The regular meeting of the Faculty Senate was called to order at 2:32pm on Thursday, May 7, 2020 via Zoom by President DeGroot Brown.


Excused: Marie Klopfenstein

Absent: Jane Barrow, Kim Carter, Michelle Cathorall, Wai Cheah, Richard Flight, Hernando Garcia, Lisa Green, Jingyi Jia, Andy Lozowski, Jennifer Miller, Shadrack Msengi, Vince Rapini, Brad Reed, Jeffrey Sabby, Yadong Wang, Bin Zhou

Announcements:
Announcements were reviewed as listed on the agenda.

Consideration of Minutes:
The minutes for the April 2, 2020 meeting were approved as amended.

Action Items:
A second reading of changes to University Admissions Policy 1E1 was heard. There was a motion and second to approve the papers, and it was adopted unanimously with no further discussion.

Unfinished Business:
Senators were asked to forward any additional comments regarding the Expressive Activity Policy, which was posted to SharePoint and is attached.

New Business:
There was no new business.

Reports from Standing Committees:
The University Planning and Budget Committee (UPBC) is holding an email vote to endorse Vice Chancellor Rich Walker’s proposal for capital projects. Nancy Lutz held her last meeting as Chair, and
Ann Popkess is the incoming Chair. The Committee for Higher Administrator Performance Appraisals (CHAPA) finished the Chancellor’s review and submitted it to him. His response has been received, and the committee will finish the review.

The IBHE report was posted to SharePoint and is attached.

**Reports from Council Chairs:**
The Faculty Development Council postponed the Teaching Excellence Award as the committee was unable to observe candidates. Excellence in Undergraduate Education (EUE) evaluations were reviewed.

The Curriculum Council reviewed two programs from Civil Engineering and Electrical Engineering.

The Rules and Procedures Council completed the Provost’s annual evaluation, and it posted in SharePoint and attached.

The Welfare and Governance Council reviewed a dual career policy, and are looking at a University of Illinois policy to see if there are elements that would be appropriate for SIUE. Co-Chairs of the Council for next year will be Jingyi Jia and Stephen Kerber.

The Graduate Council reviewed policies, including formal guidelines for authorship instead of by ad hoc. The Carnegie Committee will now be working through the end of the calendar year.

Past President Nastasia reported that Steve Hansen was selected as the speaker for the One More Thought series in fall.

President-Elect Rice thanked DeGroot Brown for her work as President.

The President has been working with the Academic Continuity Task Force and noted that it has a very tight timeline and is a huge undertaking.

**Public Comment:**
There was no public comment.

**Adjournment:**
The meeting adjourned at 2:50pm.

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

II. ANNOUNCEMENTS
   a. Board of Trustees Meeting July 9 at Springfield

III. CONSIDERATION OF MINUTES
   a. April 2, 2020

IV. ACTION ITEMS
   a. Second Read – Revision to University Admission Policy 1E1

V. UNFINISHED BUSINESS
   a. Send any additional comments regarding the Expressive Activity Policy (doc in Sharepoint).

VI. NEW BUSINESS

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

VIII. REPORTS FROM COUNCIL CHAIRS
   a. Faculty Development Council – Marie Klopfenstein
   b. Curriculum Council – Faith Liebl
   c. Rules & Procedures Council – Wai Cheah
   d. Welfare and Governance Council – Stephen Kerber
   e. Graduate Council – Duff Wrobbel
   f. Past-President – Sorin Nastasia
   g. President-Elect – Laurie Rice
   h. President – Jocelyn DeGroot

IX. PUBLIC COMMENT

X. ADJOURNMENT

The next Faculty Senate meeting will be in September.
Proposed Update to SIUE University Policy 1E1

The office of Graduate and International Admissions proposes two changes to SIUE’s Admission Policy (1E1) relating to international students.

1. The first change is to lower the required test scores needed to demonstrate sufficient English Proficiency for undergraduate students only. (Requirements for new graduate students would remain the same.) This change is reflected below in Section 4.1.

2. The second change is to allow for students to be admitted to the university for the purpose of enrolling in the Intensive English Language Program on the SIUE campus, which was recently approved by U.S. Immigration and Customs Enforcement under the U.S. Department of Homeland Security. This change is reflected in Section 4.7-8.

The remaining changes noted below are intended to simply clean up the existing language to appropriately reflect any changes that have occurred since the current policy was established.

F. International Students

1. Students Holding or Requiring Student Visas

   Applicants are expected to satisfy appropriate academic requirements, demonstrate English language proficiency, and provide acceptable evidence of adequate financial resources. Applicants with US educational credentials will be reviewed for academic eligibility under the same standards applied to domestic students. Standard reference materials published by recognized organizations such as (but not limited to) the American Association of Collegiate Registrars and Admissions Officers and NAISAA. Association of International Educators will be used as general guidelines to evaluate foreign academic credentials for academic eligibility, level of placement, and acceptability of transfer credit. In individual cases, appropriate faculty will be consulted for clarification of student credentials.

   Applicants whose recognized first language is not English must provide acceptable verification of their English language proficiency.

   Verification must be on file by the appropriate application deadline. Details are found under the heading “Students Whose First Language is Not English.”

   All applicants requiring a student visa must submit proof of adequate financial resources to the Office of Admissions in advance of admission. A financial certificate and instructions for its completion are included in the application packet. Financial arrangements must be approved by the appropriate deadline. Questions regarding financial matters should be directed to the Office of International Admissions.

   The Office of International Admissions will change the deadlines as needed.

Sections 2 & 3 – No Changes

4. Applicants Whose First Language Is Not English

   All applicants with study authorized, visas and/or foreign academic credentials whose first language is not English must demonstrate adequate English language proficiency in advance of admission. English language proficiency must be verified in one of the following ways:

   1. Applicants may sit for the International English Language Testing System (IELTS), or the Test of English as a Foreign Language (TOEFL) and have an official score report sent directly to Admissions. The minimum acceptable score for admission to a graduate program is a TOEFL score of 79 (IBT) or IELTS score of 6.5. For undergraduate admission the minimum score required is a TOEFL score of 72 (IBT) or an overall IELTS score of 6.0, with no individual component score of less than 6.0. Applicants may submit scores from another

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recognized testing service as long as the scores can be documented as being equal to or greater than the required IELTS or TOEFL score.

2. Applicants may submit a properly certified copy of their General Certificate of Education administered by a British Testing Agency showing a grade of A, B, or C in the subject English Language. Recognized equivalent examinations will also be considered.

3. Applicants may submit academic records certifying that they have graduated from a recognized secondary school, college or university where English is the exclusive language of instruction and is located in a primarily English-speaking country. A list of SIUE approved countries is posted on the International Admissions website. Requests to amend the list of countries will be reviewed by the Office of the Provost.

4. Applicants may submit academic records certifying that they have completed courses totaling at least 6 semester hours, equivalent to both English 101 (English Composition I) and English 102 (English Composition II) with earned grades of "C" or better at a regionally accredited college or university in the United States.

5. Applicants may sit for University-administered placement tests and meet internally indicated indicators of college entry-level competence in English and reading.

6. Applicants may submit a certificate or documentation from an authorized Intensive English Language Program (IEP) that verifies English language proficiency equivalent to a minimum TOEFL or IELTS score as indicated in section 4.4.

7. Applicants who meet all other requirements for admission but cannot demonstrate adequate English language proficiency may receive conditional admission status as an undeclared undergraduate student or to a graduate academic program, and be admitted to the university for the purpose of completing the Intensive English Language (IEP) curriculum and academic development coursework only. Admission to the IEP will be determined by the IEP Director and the Office of International Admissions based on criteria posted on the International Admissions website. Successful completion of the SIUE Intensive English Program will satisfy the English proficiency requirement of the university, allowing the student to advance to degree seeking status. This admission provision may be authorized for two academic terms with time extensions authorized by International Admissions for undergraduate students and by individual academic departments for graduate students.

8. Applicants may submit an ACT sub-scores of 21 or greater in Reading and English, or an SAT Evidence-Based Reading and Writing sub-score of 530.
Policies & Procedures

Expressive Activity

Policy on Expressive Activity - 6E1

I. Policy on Expressive Activity

This Policy applies to all buildings, grounds, and other spaces owned or controlled by Southern Illinois University Edwardsville (SIUE). The term "Expressive Activity" includes:

1. Meetings and other group activities of students and student organizations;
2. Speeches, performances, demonstrations, rallies, vigils, and other events by members of the University community, including students, student organizations, and outside groups invited by student organizations;
3. Distributions of literature, such as leafleting and pamphleteing; and
4. Any other expression protected by the First Amendment to the U.S. Constitution.

II. Policy Statement

SIUE property is primarily dedicated to academic, student life and administrative functions. But it also represents the "marketplace of ideas," and especially for students, many areas of campus represent a public forum for speech and other Expressive Activities. For members of the University community, including students and student organizations, the outdoor areas of campus are venues for free expression, including speeches, demonstrations, and the distribution of literature.

SIUE shall not consider the content or viewpoint of the expression or the possible reaction to that expression in applying this policy. SIUE shall not impose restrictions on students, student organizations, or University employees due to the content or viewpoint of their expression or the possible reaction to that expression. In the event that other persons react negatively to a student's, student organization's, or University employee's expression, SIUE (including University police) shall take necessary steps to ensure public safety while allowing the Expressive Activity to continue.

No event or Expressive Activity shall be permitted to violate or hinder the rights of others within the campus community.

SIUE does not assume any obligation or responsibility for the content of statements or materials distributed.

III. Rules and Regulations

Draft February 26, 2020
1. **General Rules**

Subject to the additional rules set forth herein, members of the University community, including students and student organizations shall be allowed to conduct Expressive Activities on SIUE property as long as such activity:

1. Does not block access to campus buildings.
2. Does not obstruct vehicular or pedestrian traffic.
3. Does not constitute unlawful activity.
4. Does not create a clear and present threat to public safety.
5. Does not take place in a location that has been previously reserved by another individual or group.
6. Is conducted by a non-commercial entity.
7. Does not disrupt the conduct of University business, including educational instruction, due to excessive noise.
8. Ensures distribution of printed materials must be done in person. At least one member from each registered student organization must be present to distribute the printed materials.
9. Ensures individuals and/or groups engaged in Expressive Activity are responsible for picking up any printed materials dropped on the ground around the areas of distribution. SIUE may charge such individuals and/or groups a reasonable clean up fee if they fail to do so.
10. Ensures individuals and/or groups engaging in Expressive Activity agree to pay for any damages to SIUE property that is caused by their use of such property.

This policy shall not apply to any person or organizations desiring to sell merchandise or services on campus. Such activities are governed by the SIUE Solicitation Policy, which can be found at https://www.siue.edu/policies/64.shtml.

2. **Spontaneous Activities in Outdoor Locations**

For outdoor campus facilities and areas, members of the University community, including students, student organizations, and their sponsored guests may freely engage in spontaneous Expressive Activities provided that such activities are in compliance with all other provisions of this Policy, and the Kimmel Student Involvement Center Student Organization Handbook, if applicable, which may be found at http://www.siue.edu/kimmel/organizations/index.shtml.

3. **Spontaneous Activities in Indoor Locations**

For indoor campus facilities and areas, members of the University community, including students, student organizations, and their sponsored guests may freely engage in spontaneous Expressive Activities subject to the following conditions:

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*Draft February 26, 2020*
1. Expressive Activities may only be conducted in locations that do not interfere with the educational mission of the university, or other University business, as determined by the University.
2. The Expressive Activities are in compliance with all other provisions of this policy.

4. Reserving Campus Facilities for Expressive Activities

1. If students, student organizations, or University employees desire to reserve indoor or outdoor campus facilities, they shall submit their application for reservation to the Office of the Vice Chancellor for Administration (or the Morris University Center (MUC) Event Services Office for reservation of space within the MUC) at least three business days prior to the reservation date. SIUE will respond to the reservation application within two business days.

2. If individuals or organizations who are not members of the university community (i.e., not students, student organizations, or university employees) desire to reserve campus facilities, they shall submit their application for reservation to the Office of the Vice Chancellor for Administration, (or the Morris University Center (MUC) Event Services Office for reservation of space within the MUC) at least three business days prior to the reservation date. SIUE will respond to the reservation application within two business days. Reservations can be made up to 30 days in advance in order to allow priority reservations for students, student organizations, employees, and University sponsored activities.

3. If applicable, information regarding the cost of indoor facilities will be provided to the requestor.

4. Reservation requests for outdoor locations shall identify the specific location in the application, and not include more than a 50 feet radius, without an explanation justifying why additional space is needed.

5. Reservation requests will be processed and granted on a first-come, first-served basis. These requests may be denied for the following reasons only:
   1. The request conflicts with restrictions enacted pursuant to this Policy (denial must specify);
   2. The venue is already reserved for another event;
   3. The activity will attract a crowd larger than the venue can safely contain;
   4. The activity is a clear and present threat to public safety, according to University Police;
   5. The activity is unlawful;
   6. The activity is inherently likely to provoke a violent response towards another person, encourage others to commit criminal acts, or constitutes harassment, defined by law as unwelcome conduct.

Draft February 26, 2020
that targets individuals based on a protected characteristic and which substantially interferes with that individual’s access to educational opportunities or their employment environment;

7. The requestor, and/or a member of the requestor’s group, has previously violated this Policy in past activities; or

8. If spaces previously reserved pursuant to this Policy have gone unused (intended to prevent individuals from reserving space for the sole purpose of denying the availability of space for others).

6. During an event, the student, student organization, University employee or sponsor requesting the reservation is responsible for the conduct of any co-presenter(s) and for preserving and maintaining the facility it reserved. If it causes any damage to those facilities, the person(s) or organization (and its officers, if applicable) shall assume responsibility.

[1] In the event that multiple individuals or organizations submit conflicting reservation requests, the following order of precedence shall govern, on a first-come, first-served basis: (1) official university sponsored activities and events; (2) recognized student organization activities and events; (3) student activities and events; and (4) all other activities and events.

5. Amplification

1. The compact nature of the University core necessitates a general policy of sound control, that (1) protects academic programs and the conduct of other University business from the intrusion of sound created outside University Structures, and (2) provides the opportunity for the appropriate use of amplification for activities in outdoor areas of the campus.

2. It shall be the general policy of the University that the academic programs and learning spaces be given maximum protection from intrusion of sound created outside University Structures. Therefore, amplification of any type which interferes with classroom instruction, student learning, or normal University operations will not be allowed in outdoor areas of the campus when classes are in session.

3. To avoid interference with the conduct of University business, the decibel level of the amplification should not exceed 70 dBs (within 10 feet from the source of sound), and the use of a siren or similar emergency sounds in amplification equipment used in activities is prohibited at all times except by University police.

4. Exceptions to the decibel level are allowed for University sponsored activities.

Draft February 26, 2020
6. **Reporting**

Any suspected violations of this policy should be reported to the Office of the Vice Chancellor for Administration at 618-650-2536 or University Police at 618-650-3324. The SIUE Police Department should be contacted for any immediate threat.
IBHE-FAC report for the SIUE Faculty Senate meeting on 7 May 2020

The IBHE-FAC met on 17 April 2020 via Zoom.

Marie Donovan, FAC Chair, made several announcements, including the election of officers for next year (Chair: Shawn Schumacher, DeVry University; Vice-Chair, Julie Clemens, Illinois Central College; Secretary, Susan Wiediger, SIUE). Shawn Schumacher, FAC Vice-Chair, reported that we expect FAC meetings to be virtual for a while longer, including in May. Gretchen Lohman, IBHE liaison, reported on the MacMurray College closing and that guidance relating to IAI and other topics is posted on the IBHE website. After the meeting Gretchen shared the new drive-up WiFi map tool, www.ildeco.net/wifi, to aid students needing internet access. Jaimee Ray, IBHE, provided an update about the formation of working groups in the House and Senate to discuss budget and necessary legislative items. There was some general discussion about what Fall 2020 instruction might look like and what is currently being discussed at various institutions. Examples of concerns include enrollment fluctuations, infrastructure capacity, maintaining quality, and students making decisions based on news reports from other states or institutions.

Jennifer Delaney, IBHE member (public faculty seat), introduced herself to the FAC. There was discussion about possible uses of the CARES Act stimulus money being received by institutions.

February minutes were approved. There was discussion of the bylaws revisions and the associated creation of a procedures document.

Representative Jeff Keicher (R-70) joined the FAC for informal conversation focused on mental health issues; he was invited by the Mental Health Working Group, as he is on the Mental Health Committee as well as Higher Education and Higher Education Appropriations. He addressed several questions raised by the Working Group as well as responding to discussion topics. Act 101-0251 was passed, even though it was not discussed in as much detail as might be preferred, because having something addressing the issue seemed important. Funding was not appropriated, which means the Act does not take effect this July (the date in the act) because the wording was careful to avoid creating an unfunded mandate. Rep. Keicher suggested the FAC work with Jaimee Ray to build consensus for guidance for corrective legislation, which we now have time to do.

Caucuses provided summaries of their March meetings. Working groups met and then reported out. This We Believe is working on a letter to editors. Mental Health discussed the info from Rep. Keicher and what professional groups might be willing to provide feedback and guidance. IAI/Dual Credit/transfer has drafted some faculty concerns and hope the whole FAC might discuss it in May. P-20 discussed how to categorize the faculty initiative and what assistance might be available in the fall. Performance Based Funding is pretty much on hold due to the pending budget issues, but may also think about what funding will look like for the next few years as a result of the pandemic impacts.

The meeting adjourned after thanks to Marie for hosting and the Elections Committee for their service, the Public Caucus stayed online for a brief caucus meeting, which mostly focused on sharing current situations at member institutions.

The next IBHE-FAC is scheduled for May 15th, via Zoom.

With regards, Susan D. Wiediger, representative for SIUE to the IBHE-FAC. For more information about any of these items, please contact me via email at swiedig@siue.edu.
Thursday, April 16, 2020

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
Marcus Agustin  Evaluations Sub-Committee, Mathematics & Statistics  magusti@siue.edu
Vincent Rapini  Evaluations Sub-Committee, School of Dental Medicine  vrapini@siue.edu
James Hanlon  Geography  jhanlon@siue.edu
Andrzej Lozowski  Electrical & Computer Engineering  alozows@siue.edu
Ezra Temko  Sociology  etemko@siue.edu
Jared Sheley  School of Pharmacy  jashele@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.

Ninety six faculty responded to this year’s survey. Your scores averaged 3.45 (Neutral to Good) overall, with a standard deviation of 1.49. Your highest scores were in effectively promoting minority participation in the University community (M = 4.00), supporting the functions of the Schools of Dental Medicine and Pharmacy (M = 3.83), keeping the faculty abreast of changes in education and need for new programs (M = 3.81), your competence in supervising and coordinating the Directors of Institutional Research, Educational Outreach, and International Affairs (M = 3.70), and interpersonal and communication skills (M = 3.70).

Your lowest scores highlight some areas for improvement. These include confidence in your management of fiscal resources (M = 2.96), willingness to make and follow through with your commitment in providing sufficient support to departments (M = 3.02), inspires confidence in your decision making process (M = 3.08), and communicate regularly and openly with the university community on all issues of interest (M = 3.14). These all cluster towards your decision making on issues of importance to faculty.

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

1) Support the implementation of the Collective Bargaining Agreement (CBA)

   Since the collective bargaining agreement (CBA) has been realized, it is now time for the Provost to support the implementation of what was agreed upon between the SIUE administrators and representatives of the Faculty Union.

2) Improve faculty morale and faculty salary

   After numerous years of sacrifice, due to the budget crisis in the state of Illinois, low faculty morale and inequitable salary continue to be the issues of concern among the faculty. The overworked, underpaid, and undervalued faculty are asking the Provost to find ways to improve faculty morale and increase faculty salary.

3) Maintain and develop quality academic programs

   With the dwindling state appropriation, along with fewer graduating seniors from high schools in the state of Illinois, quality academic programs will be needed to match and meet the needs of these students. To stay competitive with other higher academic institutions (including the industries) in the metropolitan area of St. Louis, as well as in the state of Illinois and other neighboring states, the Provost will need to
have good quality control and be able to prioritize her fiscal responsibilities in an effective manner to attract students to SIUE.

4) Provide fiscal resources to restore teaching lines and support staff positions

Although we remained in a challenging budget situation, and the Provost has to work through multiple complicated environmental constraints, the faculty would like to see the Provost do a better job in allocating her funds and resources to restore teaching lines and support staff positions that were left unfilled during our budget crisis several years ago.

5) Make decisions in a timely manner

As with previous years, the Provost's inability to make decisions in a timely manner continue to be an issue of concern among the faculty. The faculty asked that the Provost delegate some of her responsibilities to the other administrative officers and staff in her office, and also develop a strategy that will streamline the review process of academic programs for efficiency purposes.

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

Support the implementation of the Collective Bargaining Agreement (CBA)

- Effective reallocation of existing resources in a fashion that is respectful of faculty's time and equity. The Provost can address this challenge by supporting the new Collective Bargaining Agreement set up between administration and faculty. It is one thing to say that you are supportive. It is quite another to demonstrate this by evaluating resource allocation. Resources should be identified to support fair and equitable treatment of faculty. Trying to maintain business as usual is not effective, and will just lead to disputes between Faculty Association and Administration.

- The CBA with the FA makes clear that the University accepted some particular personnel/ workload issues. The Provost ignores these commitments made by not allocating the funds to units for these workload agreements and letting the Deans be the bad guys. If one's word and signature is not honored is the person "honorable?" I wonder!!

- Administering the CBA as written takes more than just support, it takes financial investment to make sure faculty are adequately paid for the job they do. Implement the CBA by making sure the adequate financial resources are available.

- I have appreciated the Provost's openness to discussing issues and her leadership in general. One area I would like to see improved is in the implementation of the new Collective Bargaining Agreement. I hear too much about "budget neutral" rather than "reasonable workload" when it comes to discussions of faculty workload (in Operating Paper revisions). Faculty shouldn't feel they have to choose between killing their programs or being overworked. I understand this is a work-in-progress, and I look forward to seeing the Provost's leadership in moving forward fair faculty workload provisions.

- Implementing the CBA effectively. Advocate for full funding for the CBA rather than repeatedly stating that implementation should be cost neutral which is just not a realistic viewpoint. The entire point of the CBA was to improve working conditions, with a specific focus on workload and salary. Improving that is GOING to cost additional funds.

- Meeting the requirements of the faculty CBA is very important. The faculty would be better served if the Provost supported them in their efforts to rewrite department operating papers to acknowledge all of the work that faculty do. Adequate remuneration to the faculty supports morale and productivity.

Improve faculty morale and faculty salary

- Supporting faculty, esp. with regard to new collective bargaining agreement. Upping morale with fair salaries and workloads.

- While I understand that the allocation decision is not up to the Provost, more needs to be done to ensure the faculty that money will be coming our way along with a potential increase in salaries. My concern for faculty is that if nothing changes then a strike is imminent.

- Paying faculty adequate salary (particularly those that are minority faculty).

- Also, hiring and retaining high-quality faculty is very hard at this point. In many departments, salaries aren't competitive with the private sector or other universities. So even if can hire good faculty, they're
gone within five years. Raising faculty salary, morale, and the incentives to stay and grow should be one of the Provost office's main priorities.

- Maintaining faculty morale in a climate where some colleagues (other faculty) seem to have an orientation towards bad when it comes to SIUE, with administrators cast as the antagonist and the union as the agonist. Things were not perfect before the union, and some good things have come about with the CBA, but generally speaking, I thought faculty and administration had (hopefully still have) a good relationship prior to the union. Now, I perceive a divide that wasn't apparent before.

- Faculty Moral and Faculty salaries. The unwillingness to release funds to address faculty salaries is totally unacceptable. Although the Union is trying to address some of these issues, the Provost and Chancellor could both help with this issue by providing more resources to the Dean. I don't understand how you expect a school to pay the additional taxes on salary increases with the VERY limited budgets that they already have. Dean's and Chairs are to the point that they can't cut any more from the budget. We are continually told that there is no money, yet sources outside the Provost and Chancellor offices tell us that that SIUE has a substantial Nest Egg. What are you saving this for?

Maintain and develop quality academic programs

- Having enough money to pay faculty and staff enough to be competitive with industry and other institutions. If you want quality programs, you need quality people. There are only so many students (paying customers) out there to attract. If you don't have quality programs, students will go elsewhere.

- We need to maintain quality and rigor in our instruction despite pressures to cut corners. Provost Cob has done an awful job in this regard. Creating a Winter Session "pilot program" that was never more than a sham money maker was simply shameful. The creation of the First Semester Transition course that diverts resources from real academic programs further weakens our academic rigor. Faculty are not empowered to hold the line on quality.

- Developing and maintaining high quality academic programs, increasing inclusiveness. The Provost can help by continuing to support the Faculty Strategic Hiring Initiative and by making sure academic quality is a priority at all times.

- Enrollment declines and fiscal responsibility are SIUE's biggest challenge. Program evaluation and prioritization must occur. If implemented responsibly, potential reductions in faculty numbers could occur through natural attrition (retirements, etc.) and faculty reassignment to areas of growth/stability over time. If we ignore the impending challenges because faculty (i.e., faculty association) and departments don't like it, we will end up like Carbondale. The faculty will not like the idea of program prioritization because they will see it as challenging their norm, but the world is changing. I think the Provost is doing some really great things in terms of developing new opportunities for SIUE, but we will eventually need to shift resources accordingly.

- I worry about the move towards more and more online. I get the impression that the provost is (realistically) oriented toward marketing SIUE and its programs, but worry that sometimes it seems like we are prioritizing marketability over quality education.
Provide fiscal resources to restore teaching lines and support staff positions

- Funding should be restored to departments for tenure lines in some cases and for administrative staff in others. Before focusing too much on starting new programs, we should fully support the ones we have.

- Growing departments are not properly supported, remaining understaffed. How can we provide quality instruction in courses with enrollments that are at twice, or more, of the original caps?

- Insufficient funds for departments and colleges. It is outrageous for the Provost to claw back a significant amount of funding to colleges and departments at the same time as the governor announces increased funding for higher ed, and the first CBA is ratified. This creates an atmosphere of uncertainty and mistrust, which crippled the effectiveness and morale throughout the university. I have been unable to implement several projects that would have brought national recognition to my department and SIUE due to this claw back and the paranoia it has inspired about future funding. I’ve seen no attempt to explain, nor have there been any assurances about the future. We’ve just hired a high powered researcher, and it is difficult to generate enthusiasm about SIUE’s support that would help keep her.

- Equitable distribution of funds / faculty lines among departments/programs.

- The School of Engineering should be allocated a budget line for teaching assistants and all of the academic advisors. It is not acceptable that those faculty must dedicate time to justifying their need for this support each year. In addition, academic advisors should be paid from general student tuition. It is not fair that the School of Engineering must support the cost of an academic advisor. I doubt other Schools/Colleges must pay for their own advisors.

- Providing the fiscal resources that units need to respond to market demands. We continue to lose opportunities because our new programs are not approved. Many new programs require minimal investment, but are not approved and wait in the review process...

Make decisions in a timely manner

- The Provost listens carefully to concerns, but seems to take a very long time to make decisions and complete needed procedures.

- I have not had many interactions with Provost Cobb directly; however, there is a general understanding in my department and in other departments that when projects and documents reach the Provost level they are stalled there. In addition, Provost Cobb does not use meeting time efficiently.

- There are a lot of items (curriculum changes, operating papers...) that are still "sitting on the Provost's desk". I appreciate how much she is doing, but wished that some administrative items could be streamlined so we can complete our tasks.

- I've always appreciated Denise's collegial, approachable style. I am obviously not fully aware of all that she has to consider in the faculty search process, but it would be helpful if she could make decisions more quickly so that we don't lose the optimal recruiting window or quality candidates.

- The Provost's office is getting a reputation for the place where all bureaucratic progresses go to die. There is a real problem in acting on some initiatives from CAS and CAS departments especially. Could
be due to understaffing, but frequently hiring decisions/contracts seem to get delayed in Provost’s office, as just one example.

- She needs to make decisions in a timely fashion. She takes months or even years to make decisions because she wants every last detail. That stops progress. She has never been a program director, chair, assistant dean, or dean so she does not have those experiences to draw from when making decisions. If she did she would realize that her lack of decision making causes extra work and prevents progress. We need a provost with vision and the ability to enact that vision by making decisions. We need a new provost.

### Section 3: Quantitative Data

1. General Performance:

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<tr>
<td>1</td>
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<td>25.00%</td>
<td>11.36%</td>
<td>10</td>
<td>11.36%</td>
<td>10</td>
<td>22.73%</td>
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<tr>
<td>2</td>
<td>Service leadership (fostering an institutional climate conducive to achievement of University goals and mission).</td>
<td>14.61%</td>
<td>7.87%</td>
<td>7</td>
<td>14.61%</td>
<td>13</td>
<td>28.09%</td>
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<tr>
<td>3</td>
<td>Communication (interacting on regular and open basis with the University community on all issues of interest).</td>
<td>23.08%</td>
<td>9.89%</td>
<td>9</td>
<td>20.88%</td>
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<tr>
<td>4</td>
<td>Decision making (identifying, understanding, and addressing issues of significance to the University).</td>
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<td>Keeps abreast of changes in education and the need for new programs in the University.</td>
<td>13.51%</td>
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<td>6.76%</td>
<td>5</td>
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<td>1.00</td>
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<td>3.20</td>
<td>1.58</td>
<td>2.48</td>
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<td>2</td>
<td>Service leadership (fostering an institutional climate conducive to achievement of University goals and mission).</td>
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<td>3.14</td>
<td>1.48</td>
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<td>3.81</td>
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<td>Effectively communicates prioritized goals for the University.</td>
<td>18</td>
<td>10</td>
<td>10</td>
<td>25</td>
<td>23</td>
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<tr>
<td>2</td>
<td>Demonstrates a commitment to collegial governance.</td>
<td>18</td>
<td>5</td>
<td>11</td>
<td>21</td>
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<td>3</td>
<td>Inspires confidence in approach to decision-making.</td>
<td>23</td>
<td>13</td>
<td>14</td>
<td>18</td>
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<td>4</td>
<td>Fosters positive morale by establishing a working climate conducive to the achievement of faculty goals.</td>
<td>23</td>
<td>8</td>
<td>12</td>
<td>23</td>
<td>25</td>
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<td>5</td>
<td>Optimally manages fiscal resources.</td>
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<td>9</td>
<td>9</td>
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2. Specific Performance Issues:

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<td>Effectively promotes minority participation in the University community.</td>
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<td>4</td>
<td>6</td>
<td>23</td>
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<td>Provides substantive community service and leadership.</td>
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<td>3</td>
<td>Shows an understanding of the mission and academic goals of departments.</td>
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<td>6</td>
<td>12</td>
<td>18</td>
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<tr>
<td>4</td>
<td>Willing to make and follow through on commitments in order to provide sufficient support to departments.</td>
<td>27</td>
<td>7</td>
<td>12</td>
<td>17</td>
<td>23</td>
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<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>17</td>
<td>10</td>
<td>8</td>
<td>22</td>
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<td>8</td>
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<td>10</td>
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<td>4</td>
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<td>11</td>
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<td>Competence in shared university governance.</td>
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<td>8</td>
<td>22</td>
<td>34</td>
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<td>6</td>
<td>Interpersonal and communication skills.</td>
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<td>The leadership in the administration of personnel matters.</td>
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<td>1.52</td>
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<td>Interpersonal and communication skills.</td>
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<td>3.70</td>
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3. Supervision and Support of Units and Directors

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<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>13</td>
<td>8</td>
<td>2</td>
<td>16</td>
<td>19</td>
<td>58</td>
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<tr>
<td>2</td>
<td>Competence in supervising and coordinating the Associate and Assistant Provosts, and Assistant Vice Chancellor for Enrollment Management.</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>14</td>
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<tr>
<td>3</td>
<td>Competence in supervising and coordinating the Directors of Institutional Research, Educational Outreach, and International Affairs.</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>13</td>
<td>18</td>
<td>44</td>
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<tr>
<td>4</td>
<td>Supports the functions of the Schools of Dental Medicine and Pharmacy.</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>20</td>
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<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>3.34</td>
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<td>Competence in supervising and coordinating the Associate and Assistant Provosts, and Assistant Vice Chancellor for Enrollment Management.</td>
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Section 4: Provost's Response

Please see Provost Cobb's attached letter to Faculty Senate.
April 25, 2020

Dear Faculty Senators and Colleagues:

As always, I appreciate the work of the Rules and Procedures Committee in collecting, analyzing, and summarizing feedback as part of our continuous improvement process. I am also grateful for the opportunity to respond. Each year, I use these data to inform my work, to make improvements, and to work to enhance our academic enterprise across all dimensions.

While I appreciate the positive feedback, I will focus this response on the issues that I can address. As I have said previously, I take seriously the concerns that are communicated in the evaluation, and I am committed to addressing the challenges.

**Faculty Salaries and Morale**

For several years, salary issues have been at the forefront of faculty concerns. It is clear from the feedback that despite some significant institutional actions, these concerns have not been fully addressed. As I have said previously, I share these concerns over faculty salaries and will continue to advocate for our faculty on this important issue.

In FY 19, faculty received a 1% general salary increase. In addition, many faculty whose base salaries by rank fell below contract stipulated minimums had their base salaries adjusted. The collective bargaining agreement, which was mutually agreed to by the Faculty Association and the University, sets in motion a number of steps over the next few years that will make a difference in faculty salaries. For FY 20, faculty received a 2.75% general salary increase, including non-represented faculty. Additionally, in FY 20, we will conclude a faculty equity study and distribute adjustments to the base salaries for those individuals in salary ranks/disciplines suggested by the agreement. In FY 21, there will be another 2.75% for represented faculty, as well as adjustments to begin addressing salary compression. A second faculty equity study will occur again in the near future. In addition to these actions, I have been working closely with deans to offer initial salaries more in keeping with CUPA or market salaries. I remain hopeful that in addressing salary issues, we will be able to confront one dimension of the faculty morale challenge. Salary alone will not be sufficient for improving morale. We will also need to continue to work to replace necessary support positions and explore new strategies to bolster morale.

**Implementation of the Collective Bargaining Agreement**

I understand that there is concern about implementation of the collective bargaining agreement. I want to reassure the faculty that the University will honor the CBA. I also recognize that we do not all share the same understanding of how we achieve some elements of the CBA. Like many faculty, I would also like to see more workload proposals approved. I encourage departments who have not yet finished drafting proposed operating papers changes to do so, particularly with regard to workload equivalencies as well as the other alignments necessitated by the contract. For departments who have made initial proposals, I ask that you revise and resubmit proposed
changes for consideration by the deans. I will continue to encourage deans to work through proposals and reach agreement so that we can move the approval process forward. Resolving workload equivalencies is a shared commitment, and I mean that. I do, however, maintain that we must make choices about how to spend our budgets in Academic Affairs. New workload costs will not all come from the Chancellor’s central budget. I have asked that we examine our own priorities in the process. For example, can we resolve some issues with scheduling changes? Do we have electives that are not as important to our students or our departments when weighed against workload and cost considerations? How can we focus on the specializations, tracks and courses that we believe are most important and can reflect the quality we expect? How can resources be reallocated within Academic Affairs to meet our shared priorities? I understand there will be new costs. I am simply asking that we align our budgets with our priorities, and our priorities include addressing faculty workload.

**Academic Programming**

Investment in academic programming is critical to our success. While past practice did not always account for the real cost of launching or growing a program, we no longer plan in this fashion. We now work diligently to create realistic budgets, and secure commitments to appropriate for new programs, prior to their approval. It also requires that we meet our enrollment targets in the proposal. Furthermore, for the funding within my control, I remain committed to supporting our programs. For example, while a portion of differential tuition in Business and Engineering comes to the Office of the Provost, I push all of that funding to the units for investments in faculty, support, research, and equipment.

**Communication**

Improving communication will always be a priority. Each year, I try new things on this front. Based on previous feedback, I have stopped or limited my use of PowerPoint. I have been more respectful of the time allotted to me for meetings and discussions and worked at improving my efficiency in that regard. I also believe that personal meetings are important to building and sustaining trust as well as providing clarity. As such, I worked to convene monthly lunches with faculty, staff, and/or student groups throughout Academic Affairs this academic year. I listened, learned, and answered questions. Although that effort was disrupted due to the pandemic, I hope to continue that effort when we return to campus and I can do so safely. I have worked to make timely decisions and communicate effectively and often during the pandemic. Many of the communication strategies I have adopted during this period have sparked notes of appreciation from the faculty. I will work in earnest to continue that momentum.

*Efficiency, Effectiveness and Responsiveness*

I am committed to improving my responsiveness and effectiveness and the support of the Office of the Provost. Previously, I have acknowledged that faculty believe the Office can improve responsiveness and efficiency. I believe that our ability to meet expectations will be improved by being more fully staffed. This year, we were able to add Dr. Elza Ibrocheva as the Associate Provost. I have been able to delegate a number of important tasks for her. She has been learning quickly and seeks opportunities to support our faculty and academic programs. My hope was that her presence would allow others in the Office to refocus on their primary responsibilities, and we will be more responsive and efficient. I remain incredibly 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. I am hopeful that next year, faculty will perceive an improvement in my delegation, our Office’s efficiency and support, and our overall effectiveness. Importantly, I will continue to work to improve my own performance in timely decision-making and communication. Although I share faculty frustration with some aspects of the bureaucratic steps or processes that slow things down, there is still ample opportunity that I can continue to improve in this area. It was a front-of-mind concern for me this year and will continue to be a focus going forward. I ask that faculty consider the timely actions and decisions that I made during the COVID-19 pandemic and know that I still worked to engage Faculty Senate, the Faculty Association, Student Government, deans, chairs, and other offices as needed.

Communicating my Vision, Goals, and Actions

It is clear that I need to do a better job of communicating my vision, goals and actions. My vision and goals have remained within the same framework as I articulated in my interview, and I believe we have made some significant strides together. I will work to convey our goals, strategies, actions and outcomes more clearly. To that end, let me take this moment to share our collective achievements in four critical areas. (To be clear, while many of the highlights are from this year)

Goal—Expand enrollment by:

• Creating a strategic enrollment management plan that maximizes our competitiveness for traditional undergraduate and graduate students while meeting the needs of adults in the region who seek alternative modalities.
• Meeting the needs of the 400,000+ adults in the St. Louis Metropolitan Statistical Area with online degree completion options and short-term credentials, including badging.
• Developing high quality academic experiences and academic programs that are responsive to emerging needs.
• Invest in academic quality initiatives that strengthen on-ground programming, enhance online offerings, and spread high impact practices.

Highlighted Outcomes: Our enrollment has dropped, but we have been able to hold our ground with new programming. The Chancellor and I meet regularly with the Associate Vice Chancellor for Enrollment Management. There are a number of positive trends. For example, the growth of the online MBA, graduate nursing, the online RN to BS, the new online program in CJ and new programs in SEHHB have helped support that sustainability. We have established new on-ground programs in high-demand areas such as Public Health and Nutrition. We are expanding capabilities in data analytics with the Center for Predictive Analytics and working to develop academic programming that expands our capabilities in this area and in geospatial science. Online, Graduate, and international enrollments have improved. We have created agreements to invest new faculty lines in programs that had grown and could not meet the demand (e.g., Exercise Sports Psychology). We have established the ESRA group to provide greater information about labor force data and degree trends in the region and nation in order to make data-informed choices in growing our programs. We have invested in curriculum development, infrastructure, and a marketing plan for several new online degree completion options to address the needs of those in the region with some college and no degree. This marketing launch will go live in the next week. We have also piloted a badging project and worked with state and local workforce development officials to expand our efforts in this area. We have enhanced support for low-income students and reimagined our scholarship strategy.
Goal—Address equity gaps and promote student success for all by:

- Building programming to enhance student supports for historically under-represented students, inclusive of first-generation and low socio-economic status as well as races and ethnicities historically under-represented in higher education.
- Enhance our existing high impact practices (e.g. undergraduate research and community engagement practices) and expand to ensure that all students participate in HIPs early and often.

Highlighted Outcomes: We had record retention of first-time full-time freshmen to second year last Fall, including improvements across various groups of under-represented students. I have restructured my Office to reimagine the Assistant Provost position. That position is focused on Academic Equity and Inclusive Excellence and supporting the development and/or enhancement of high impact practice programs. We launched the Summer Success Program last year with great participation and positive outcomes for students.

Goal—Recruit, retain, and promote a diverse and excellent faculty. (This requires many elements.)

Highlighted Outcomes: We continue to work to improve faculty salaries for existing faculty and new hires. We have leveraged the Strategic Hiring Initiative to benefit our academic programs with several new hires slated to begin in Fall 2020. The University received an NSF ADVANCE grant to fund our TIME (Toward an Inclusive Model of Excellence) project. Our goal is to improve gender representation and equity in the faculty ranks within STEM disciplines. As part of this work, we will conduct a baseline climate survey this semester. We also opened the new Center for Faculty Development and Innovation this year.

Goal—Build on the tenets of our Teacher-Scholar model to enhance research and creative activities, engage students, build partnerships, develop intentional and collaborative community engagement and promote interdisciplinarity.

Highlighted Outcomes: Last year, it was clear that I needed to place greater emphasis on faculty scholarship. In addition to officially opening the new Center for Faculty Development and Innovation in the Library, I am pleased to report that we focused more of our faculty development programming on faculty research and creative activities this year. Unfortunately, the pandemic interrupted some plans. Additionally, through my role on the Illinois Innovation Network, we have several new and exciting possibilities emerging to support faculty scholarship. This academic year, I traveled with a team of faculty, staff and Dean Gerry Weinberg to explore the research partnership between Shimadzu and University of Texas Arlington. We hope to bring lessons learned back to our campus to enhance our research facilities and promote faculty scholarship. I also traveled with a team from the School of Engineering to explore entrepreneurial educational and research partnerships with the Engineering Unleashed network. Through my service to the GeoFutures Advisory Group in St. Louis, I have facilitated progress with a potential research relationship with NGA and partners in the growing Geospatial community in the region. This project has provided me with opportunities to work with interdisciplinary groups and understand better how the University can enhance support in this area. In the humanities, although the credit goes to many others, I am also excited to support the proposal for IRIS to become an IBHE recognized center. Additionally, I remain enormously thankful and supportive of the work of all who lead and contribute to the Successful Communities Collaborative. Finally, I believe that the work of the Carnegie Classification

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Advisory Committee, charged by Chancellor Pembrook and myself, to examine the opportunities and challenges of remaining Professional-Doctoral or transitioning to R2 is critical for our campus. I look forward to the open forums and community discourse on the topics.Faculty conversations are critical in determining whether we intend to stay in our new Carnegie classification as a Doctoral – Professional institution or whether we will move to R2 status. As I have stated previously, regardless of the category, we have talented Teacher-Scholars who deserve holistic support for the full scope of their activities, and I will continue to pursue opportunities to support this important dimension of our work.

Before closing, I would also note that in calendar year 2019, we successfully completed our midpoint assurance argument for our ongoing institutional accreditation with HLC. We are now planning our Quality Initiative. As we refine and enact our goals for the future, I look forward to working with faculty to achieve our collective vision. The University’s Strategic Planning process and the Diversity and Inclusion Strategic Plan reflect priorities for our attention.

I take my service and leadership responsibilities seriously. The need for effective and collaborative leadership is paramount in these challenging times. I look forward to working with our campus as we imagine creative new possibilities for preserving academic quality while ensuring the health and well-being of our campus. As always, I appreciate the constructive feedback. I sincerely appreciate your work and efforts, even more so during the last two months. Please know that I will continue to work for our students, our faculty, our staff, and the University’s mission.

Sincerely,

P. Denise Cobb
Provost and Vice Chancellor for Academic Affairs

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