awaiting a reply in 1-2 days, it can take a week or more. Some place in the middle of these two extremes would be better.

• ...her slowness to respond to important questions and issues in front of her does hamper the ability of faculty and staff to do the work they need to do. It affects morale, creates work and stress for others, and can decrease the quality of the work that we do.

• I never hear any statements about the vision of SIUE with regards to research from the provost. About 5 years ago, there was clear leadership from the provost that research was highly valued, and that even more highly valued was providing research experiences for undergrad students. This was a huge benefit for students, and promoted a culture of research which translated to excellence in teaching. This narrative is gone.

• The change in the Carnegie category hurts researches chances for grants!! We need leadership!

• Low student quality, less emphasis/support for research, slowly turning into a large community college.

**Approval for the work of the Provost:**

• The Provost is amazing in her dedication, innovation and communication.

• I think Denise is doing a great job of trying to keep SIUE relevant in the age of a shrinking demographic pool

• Not sure, but I trust Dr. Cobb to identify and address pressing challenges and concerns.

• I think Denise is doing a great job of trying to keep SIUE relevant in the age of a shrinking demographic pool. Denise is thoughtful and honestly seems like the only administrator who cares about SIUE because she wants to make SIUE successful versus wants power and ego.
• I appreciate the hard work of our Chancellor. I especially appreciate how positive she is, driving change from a place of commitment to the Institution all while looking forward to what is best for our students. Her personality is a great fit for this position and I'm thankful for having her here.

• Keep up the good work and I am so glad that you have had experience as a teacher to understand what we are experiencing on a daily basis with teaching and students.

• I appreciate how the Provost has maintained a sense of stability at SIUE in recent years, during a period of extreme turmoil in the state budget and within the SIU system. But as we leave the era of austerity, if not system turmoil, it will be important for the Provost to move aggressively to expand our mission and support faculty.

• I really appreciate the way the Provost thinks carefully and creatively about problems, and really pays attention to and focuses on important problems and issues faced by the University. She doesn't rubber stamp things, and she listens, and knows what is important.

Section 3: Quantitative Data

1. General Performance:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Neutral</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic leadership (allocating resources for faculty in a manner promoting excellence in teaching, research, and service)</td>
<td>10.10%</td>
<td>10.10%</td>
<td>7.07%</td>
<td>33.33%</td>
<td>39.39%</td>
<td>99</td>
</tr>
<tr>
<td>2</td>
<td>Service leadership (fostering an institutional climate conducive to achievement of University goals and mission)</td>
<td>6.06%</td>
<td>6.05%</td>
<td>8.08%</td>
<td>32.32%</td>
<td>48.48%</td>
<td>99</td>
</tr>
<tr>
<td>3</td>
<td>Communication (interacting on regular and open basis with the University community on all issues of interest)</td>
<td>8.91%</td>
<td>13.86%</td>
<td>12.87%</td>
<td>23.76%</td>
<td>40.59%</td>
<td>101</td>
</tr>
<tr>
<td>4</td>
<td>Decision making (identifying, understanding, and addressing issues of significance to the University)</td>
<td>10.00%</td>
<td>10.00%</td>
<td>14.00%</td>
<td>32.00%</td>
<td>34.00%</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Keeps abreast of changes in education and the need for new programs in the University</td>
<td>8.51%</td>
<td>3.19%</td>
<td>8.51%</td>
<td>26.60%</td>
<td>53.19%</td>
<td>94</td>
</tr>
<tr>
<td>#</td>
<td>Field</td>
<td>Minimum</td>
<td>Maximum</td>
<td>Mean</td>
<td>Std Deviation</td>
<td>Variance</td>
<td>Count</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>------</td>
<td>---------------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>Academic leadership (allocating resources for faculty in a manner promoting excellence in teaching, research, and service).</td>
<td>1.00</td>
<td>5.00</td>
<td>3.82</td>
<td>1.32</td>
<td>1.74</td>
<td>99</td>
</tr>
<tr>
<td>2</td>
<td>Service leadership (fostering an institutional climate conducive to achievement of University goals and mission).</td>
<td>1.00</td>
<td>5.00</td>
<td>4.12</td>
<td>1.14</td>
<td>1.30</td>
<td>99</td>
</tr>
<tr>
<td>3</td>
<td>Communication (interacting on regular and open basis with the University community on all issues of interest).</td>
<td>1.00</td>
<td>5.00</td>
<td>3.73</td>
<td>1.35</td>
<td>1.82</td>
<td>101</td>
</tr>
<tr>
<td>4</td>
<td>Decision making (identifying, understanding, and addressing issues of significance to the University).</td>
<td>1.00</td>
<td>5.00</td>
<td>3.70</td>
<td>1.30</td>
<td>1.69</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Keeps abreast of changes in education and the need for new programs in the University.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.13</td>
<td>1.22</td>
<td>1.49</td>
<td>94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Neutral</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively communicates prioritized goals for the University.</td>
<td>11</td>
<td>4</td>
<td>16</td>
<td>32</td>
<td>39</td>
<td>102</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates a commitment to collegial governance.</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>28</td>
<td>53</td>
<td>102</td>
</tr>
<tr>
<td>3</td>
<td>Inspires confidence in approach to decision-making.</td>
<td>13</td>
<td>9</td>
<td>16</td>
<td>27</td>
<td>36</td>
<td>101</td>
</tr>
<tr>
<td>4</td>
<td>Fosters positive morale by establishing a working climate conducive to the achievement of faculty goals.</td>
<td>12</td>
<td>8</td>
<td>15</td>
<td>27</td>
<td>41</td>
<td>103</td>
</tr>
<tr>
<td>5</td>
<td>Optimally manages fiscal resources.</td>
<td>6</td>
<td>5</td>
<td>13</td>
<td>26</td>
<td>25</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively communicates prioritized goals for the University.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.82</td>
<td>1.28</td>
<td>1.64</td>
<td>102</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates a commitment to collegial governance.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.12</td>
<td>1.20</td>
<td>1.44</td>
<td>102</td>
</tr>
<tr>
<td>3</td>
<td>Inspires confidence in approach to decision-making.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.63</td>
<td>1.38</td>
<td>1.90</td>
<td>101</td>
</tr>
<tr>
<td>4</td>
<td>Fosters positive morale by establishing a working climate conducive to the achievement of faculty goals.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.75</td>
<td>1.36</td>
<td>1.84</td>
<td>103</td>
</tr>
<tr>
<td>5</td>
<td>Optimally manages fiscal resources.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.79</td>
<td>1.20</td>
<td>1.45</td>
<td>75</td>
</tr>
</tbody>
</table>

2. Specific Performance Issues:

7
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Neutral</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively promotes minority participation in the University community.</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>19</td>
<td>47</td>
<td>82</td>
</tr>
<tr>
<td>2</td>
<td>Provides substantive community service and leadership.</td>
<td>5</td>
<td>3</td>
<td>16</td>
<td>15</td>
<td>37</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>Shows an understanding of the mission and academic goals of departments.</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>23</td>
<td>54</td>
<td>102</td>
</tr>
<tr>
<td>4</td>
<td>Willing to make and follow through on commitments in order to provide sufficient support to departments.</td>
<td>14</td>
<td>7</td>
<td>13</td>
<td>18</td>
<td>43</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>The leadership in all areas of the University (administrative, fiscal, academic, and development) in advancing SIUE toward national recognition.</td>
<td>11</td>
<td>4</td>
<td>9</td>
<td>32</td>
<td>38</td>
<td>94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively promotes minority participation in the University community.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.22</td>
<td>1.14</td>
<td>1.29</td>
<td>82</td>
</tr>
<tr>
<td>2</td>
<td>Provides substantive community service and leadership.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.00</td>
<td>1.20</td>
<td>1.45</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>Shows an understanding of the mission and academic goals of departments.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.04</td>
<td>1.31</td>
<td>1.70</td>
<td>102</td>
</tr>
<tr>
<td>4</td>
<td>Willing to make and follow through on commitments in order to provide sufficient support to departments.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.73</td>
<td>1.46</td>
<td>2.14</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>The leadership in all areas of the University (administrative, fiscal, academic, and development) in advancing SIUE toward national recognition.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.87</td>
<td>1.31</td>
<td>1.71</td>
<td>94</td>
</tr>
<tr>
<td>#</td>
<td>Question</td>
<td>Poor</td>
<td>Fair</td>
<td>Neutral</td>
<td>Good</td>
<td>Excellent</td>
<td>Total</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>---------</td>
<td>------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>The leadership in the administration of personnel matters.</td>
<td>7</td>
<td>2</td>
<td>13</td>
<td>20</td>
<td>31</td>
<td>73</td>
</tr>
<tr>
<td>2</td>
<td>The leadership in the development of high quality academic programs that contribute to an excellent educational experience.</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>28</td>
<td>46</td>
<td>101</td>
</tr>
<tr>
<td>3</td>
<td>Effectiveness in supporting the faculty's ability to secure grants and contracts.</td>
<td>9</td>
<td>4</td>
<td>14</td>
<td>18</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Commitment to academic excellence, including quality teaching, research, and service.</td>
<td>10</td>
<td>7</td>
<td>9</td>
<td>24</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Competence in shared university governance.</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>34</td>
<td>43</td>
<td>98</td>
</tr>
<tr>
<td>6</td>
<td>Interpersonal and communication skills.</td>
<td>10</td>
<td>5</td>
<td>11</td>
<td>24</td>
<td>49</td>
<td>99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The leadership in the administration of personnel matters.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.90</td>
<td>1.25</td>
<td>1.57</td>
<td>73</td>
</tr>
<tr>
<td>2</td>
<td>The leadership in the development of high quality academic programs that contribute to an excellent educational experience.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.94</td>
<td>1.28</td>
<td>1.64</td>
<td>101</td>
</tr>
<tr>
<td>3</td>
<td>Effectiveness in supporting the faculty's ability to secure grants and contracts.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.75</td>
<td>1.35</td>
<td>1.82</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Commitment to academic excellence, including quality teaching, research, and service.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.97</td>
<td>1.33</td>
<td>1.77</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Competence in shared university governance.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.03</td>
<td>1.16</td>
<td>1.36</td>
<td>98</td>
</tr>
<tr>
<td>6</td>
<td>Interpersonal and communication skills.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.98</td>
<td>1.31</td>
<td>1.72</td>
<td>99</td>
</tr>
</tbody>
</table>

3. Supervision and Support of Units and Directors
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Neutral</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Competence in supervising and coordinating the responsibilities of the Deans of College of Arts and Sciences and the schools of Business, Dental Medicine, Education, Health and Human Behavior, Engineering, Nursing, Pharmacy, Graduate Studies &amp; Research, and Library &amp; Information Services.</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>23</td>
<td>21</td>
<td>63</td>
</tr>
<tr>
<td>2</td>
<td>Competence in supervising and coordinating the Associate and Assistant Provosts, and Assistant Vice Chancellor for Enrollment Management.</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>14</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Competence in supervising and coordinating the Directors of Institutional Research, Educational Outreach, and International Affairs.</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>15</td>
<td>17</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>Supports the functions of the Schools of Dental Medicine and Pharmacy.</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>16</td>
<td>41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Competence in supervising and coordinating the responsibilities of the Deans of College of Arts and Sciences and the schools of Business, Dental Medicine, Education, Health and Human Behavior, Engineering, Nursing, Pharmacy, Graduate Studies &amp; Research, and Library &amp; Information Services.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.73</td>
<td>1.31</td>
<td>1.72</td>
<td>63</td>
</tr>
<tr>
<td>2</td>
<td>Competence in supervising and coordinating the Associate and Assistant Provosts, and Assistant Vice Chancellor for Enrollment Management.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.80</td>
<td>1.28</td>
<td>1.63</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Competence in supervising and coordinating the Directors of Institutional Research, Educational Outreach, and International Affairs.</td>
<td>1.00</td>
<td>5.00</td>
<td>4.00</td>
<td>1.17</td>
<td>1.37</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>Supports the functions of the Schools of Dental Medicine and Pharmacy.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.78</td>
<td>1.30</td>
<td>1.68</td>
<td>41</td>
</tr>
</tbody>
</table>
Section 4: Provost’s Response

April 24, 2019

Dear Faculty Senators and Colleagues:

As always, I appreciate the time and energy that the committee invested in collecting and analyzing the feedback for this annual evaluation. I am also grateful for the opportunity to respond to the feedback provided for the academic year. I sincerely appreciate the constructive suggestions offered by those faculty members who responded to the survey. The annual reviews provide an opportunity to reflect and make changes to improve.

I recognize the important leadership role that resides in the position of Provost. I sincerely appreciate the positive feedback regarding my leadership. Like many academics in our community, I tend to focus more on the critical feedback that suggests opportunities to work more effectively in this role and in support of our faculty. I take seriously the concerns that are communicated in the evaluation, and I am committed to addressing the challenges. I will concentrate my response on the following central issues: addressing faculty salaries, morale and support and supporting successful academic programs; improving communication, decision-making, effectiveness and efficiency; and addressing concerns about support for research and creative activities.

For multiple years, I have acknowledged that our faculty members have remained “committed university-citizens and excellent teacher-scholars, in spite of the challenges.” I am optimistic that the State budget challenges have dissipated. The challenges of ambiguity, cash flow and cuts have abated. Nevertheless, the state budget situation led to an austerity crisis on our campus that we need to move out of and address effectively. I would be remiss if I didn’t address faculty concerns over salary first. I continue to believe that we have distinct problems that we need to address with faculty salaries. The lack of annual raises during the state budget crisis meant that faculty salaries lost ground. Understandably, this has adversely affected morale. As such, I understand that addressing salary, issues of equity, and other faculty salary issues are important to improving morale and sustaining our excellent faculty. We cannot achieve our mission nor can we ensure excellent educational experiences for our students without supporting our dedicated and outstanding faculty. I remain hopeful that we will improve faculty salaries.

The challenges brought on by lagging salaries are exacerbated by other cut-backs, and I will continue to work to address these issues in order to improve morale and support quality programming. The lack of annual raises occurred alongside budget cuts to departments that, in some cases, left decreased administrative support and other changes to the faculty experience. For some faculty members, they experienced increased demands on their time with larger course sizes, decreased graduate assistant support, and related issues. We have begun to address these issues. For example, with permission from the Chancellor, we added over 20 graduate assistants last year, and we will be able to fund those again next year. Last year, I
acknowledged that we still need to hire in some areas. Even as we continue to hire for open faculty positions, there remain departments that grew during the crisis that did not yet receive a sufficient number of new faculty lines to support their development. I continue to convey those needs to UPBC, and I have worked with the Chancellor and Deans to develop a mechanism to invest in new faculty lines in some instances. We have developed one agreement within this framework, and I am working on an additional agreement for another academic unit. These efforts are not enough, but I hope they are indicative of my awareness and commitment to addressing these issues. I am committed to advocating for faculty and working together to address the salary issues mentioned previously and to making strategic investments to hire necessary faculty. I also understand that we will need to invest in staff support, and I recognize and respect that the mechanism for addressing salary and work conditions has changed for some faculty, and I am committed to working together to address our mutual priorities.

I am committed to improving my responsiveness and effectiveness and the support of the Office of the Provost. I have worked diligently to improve my outreach and communication this past year, but there is more to do. I have also worked to stabilize the Office, but I also acknowledge that I have fallen short in meeting faculty expectations for efficient and effective operations. The Office of the Provost is intended to support the academic units and academic support units. I believe that our ability to meet expectations will be improved by being more fully staffed. I have asked a great deal of the Office and senior staff, and the lack of full staffing has come at a cost to them and our operations. I am hopeful that the search for the Associate Provost will be positively resolved in the near future. The additional help will allow me to focus more on my core responsibilities and be more responsive. It will also allow others in the Office to refocus on their primary responsibilities, and we will be more responsive and efficient. I am proud of the work of my team, and I will strive to create better conditions for each member of the Office and senior staff to achieve their individual and Office goals. My goal is to provide effective support and facilitation so that our academic units and support departments can advance our mission.

While I have invested a great deal of energy in supporting enrollment, new programs, community engagement, diversity/equity/inclusion and retention efforts, I look forward to embarking on the next phase of academic planning. I continue to believe that a vision must be shared if it is to truly guide our actions. With the arrival of a new Associate Provost and alongside our University Strategic Plan and our Diversity and Inclusion Strategic Plan, we have the opportunity to embark on developing an Academic Master Plan. There is a great deal of previous planning and collaborative work to draw on as we plan for our future. Growing enrollment by pursuing post-traditional students and new partnerships will remain a central concern. This requires incentives and investments. I will continue to work with faculty and staff to address retention and student success. We have achieved record retention rates and shown improvement for students from historically under-represented groups. I am committed to continuing this work of improving student learning and success while preserving rigor and excellence. The comments make clear that we cannot lose sight of our Teacher-Scholar model. I will work to ensure that faculty contributions as scholars are acknowledged, valued, and
supported. I look forward to working with Graduate Council, faculty groups and others to improve. Additionally, we have several new and exciting possibilities emerging to support faculty scholarship. These range from our involvement with the Illinois Innovation Network and the burgeoning connections between our Research Centers and our faculty researchers. There are significant opportunities, and there is tremendous potential. We have also seen significant progress in advancing our community engagement mission. I am enormously proud of the faculty work that has made accomplishments in all of these areas possible. I look forward to having open forums and new conversations related to supporting our research and scholarly activities goals and determining whether we intend to stay in our new Carnegie classification as a Doctoral – Professional institution or whether we will move to R2 status. Regardless of category, we have talented Teacher-Scholars who deserve holistic support for the full scope of their activities. I am excited about the potential for the new Center for Faculty Development and Innovation to support faculty members’ professional development. As we refine and enact our goals for the future, I look forward to working with faculty to achieve our collective vision.

Once again, I am truly grateful for this opportunity to serve the University. I appreciate this occasion to reflect on the year and to address my colleagues’ concerns. I look forward to working together to advance our academic mission.

Sincerely,

P. Denise Cobb
Provost and Vice Chancellor for Academic Affairs
Faculty Senate

Curriculum Council Operating Papers

I. Membership

The membership of the Curriculum Council will be determined in accord with the Constitution and Bylaws of the Faculty Senate (Bylaws VI, Section C.).

A. The Curriculum Council shall have representation distributed as follows:

1. Faculty Representation: The Executive Committee shall appoint to the Council a minimum of nine to twelve faculty (as defined by the Faculty Senate) representatives from among those elected by academic units. Terms of office shall be for one year, with annual reappointment by the Executive Committee.

2. Student Representation: Two students shall be appointed to the Council by the Student Senate for annual terms. Students must qualify for membership in the Student Senate. These representatives shall be voting members of the Council.

3. The following shall be ex-officio, voting members of the Council: the Vice Chancellor for Enrollment Management, the University Registrar, the Director of Educational Outreach, the Director of Academic Advising, the Director of Learning Support Services, the Director of Assessment, the Director of General Education or their designees, and the Chair of the General Education Committee. The following shall be ex-officio, non-voting member of the Council: Director of the Honors Program.

II. Officers

A. The Chairperson of the Curriculum Council for the coming year shall be appointed by the Faculty Senate Past-President, President, and President-Elect in accord with Faculty Senate Bylaws V, Section B. This appointment shall be submitted to the Faculty Senate for approval at the May meeting.

B. The Chairperson of the Curriculum Council shall have the following duties and responsibilities:

1. Convene and facilitate regular meetings of the Council

2. Appoint Chairs of the Academic Standards and Policies Committee, Undergraduate Courses Committee, Undergraduate Programs Committee; and ad hoc Committees with Council approval, appoint a Secretary of the Council and other officers, with approval of the Council.

3. With the Chair of the General Education Committee, identify and present to the Curriculum Council membership recommendations for this Committee.

4. Serve as member of the Faculty Senate Executive Committee.
Faculty Senate

5. Serve as liaison for the Council to the University Governance Office, for purposes of monitoring the progress of course/program change requests through the review and approval process; maintaining up to date Curriculum Council minutes and other documents online.

6. Attend and report regularly to the Faculty Senate on the work of the Council, including any items needing Senate review and/or action.

7. Maintain Curriculum Council records of course/program approval actions, amendments to Operating Papers, and other actions of Curriculum Council Committees.

8. Provide leadership to the Council in matters relevant to the Council's charge, consistent with the Council's powers and functions, described in Section III of the Curriculum Council Operating Papers.

C. The Secretary of the Council shall take minutes at all meetings of the Council and submit these minutes to the Chairperson for review.

III. Powers and Functions

A. The powers and functions of the Curriculum Council are those established by the Constitution and Bylaws of the Faculty Senate (Bylaws V, Section G). The 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. "Undergraduate" shall be defined as including both dental and continuing education students.

B. Illustrative of the matters within the jurisdiction of the Curriculum Council are the following:

1. Recommending policy on requirements for entrance, retention, and graduation for undergraduates.

2. Recommending policy on requirements for undergraduate majors and minors.

3. Recommending policy on adopting new programs or eliminating existing programs.

4. Recommending policy on grading students.

5. Recommending policy on accepting credit from other institutions or testing programs.

6. Recommending policy on advising undergraduates.

7. Recommending policy concerning the special problems that may arise with regard to teaching undergraduates at centers other than the main campus.
Faculty Senate

8. Maintaining a continuing review and evaluation of Continuing Education programs.

9. Maintaining a continuing review and evaluation of undergraduate programs and courses. The Curriculum Council shall review each program review committee's report. Once a committee report has been approved, the Council shall evaluate whether the program is in good standing, is flagged for priority review, or should have its enrollment suspended. A program is flagged for priority review when it has substantial areas of concern. The priority review will occur in a time and manner as determined by Illinois Board of Higher Education regulations. If the priority review does not show substantial improvement in the program, the Curriculum Council, in consultation with the Provost, can suspend enrollment.

10. Recommending policy regarding the University's Assessment Plan.

11. Participating in the selection of the Director of Assessment when a vacancy occurs and when the term of office of the incumbent Director is expiring.

12. Participating in the selection of the Director of General Education when a vacancy occurs and when the term of office of the incumbent Director is expiring.

IV. Meetings

A. The Curriculum Council shall normally meet the third Thursday of each month at 2:30 p.m. Special meetings will be called by the chairperson when deemed necessary.

B. A quorum shall consist of the physical presence of at least half of the total number of voting members of Curriculum Council. Members of the Curriculum Council who wish to remotely attend Council meetings (e.g., by telephone or electronically) can only do so in a manner consistent with the Illinois Open Meetings Act, and with consent of the Chairperson.

C. Agenda of Meetings

1. The chairperson shall prepare the agenda of meetings.

2. Council members may place items on the agenda by request to the chairperson.

3. Notice of the time, place and agenda of all meetings of the Council shall be delivered to all members of the Council, and in compliance with the Illinois Open Meetings Act, made available to the public at least 48 hours in advance of the meeting.

4. A maximum of 15 minutes shall be allotted at the end of the meeting for public comment. No individual speaker shall be allowed to speak for more than 3 minutes.

V. Standing Committees and Operations

A. Undergraduate Programs Committee (UPC)
Faculty Senate

1. The Chairperson of the Undergraduate Programs Committee shall be appointed from among the members of the Council by the Council Chairperson with the approval of a majority of the Council. The term of office shall be one year; the same chairperson may not serve more than three consecutive terms.

2. The Chairperson of the Undergraduate Programs Committee shall appoint at least five additional members to the Committee, ensuring a simple majority of faculty is always present. These appointments shall be approved by a majority of the Council. The term of Committee members shall be one year; they may succeed themselves, but cannot hold more than three consecutive terms. However, a representative of the Registrar’s Office shall serve as an ex-officio member.

3. The Undergraduate Programs Committee has the responsibility to review proposals for modifications, additions, or terminations of programs. The Committee shall forward such proposals to the Council, recommending either approval or disapproval. All proposals for changes in programs approved by the Council shall be forwarded to the Faculty Senate Executive Committee as policy recommendations.

4. The Undergraduate Programs Committee shall meet at the call of the Committee Chairperson.

5. Procedure of the Undergraduate Programs Committee shall be as follows:
   a. University proposals related to curriculum changes that come to the Undergraduate Programs Committee shall be divided by the Chairperson into the following three classes:
      (1) Class 1 - proposals for program modifications that involve only minor changes such as wording of program titles or program description.
      (2) Class 2 - proposals that request substantive changes in programs already in existence. Substantive changes include changes in credit hours, program content, and program requirements.
      (3) Class 3 - proposals that request new programs, propose elimination of existing programs, and all proposals concerning additions or modifications that seem significant to involve more than one College or School of the University, including interdisciplinary minors whose program requirements draw from more than one College/School.

   b. The various classes shall then be handled as follows:
      (1) Class 1 - The Committee Chairperson may approve them, or submit them to the Undergraduate Programs Committee for action.
      (2) Class 2 - The Committee Chairperson may use campus mail, e-mail, and/or telephone conversations to determine whether a majority of the
Faculty Senate

Committee approves the proposal in question, or submit such proposals at a meeting of the Undergraduate Programs Committee.

3. Class 3 - The Committee Chairperson must submit such proposals to the Undergraduate Programs Committee at a meeting open to all University students, staff, and faculty. Whenever such a proposal is to be considered by the Undergraduate Programs Committee, the Chairperson shall give advance notice to Chairpersons of those departments whose proposals are to be considered.

6. Proposals that concern the addition of undergraduate programs shall be routed as follows:
   a. Originated by the individual faculty members who desire to offer the program;
   b. Approved by the Curriculum Committee of the Department;
   c. Approved by the Curriculum Committee of the College or School;
   d. Reviewed and approved by the Undergraduate Programs Committee of the Curriculum Council, as appropriate;
   e. Reported to the Curriculum Council;
   f. Reported to the Faculty Senate;
   g. Forwarded to the Office of the Provost to be reviewed for conformance to institutional priorities and mission.

7. Justification for new programs: The proposal for each new program shall include the Form 02 and the New Program Request Form (required format for submission to Illinois Board of Higher Education) with statements providing rationale for the program, evidence of communication with other Departments, Colleges, or Schools that might be interested in the program, and evidence of consultation or communication with any other Colleges or Schools with which the program subject matter overlaps.

8. Proposals that concern the modification or termination of undergraduate programs shall be routed as follows:
   a. Originated by the individual faculty members or department concerned;
   b. Approved by the Curriculum Committee of the Department;
   c. Approved by the Curriculum Committee of the College or School;
   d. Reviewed and approved by the Undergraduate Programs Committee of the Curriculum Council, as appropriate;
Faculty Senate

e. Reported to the Curriculum Council;

f. Reported to the Faculty Senate;

i. Forwarded to the Office of the Provost for further review.

9. Justification for modified or terminated program: The proposal for each modified or terminated program should include the proper form, a Reasonable and Moderate Extension (RME) if necessary, a description of the program as modified, a listing of all changes, a list of associated Forms 80, and a rationale for the changes.

B. Undergraduate Courses Committee (UCC)

1. The Chairperson of the Undergraduate Courses Committee shall be appointed from the Council members by the Council Chairperson with the approval of a majority of the Council. The term of office shall be one year, the same chairperson may not serve more than three successive terms.

2. The Chairperson of the Undergraduate Courses Committee shall appoint at least five additional members to the Committee, ensuring a simple majority of faculty is always present. Appointed faculty members need not be on the Curriculum Council. These appointments shall be approved by a majority of the Council. The term of Committee members shall be one year; they may succeed themselves, but cannot hold more than three consecutive terms. However, a representative of the Registrar’s Office shall serve as an on-going ex officio member.

3. The Undergraduate Courses Committee has the responsibility to review proposals for revision, additions, and terminations of undergraduate courses. The Committee shall act on these matters with the approval of the Curriculum Council, and call to the attention of the Council any proposed changes.

4. The Undergraduate Courses Committee shall meet at the call of the Committee Chair.

5. Procedures of the Undergraduate Courses Committee shall be as follows:

a. The primary responsibility of the Undergraduate Courses Committee is to review proposals for new courses (Form 86A) or experimental courses.

(1) Major modifications to courses (Form 86C), which require Undergraduate Courses Committee approval, include major change in course description, level of instruction, change in pre-or co-requisites, cross-listed course status, or other modifications that the Undergraduate Courses Committee Chair determines substantially change the course.
Faculty Senate

(2) Modifications to courses (Form 90C) that impact the status of the course with respect to the General Education requirements shall be forwarded to the General Education Committee.

(4) Modifications to courses (Form 90C) that impact a department’s senior assignment shall be forwarded to the Committee on Assessment.

(5) Elimination of courses (Form 90B) requires consideration by the Undergraduate Courses Committee.

(6)

b. The Committee Chairperson may call a meeting or may use campus mail, email, and/or telephone conversations to determine whether a majority of the committee approves the proposal in question.

6. Proposals that concern the addition, modification, or elimination of undergraduate courses shall be routed as follows:

a. Originated by the individual faculty members or department concerned;

b. Approved by the Curriculum Committee of the Department;

c. Approved by the Curriculum Committee of the College or School;

d. Reviewed and approved by the Undergraduate Courses Committee of the Curriculum Council, as appropriate;

e. Reported to the Curriculum Council;

f. Reported to the Faculty Senate;

g. Forwarded to the Office of the Provost for further review.

7. Justification for new courses:

a. The application for each new course shall include the Form 90A, a syllabus for the course, a short statement concerning the need for the course, evidence of communication with members of any other departments who might be interested in the course, and evidence of collateral or consultation, if the course is cross-listed or if the subject matter is similar to, or possibly overlaps, that of another discipline.

b. Applications for course modifications require only the Form 90C, a syllabus for the course, and a brief statement justifying the change.
Faculty Senate

c. Applications to change an experimental course to a regular course must be accompanied by a brief statement concerning the success of the course and a description of the process used to evaluate it.

C. The General Education Committee

1. The voting members of the Committee shall be as follows: Nine faculty members, four from CAS, one from each of the other schools with a baccalaureate program, and one faculty member from Library and Information Services (staggered three-year terms). Two undergraduate students (one-year term), appointed by the Student Senate. The Director of General Education (or designated representative).

2. The non-voting members of the Committee (with indefinite terms) shall be as follows: the Provost and Vice Chancellor for Academic Affairs (or delegated representative), the Director of Academic Advising (or delegated representative), the University Registrar (or delegated representative), the Director of Assessment (or delegated representative), the Associate Dean of CAS in charge of scheduling.

3. The method of selection of the faculty members of the Committee shall be as follows:
   a. During the Spring term, the Dean of each School or College will appoint the required number of members and alternates.
   b. The candidates shall be presented for confirmation by the Curriculum Council and the Senate at their April meetings.
   c. For all faculty members, service on General Education Committee is for a three-year term commencing August 15th. Vacancies created in the middle of a term by resignation or inability to serve shall be filled by appointment of one of the designated alternates of the General Education Committee by the Chair of the General Education Committee until the following Spring Semester, at which time the vacancy shall be filled according to the procedure in 3 a.

4. During the Spring term, a voting member on the General Education Committee shall be designated Chair by the President of the Faculty Senate and the Chair of the Curriculum Council (whose terms begin in April of that Spring term). This selection shall be presented for confirmation by the Curriculum Council and the Senate at the same time as the slate of proposed new members of the General Education Committee. The Chair shall serve for one year and may succeed himself twice.

5. In meetings of the General Education Committee, the Chair shall have in case of a tie. The responsibilities of the Chair shall be as follows:
   a. To serve as the official representative of General Education Committee as a voting member of the Curriculum Council;
   b. To call meetings of the Committee (at least once per term) for the timely consideration of such matters as shall have been submitted to it;
Faculty Senate

c. To enact the Committee's oversight (see below) of the General Education Program;

6. A Secretary of the General Education Committee shall be appointed by the Chair from among the membership of the General Education Committee. The secretary shall serve for one year, and shall have the following responsibilities:

a. To keep accurate minutes of all meetings of the General Education Committee;

b. To assist the Governance Office in the maintenance of the records of the General Education Committee's activities.

7. The General Education Committee shall meet at the call of its Chairperson. A quorum of the Committee shall be six (6) voting members, including the Chairperson.

8. The General Education Committee bears the primary responsibility for maintaining and developing the General Education Program at Southern Illinois University Edwardsville. Its responsibilities include the following:

a. To review proposals for additions, terminations, and modifications of all general education courses and requirements.

b. To review proposed modifications in the General Education program and/or requirements, and to recommend them as appropriate.

c. To advise the Director of General Education concerning scheduling and content of General Education courses, and to recommend changes in the scheduling or content of courses where appropriate.

d. To advise the Director of General Education about the need for additional courses.

e. To consider requests from students concerning general education requirements.

f. To consider any other matters that the General Education Committee believes essential to the continued success of General Education at the University, and to recommend appropriate actions.

g. To place any General Education course or requirements that the General Education Committee deems deficient in satisfying the goals established for the relevant General Education components on probationary status for one year. If the department or unit is unable to make satisfactory amendments to the course, project, or activity, the General Education Committee, in consultation with the Provost and Director of General Education, has the authority to remove the course, project, or activity from the General Education Program.

9. All decisions of the General Education Committee are subject to review and approval by the Curriculum Council.
Faculty Senate

10. Procedures of the General Education Committee shall be as follows:

   a. All proposals for the addition of general education courses shall be circulated to members one week prior to the meeting at which it is considered.

   b. Representatives of the proposing Department(s), College or School(s) shall be invited to meet with the General Education Committee during the discussion portion of deliberations relating to their proposal and respond to proposed modifications.

11. Requests to propose, modify, or delete general education courses shall be routed in the following sequence:

   a. Originated by the individual faculty members who desire to teach the course (or by departments in cases where the General Education Committee has requested the course);

   b. Approved by the Curriculum Committee(s) of the Department(s) involved;

   c. Approved by the Curriculum Committee(s) of the College or School(s) involved;

   d. Reviewed and approved by the General Education Committee, as appropriate (If courses cannot be considered by the General Education Committee until the course is approved by at least two different departments within the College of Arts and Sciences, by CAS and one other School, or by two different Schools);

   e. Reported to the Curriculum Council;

   f. Reported to the Faculty Senate;

   g. Forwarded to the Office of the Provost for further review.

12. The General Education Committee shall have responsibility for the continuing review of the General Education program. Responsibilities include:

   a. To begin a continuous review of the General Education program starting three years after students matriculate under any requirement of the new General Education program approved by the Faculty Senate in 2007-2008. The review shall be done annually in such a way that it is completed at the end of five years, when the review process shall begin again.

   b. To review, in a manner determined by the Curriculum Council, the General Education program on an annual basis, with " Foundations" courses to be reviewed in the first year, " Breadth" courses in the second and third years, and "Interdisciplinary Studies" courses along with other general education requirements in the fourth year. The fifth year in the cycle shall be devoted to reviewing the entire program from a holistic and comprehensive perspective.
Faculty Senate

Each year, the Committee may be augmented with additional members as needed to help with the review. These members shall be eligible to vote on Committee decisions and will serve one-year terms. They may succeed themselves, but cannot hold more than three consecutive terms.

c. To place all courses that are not re-approved in the General Education Committee’s annual review on probationary status. Departments will have one year to address satisfactorily the Committee’s concerns; otherwise, such courses will be removed from the lists of courses approved for General Education credit.

d. To prepare materials in support of both the annual review of undergraduate education reported through the Resource Allocation and Management Program (RAMP) process and any special reviews of General Education that the University shall undertake.

e. To participate with the Office of Institutional Research and Studies in any regular inventory it conducts that shall result in data pertinent to the evaluation of the General Education Program.

D. Academic Standards and Policies Committee

1. The Chairperson of the Academic Standards and Policies Committee shall be appointed from the Council members by the Council Chairperson with the approval of the majority of the Council. The term of office shall be for one year; Chairpersons may succeed themselves, but cannot serve more than three successive terms.

2. The Chairperson of Academic Standards and Policies Committee shall appoint at least three additional members to the Committee, ensuring a simple majority of faculty is always present. These appointments shall be approved by a majority of the Council. The term of office shall be one year; the same member may not serve more than three successive terms. However, a representative of the Registrar’s Office shall serve as an ongoing ex officio member.

3. The Chairperson of the Academic Standards and Policies Committee shall serve as a liaison to other committees within the University, which deal with academic standards and policies (for example, Graduate Council, Special Task Forces, Textbook Services Advisory Committee).

4. The Academic Standards and Policies Committee has the following responsibilities: to review existing standards and policies (such as grading, suspension, admission, adding and dropping classes); to recommend changes in existing standards and policies for the purpose of improving the quality of instruction.

E. Graduation Appeals Committee (GA)
Faculty Senate

1. A member of the University Registrar's staff shall serve as the non-voting Chairperson of the Graduation Appeals Committee.

2. In addition to the Chairperson, the Committee shall include three members of the faculty appointed annually by the Committee Chairperson and approved by the Curriculum Council. Committee members may succeed themselves, but may not serve for more than three consecutive terms.

3. For liaison purposes, a member of the Curriculum Council shall be appointed by the Chair of the Curriculum Council to serve as a non-voting member of the Graduation Appeals Committee. This appointment is for three years; reappointment is permitted.

4. The Graduation Appeals Committee shall hear appeals from undergraduate students who seek exceptions to the University general graduation requirements in order to graduate, and shall render decisions in such cases.

5. The Graduation Appeals Committee shall report to the Curriculum Council annually, via the Curriculum Council liaison.

F. Director of Assessment

1. The Director of Assessment shall be selected and approved by the Provost, only from among those names submitted by a Search Advisory Committee. The Search Advisory Committee shall consist of five faculty members, including the Committee Chairperson, appointed by the Curriculum Council in consultation with the Provost. The Search Advisory Committee shall submit the names of at least two acceptable applicants to the Provost, or meet with the Provost if it determines that fewer than two applicants are acceptable to the Committee. The term of office of the Director of Assessment shall be three years and the Director may serve no more than three successive terms. The Director is eligible for reappointment by the Provost pending recommendation from the Curriculum Council.

2. The Director shall serve as an ad hoc member of the Curriculum Council and shall be a voting member of the Council.

3. The Director is responsible for reviewing undergraduate, graduate, and professional programs, including their courses. The Director is responsible for making recommendations to the Curriculum Council on the basis of such reviews. The Director is also responsible for assisting the Committee on Assessment in implementing the Assessment Plan.

4. Regarding the program review process, the duties of the Director shall be:
   a. Direct program review for the purpose of assessing program quality and identifying areas that need improvement.
   b. Prepare the necessary instruments for obtaining data from the program director, the faculty, current students, and recent graduates.
Faculty Senate

c. Set the timetable and deadlines for completion of reviews.
d. Select members for review committees.
e. Conduct orientation meetings for program review committees.
f. Meet with program director and faculty of departments being reviewed to discuss review process and outline steps for completing a self-study.
g. Work closely with program directors to ensure maximum departmental involvement in the review process.
h. Screen and hire applicants for graduate assistants and/or student workers.
i. Supervise activities of graduate assistants and/or student workers.
j. Serve as a liaison between reviewers and programs under review.
k. Set up schedule for interviews of faculty and students in cooperation with the program director.
l. Reproduce and distribute completed departmental self-studies to review committees.
m. Direct the completion of program review reports from the review committees.
n. Present completed reports to the Curriculum Council for approval.
o. Submit reports to the Provost for review and action, as necessary.
p. Serve as liaison to the Office of the Provost.
q. Work in consultation with the Curriculum Council, the Committee on Assessment, the General Education Committee, and the Director of General Education to coordinate the assessment of the General Education Program.

5. The Director is responsible for assisting the Committee on Assessment in implementing the SIUE Assessment Plan. The duties of the Director shall be to serve as ex-officio member of the Committee on Assessment, and to assist the Committee on Assessment in its charge.

G. Committee on Assessment

1. The functions of the Committee on Assessment include:

   a. Implementing the University Assessment Plan.
Faculty Senate

b. Making further policy recommendations that may arise in the implementation process to the Curriculum Council.

c. Maintaining the Assessment and Senior Assignment Programs.

d. Approving undergraduate program assessment plans.

e. Approving changes to undergraduate program assessment plans and/or related courses.

f. Making recommendations to the Curriculum Council as warranted by the findings of assessment activities.

g. Consulting with the Director of General Education, Director of Assessment, and the Office of the Provost regarding general education assessment.

2. Membership

a. Members of the Committee on Assessment shall be appointed by the Faculty Senate in consultation with the Provost.

b. The Committee on Assessment shall be constituted of eight faculty members, one of whom will be a liaison from the Curriculum Council, two undergraduate students, and one representative from each of the following: the Office of Institutional Research, the Director of Assessment, the Associate Provost for Academic Planning, Assessment, and Accreditation, Learning Support Services, and the Academic Deans.

c. Appointments to the Committee shall normally be for three-year terms; reappointment is permitted for a maximum of three successive terms. All members of the Committee are voting members.

d. The Chairperson of the Committee shall be appointed from among the Committee members, by the Faculty Senate President in consultation with the Provost. The term of office as Chairperson shall be one year; reappointment of the same individual to additional terms is permitted indefinitely.

H. Director of General Education

1. The Director of General Education shall be selected and approved by the Provost, only from among those names submitted by a Search Advisory Committee. The Search Advisory Committee shall consist of five faculty members, including the Committee Chairperson, appointed by the Curriculum Council in consultation with the Provost. The Search Advisory Committee shall submit the names of at least two acceptable applicants to the Provost, or meet with the Provost if it determines that fewer than two applicants are acceptable to the Committee. The term of office of the Director of General Education shall be three years and the Director may serve no more than three successive terms. The
Faculty Senate

Director is eligible for reappointment by the Provost pending recommendation from the Curriculum Council.

2. The Director shall serve as a voting member of the Curriculum Council and the General Education Committee.

3. The Director has administrative responsibility for the effective functioning of the General Education program, including the First Semester Transition Course and ES courses, to ensure high quality offerings and achievement of purpose.

4. The Director shall communicate to departments the need for additional courses deemed necessary to the General Education curriculum.

5. The Director shall assist and advise the General Education Committee in their work.

6. The Director will work, in consultation with the Curriculum Council, the Committee on Assessment, the General Education Committee, and the Director of Assessment, to coordinate the assessment of the General Education program.

VI. Ad Hoc Committees

The Chair of the Council may from time to time create ad hoc committees with the approval of the Council. The nature of the Committees, their duties, estimated life, and the voting status of the Chairpersons of these committees shall all be subject to approval by the Council.

VII. Amendment Recommendations

Recommended amendments to the Operating Papers may be made by two-thirds of Council members present and are subject to approval by the Faculty Senate. Previous notice of the proposed amendment(s) must have been circulated to members one week prior to the meeting at which it is considered.

Approved by the Interim Chancellor November 20, 2015
Approved by Faculty Senate October 1, 2015 (CC001-15/16)

Approved by the Chancellor December 16, 2013
Approved by Faculty Senate November 7, 2013 (CC820-13/14)
Approved by the Chancellor January 24, 2013
Approved by Faculty Senate December 6, 2012 (CC811-12/13)

Approved by Curriculum Council 01/20/11
Approved by Faculty Senate 03/03/11
Approved by the Chancellor 05/20/11
Rules & Procedures Council Operating Papers

I. Membership

A. The membership of the Rules and Procedures Council shall be determined by the Executive Committee of the Faculty Senate, who shall assign the members. The Council membership shall be composed of six to twelve (6 to 12) members of the Faculty Senate. The Chairperson may appoint, with the approval of the majority of the Council no more than two (2) members from each of the other constituency groups (See II, b below). These representatives shall also be voting members.

B. Terms of office shall be for one year, annual appointment being made by the Executive Committee with due regard to continuity.

II. Officers

A. The Chairperson of the Council shall be appointed by Faculty Senate Past-President, President, and President-Elect with the approval of the Faculty Senate.

B. The secretarial work of the Council shall be the responsibility of the Chairperson, to be delegated with the approval of the majority of the Council.

III. Powers and Functions

A. The powers and functions of the Council are those established by the Constitution and Bylaws of the Faculty Senate.

B. The Council shall concern itself with recommendations pertaining to structuring the Faculty Senate, specifically the reapportionment of Senate seats, seating and unseating Senators (cf. Appendix P-1), and the election of Senate Officers: the election of a large members of Graduate Council (cf. Appendix P-2); 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, and external bodies, e.g. SIUC and the Board of Trustees; evaluation of the Chancellor and the Provost and Vice Chancellor (cf. Appendix P-2); 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.

IV. Meetings

A. Calling of Meetings

1. The Chairperson of the Rules and Procedures Council shall call the meetings as needed.

B. Conduct of Meetings


2. In the absence of the Chair of the Rules and Procedures, the Chair-Elect shall preside.

3. At least half (6) of the Rules and Procedures Council membership shall constitute a quorum.

4. In accordance with the Illinois Open Meetings Act, the public is allowed to comment at meetings of the Rules and Procedures Council for a maximum of three minutes per person. A maximum of 20 minutes per meeting will be allotted for public comment.
5. Upon a majority vote of a quorum present, Rules and Procedures Council may vote to go into closed session. All meetings, however, must be conducted in accordance with the Illinois Open Meetings Act. Final action can be taken only in open meetings.

V. Committees

A. Standing Committees

1. Constitution and Bylaws Committee.
   a. The Constitution and Bylaws Committee shall be responsible for examining the academic governance of the University, including name changes and/or restructuring of departments and schools; it shall review all suggested amendments and recommend appropriate action.

2. Evaluation and Liaison Committee.
   a. The Evaluation and Liaison Committee shall concern itself with the evaluation of the Chancellor and of the Provost and Vice Chancellor by the faculty (cf. Appendix # 2), with recommending possible changes in the Board of Statutes, with reviewing current practices and policies in the area of academic governance, and with formulating and recommending guidelines for the governance of all academic units.
   b. The Committee shall concern itself with acting as liaison with internal bodies (Student Senate, University Staff Senate) and external bodies (SIUC and the Board of Trustees).

3. Personnel Committee.
   a. The Personnel Committee shall concern itself with eligibility for membership of the Faculty Senate (cf. Appendix # 1), reapportionment of Senate seats, the seating and unseating of Senators, and the election of Senate officers.

VI. Officers and Membership

A. The Chairperson of each Standing Committee shall be appointed from among the members of the Council by the Council Chairperson with the approval of the majority of the Council.

B. The Standing Committees shall consist of additional members as approved by the Council.

VII. Ad Hoc Committees

A. The Council Chairperson shall appoint Ad Hoc committees as the need arises. Appointment of chairpersons and members must be confirmed by the Rules and Procedures Council.

VIII. Reports

A. The Rules and Procedures Council shall file an annual report to the Faculty Senate at the end of each academic year.

IX. Amendments

A. These Operating Papers may be amended by a two-thirds vote of the Council members present provided that previous notice of the text of the amendment has been circulated to all members at least one week prior to the meeting at which it is considered, and provided that the Faculty Senate approves.
Appendix #1. Process for the Election of Faculty Senators

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

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

3. During the 1st week in February, the Chairperson of the R&P Council shall request from the Office of Institutional Research and Studies the apportionment of seats based on the number of voting faculty at the beginning of the spring semester.

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

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

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

7. In accordance with the Faculty Senate Bylaws, (2, B), faculty senators shall be elected to three-year terms which shall begin with the new academic year.

Appendix #2. Process for the Election of At Large Members of Graduate Council

1. The Rules and Procedures Council of the Faculty Senate shall run the nomination and election process for at-large members.

2. Self nominations are allowed.

3. Each member of the Graduate Faculty of the University shall receive an electronic or paper ballot listing the candidates for the two members-at-large positions.

4. Each Graduate Faculty member shall cast a vote for the appropriate number (no more than two) of the candidates for the members-at-large positions.

5. The Chair of the Rules and Procedures Council shall provide the name(s) of the elected member(s) and alternate(s) to the administrative support for the Graduate Council.

Appendix #3. Process for Evaluation of the University Chancellor and the Provost and Vice Chancellor

Distribution of Instrument

1. A memorandum explaining the Senate evaluation process will be circulated to university faculty, full-time Clinical Professors, full-time Clinical Associate Professors, and full-time Clinical Assistant Professors who are eligible to vote on senate membership early in Spring Semester. They will have the option of filling out the forms either online or on paper.

2. Evaluation by paper. The paper Evaluation Forms shall be circulated to the Faculty early in February and shall be returned within two weeks. Faculty who request a paper evaluation form will not be able to change to the on-line format that same year.
3. Online evaluation. The online evaluation shall take place during the same time period as the paper evaluation and it will be conducted in the manner established by the Rules and Procedures Council.

**Security of Returns**

1. The Rules and Procedures Council shall take all necessary steps to ensure that faculty responses remain anonymous.

2. The Rules and Procedures Council shall ensure that only those qualified to vote in elections of Senators take part in the evaluations.

3. Faculty shall return paper Forms directly to the Chairperson of the Rules and Procedures Council in a sealed and signed envelope. A double envelope system shall be employed. The outer envelope will be signed. The unmarked inner envelope shall contain the form.

4. Paper Forms shall not be removed from a secure place designated by the Chairperson of the Rules and Procedures Council.

5. Opening of the envelopes and tallying of the electronic results shall take place in the presence of the Chairperson of the Rules and Procedures Council.


7. All typing of the analysis shall be done in the presence of either the Chairperson of the Rules and Procedures Council or the members charged with the conduct of the analysts.


9. The Rules and Procedures Council membership shall inspect the report and shall approve copy for distribution to administrators. All copies and drafts shall remain in the care of the Chairperson.

**Distribution of Reports**

1. Upon approval of this form of the report, the Chairperson of the Rules and Procedures Council shall deliver a copy of the Provost and Vice Chancellor’s Evaluation Report to the Provost and Vice Chancellor and shall deliver a copy of the Chancellor’s Evaluation Report to the Chancellor. This shall be done before the end of March. The Chancellor and the Provost and Vice Chancellor shall be invited to respond to the Rules and Procedures Council either in writing or through discussion with the Chairperson of the Council or the full membership of the Council within ten working days after their receipt of the report.

2. The Rules and Procedures Council shall then approve the final copy of the Evaluation Reports which shall include any written responses received from the administrators.

3. Typing and reproduction of copies of the final report shall be done in the presence of the Chairperson of the Rules and Procedures Council and all copies of the report and drafts shall remain in the care of the Chairperson of the Rules and Procedures Council.

4. The Chairperson of the Rules and Procedures Council shall deliver a final copy of the Provost and Vice Chancellor’s Evaluation Report to the Provost and Vice Chancellor and Chancellor and shall deliver a final copy of the Chancellor’s Evaluation Report to the Chancellor and to the President.
5. Upon the completion of the process, the Chairperson of the Rules and Procedures Council shall notify the faculty and report to the Faculty Senate the results of the evaluations at the last Senate meeting of the Spring Semester. Interested faculty may choose to attend the Faculty Senate meeting, or to request the information from their senators.

6. An additional final report shall be deposited in the University Archives for permanent retention. All other copies of the report shall be destroyed. The Senate President-Elect, the Senate President, and the Chairperson of the Senate Rules and Procedures Council shall have access to archived reports. Others’ access to archived reports will be by written permission of the Faculty Senate Executive Committee.

Analysis of Reports

1. In the fourth year, the Council shall carry out once more its evaluation procedure. However, after the final report has been distributed, as described in step C4, the Council will prepare a Summary Report of the results of the evaluation reports of the previous four academic years, receiving from the University Archivist the annual reports of the previous three Councils. Clear note of problems solved and unsolved, and the degree with which faculty concerns were addressed shall be made.

2. The Chairperson of the Rules and Procedures Council shall deliver a copy of the Provost and Vice Chancellor’s Fourth Year Evaluation Report to the Provost and Vice Chancellor and shall deliver a copy of the Chancellor’s Fourth Year Evaluation Report to the Chancellor. The Chancellor and the Provost and Vice Chancellor shall be given 10 working days to respond before step D3.

3. The Fourth Year Summary Report shall be distributed to the President, the Chancellor, the Provost and Vice Chancellor for Academic Affairs, the Chairperson of the University Planning and Budget Council (for use by the Chairperson of the Committee for Higher Administrator Performance Appraisal), and to Faculty Senators at the next Senate meeting after the completion of the process, but within the same calendar year.

4. The Rules and Procedures Council will return the annual reports to the University Archivist, along with a copy of the fourth year summary report.

Approved by Faculty Senate on December 5, 2013 (RP# 01-13/14)
UPBC Nominations – for April 24, 2019 FSEC and May 3, 2019 FS meetings

1. Dr. Ann Popkess, Nursing, to become UPBC Chair Designate (Chair-in-Training) July 1, 2019-June 30, 2020, and then UPBC Chair July 1, 2020-June 30, 2023 (replacing Nancy Lutz, whose term as UPBC Chair expires June 30, 2020).

2. Dr. Robert Duane (“Duane”) Douglas, School of Dental Medicine, to fill out the one remaining year of Ann Popkess’s term on UPBC as a faculty representative, July 1, 2019-June 30, 2020. (He could then also possibly be considered for a regular three-year faculty term on UPBC after that.)

3. Dr. Dan Segrist, Psychology in EHFB, to begin a three-year term as faculty representative, July 1, 2019-June 30, 2022 (replacing Dr. Rakesh Bharati, whose second three-year term ends June 30, 2019).
UPBC Report – For Faculty Senate Meeting May 2, 2019

UPBC met with Provost and Vice Chancellor Denise Cobb on April 12, and with Vice Chancellor Jeffrey Waple on April 19. The Minutes for the April 12 meeting are attached.

Our next meeting will be May 3 with Director of Marketing and Communication Doug McIlhagger and Director of Athletics Brad Hewitt.
University Planning and Budget Council
Unapproved Minutes
Friday, April 12, 2019
Chancellor's Conference Room
10:30 a.m.

Members Present

Marcus Agustin
Rakesh Bharati
Ashley Cameron
Cindy Cobetto
Gretchen Fricke
Ken Holbert
Nancy Lutz (Chair)
Randy Pembrook (ex officio)
Ann Popkess
Mackenzie Rogers
Sadie Spears
Bill Winter (ex officio)

Members Absent

Lakesha Butler
Cem Karacal
Jeffrey Sabby

Guests:

Denise Cobb
James Schram

I. Call to Order
The meeting was called to order at 10:33 a.m.

II. Additions to the Agenda
There were no additions to the agenda.

III. Approval of April 5, 2019 meeting minutes
The April 5, 2019 meeting minutes were approved as written.

IV. Announcements
   a. Chancellor’s Announcements
      i. An AGB consultant will be on campus later this month.
      ii. Asked the Council to consider a few budget topics for next week’s meeting.
      iii. Reminded the Council about tonight’s Arts & Issue’s event.
   b. Other Announcements
      There were no other announcements.

V. New Business
a. Academic Affairs Budget Requests: Provost Cobb gave a PowerPoint presentation: “Academic Affairs Request to UPBC.” The presentation detailed the unit’s budget requests and potential issues.
b. Other New Business
   There was no other new business.

VI. Adjournment
   The meeting was adjourned at 12:17 p.m.

Next Meeting: April 19, 2019 at 10:30 am in the Chancellor’s Conference Room
IBHE-FAC report for the SIUE Faculty Senate meeting on 2 May 2019

The IBHE-FAC met on 19 April 2019 at Bradley University in Peoria, Illinois.

Bradley University Provost Walter Zakahi shared excitement about new construction on campus and the recent win by the speech team (their 42nd national championship). He discussed their approach to program prioritization through shared governance and strategic planning. This was guided by an internally facing website to share all the data and criteria including demand, centrality to mission, student success, efficiency, productivity, and financial viability.

Illinois State Senator Dave Koehler (D-46) discussed a wide range of topics with the Council. General themes were the need for stronger voices from higher ed: bringing the dual credit issues regarding accreditation to more focus; emphasizing the urgency of leadership at IBHE; seeking to more directly connect to the legislature and the governor’s office. He also discussed healthcare issues (we don’t manage healthcare in Illinois, we manage healthcare financing), the need for the fair tax constitutional amendment and other forms of revenue (he’s in favor of doubling the gas tax), and that he feels we are on track for some improvements but it will take time.

Shawn Schumacher (FAC Vice-Chair) shared details of next month’s meeting. Susan Wiediger (FAC Secretary) opened the discussion of hosting for next year. Mike Philips (FAC Legislative Liaison) will distribute information about the schedule for visiting legislators for those who are in Springfield on the 16th.

Caucuses met. Private and Independent as well as the Community College caucus focused on bylaws revisions for their caucuses and developing procedural documents for rotations. The Public Caucus brought forward three names to nominate for the IBHE faculty seat: Devi Potluri (UIC), Diane Dean (ISU), and Amy Carr (WIU).

Working groups received feedback from the FAC and then met. P20 has sent emails that FAC members are expected to forward as appropriate. IAI has a survey going through IRB approval prior to distribution. Program Prioritization and Consolidation has a PowerPoint that echoes the white paper distributed prior to the meeting (White Paper from the Program Prioritization and Consolidation Working Group of the IBHE-FAC). This We Believe is working on a video now that their first document (Higher Education Benefits All of Us) is essentially complete (also distributed prior to the meeting). Dual Credit did significant wordsmithing in response to feedback on their document (A Position Paper on Amendments to the Dual Credit Quality Act) and is seeking input from working group members not present.

After voting to suspend quorum (one person short due to two people having left the meeting), the PPC and This We Believe documents were approved unanimously. Unanimous approval was also given for using electronic approval for the Dual Credit document after working group approval. Documents should be shared with the IBHE prior to distribution.

Minutes from March were approved. Thanks were extended to the host.

The next IBHE-FAC meeting is 17 May 2019 with IBHE staff in Springfield, Illinois.

With regards, Susan D. Wiediger, representative for SIUE to the IBHE-FAC. For more information about any of these items, please contact me at swiedig@siue.edu.
Faculty Development Council Meeting
Location: Center for Faculty Development and Innovation
Lovejoy Library
April 18, 2019 @ 3:30 pm
UNAPPROVED MINUTES

Present: Joseph Sokolowski, Marie Klopfenstein, Lynn Bartel, Kim Carter, Yadong Wang, Juliet Gray, Hernando Garcia, Elizabeth Cali, Shadrack Msengi, Diane Cox,

Excused: Tim Jacks

1. **Announcements**- Tori Reany joins the FDC as an ex-official from the ITS to replace Mathew Schmitz.

    Teaching Excellence Award (TEA) Operating Paper- Amendment was made on the TEA Operating Papers that “Two honor students and one student from the student senate be selected as representative to the TEA committee instead of “two Meridian Scholars and a student from Student Senate be selected as representatives to the TEA committee.” A motion was made and it was unanimously accepted to approve these amendments.

2. **Excellence in Undergraduate Education (EUE) Proposals Review**- EUE Proposals were reviewed and winners were selected and will be recommended to the provost to be granted the award.

3. **FDC Chair Election**- Marie Klopfenstein was unanimously selected to be the chair for the Faculty Development Council for the year 2019-2020

4. **Public Comment**- none

5. Meeting adjourned at 5:44 pm
FSCC Report
Chair: Laurie Rice

The curriculum council met on April 18, 2019

The program review for the undergraduate program in Chemistry came before the curriculum council. After hearing from a representative from the program review team (Mingshao Zhang), Chair Leah O’ Brien and CAS Dean Greg Budzban, the curriculum council determined that the program is in good standing and that its enrollment is sustainable at present levels. The council noted that the issue with TA training is not unique to this program and will suggest in its letter to the Provost that a university wide initiative address this.

The program review for the undergraduate program in Theater and Dance came before the curriculum council. After hearing from a representative from the program review team (Flo Maatia), Chair Chuck Harper and CAS Dean Greg Budzban, the curriculum council determined that the program is in good standing and that its enrollment is sustainable at present levels.

The curriculum council discussed leadership for next year and voted Faith Liebl as Curriculum Council Chair, pending FS approval.

The following Council roles were also approved:
Undergraduate Programs Committee Chair: John Foster
Undergraduate Courses Committee Chair: Erik Krag
Secretary: Kathryn Brady

The curriculum council approved new Graduation Appeals Committee members: Becky Luebbert, from the School of Nursing, and Emily Petruccelli, from the College of Arts & Sciences (Biology)

The curriculum council heard reports from its standing committees and various ex officio members.
Items of note include:

- The Undergraduate Courses Committee reviewed 11 proposals (9 approved, 2 pending revisions)
- General Education Committee reported that as part of ongoing revisions to IS, the committee voted to allow existing IS courses to be taught by a single instructor as this aligns with the revisions the Senate approved in Spring 2018. These courses will be capped at 35 students and must meet all IS requirements. The committee discussed the possible need for an application to teach an existing IS course as a single-instructor but felt that this wasn’t needed as each new instructor for team-taught courses have not been approved by the committee.

The Committee on Assessment has completed all of its reviews. Follow-up letters are in process and will be forwarded to all programs by May 10, 2019.

Registration is now open for Summer and Fall 2019. Catalog copy revisions must be finished by April.
Report from Welfare Council Meeting
April

- Welfare Council met on April 18, 2019

- The council discussed specific changes to the Faculty Grievance Procedures/Operating Papers. Work on revising the FGC Procedures/Operating Papers will continue in the Fall.

- The council discussed the HDDSA Committee’s request for additional members. The council will invite a member of HDDSA to visit a Fall Welfare Council meeting to discuss this request further.

- The council briefly discussed the 2018 Ombuds report. The Ombuds will be invited to talk with Welfare Council in a Fall meeting.