The regular meeting of the Faculty Senate was called to order at 2:30pm on Thursday, December 3, 2020 via Zoom by President Laurie Rice.


Absent: Charles Berger (ex officio), Elizabeth Cali, Kim Carter, R. Duane Douglas (ex officio), Carole Frick, Hernando Garcia, Jennifer Hernandez, Kevin Hockenberry, Yuliang Liu, Yun Lu, Edward Navarre, Corey Ragsdale, Jeffrey Sabby (ex officio), Yadong Wang, Prince Wells (ex officio)

Guests: Jessica Harris, Amber Withycombe

Public Comment:
There was no public comment.

Guest:
Jessica Harris presented the findings of the Anti-Racism Task Force (ARTF).

The subcommittees were reviewed. Subcommittee 1 (Sustained and Effective Communication) identified an issue with the East St. Louis campus not being seen as open to the community with a fenced-in/compound feel. There is a need to improve the relationship between campuses as well as better marketing and communication of the good work that happens at the East St. Louis campus. Subcommittee 2 (Access and Success) looked at how the University is facilitating access by underrepresented backgrounds and making sure they succeed. While many things are already in place or in progress, expanding campus visit diversity, mentoring students throughout their time at the University, and utilizing Starfish to better support students was suggested. Subcommittee 3 (Curriculum) prompted the convening of a committee to look at Student Evaluation of Teaching (SET) and two new subcommittees on the General Education Committee to consider a New Lincoln foundations course. Other needs identified included a STEM mentoring program, improved student employment, more opportunities to engage in community conversation, additional library resources, and a revision to the Student Code of Conduct to include anti-racism language. Subcommittee 4 (Faculty
and Staff Hiring, Retention, and Promotion) identified a need for more training, increased diversity for search committees, and more specific language when talking about diversity and inclusion.

A draft of the Quality Initiative proposal is being written and will be submitted to the ARTF, the Chancellor, and the Provost for review. In addition to the feedback from campus focus groups in Spring 2020, a number of ARTF pieces will be included.

There will be a number of opportunities for committee work as many of the recommendations will take more thought to move forward. The floor was opened to questions.

Training in this context is being used as an umbrella term and does not only refer to compliance; training is meant to facilitate the type of environment and culture desired at SIUE. Data for Starfish surveys will be investigated. It was acknowledged that there will always be resistance, but the position is that the community must keep moving forward.

**Announcements:**
There were no announcements.

**Consideration of Minutes:**
The minutes for the November 5, 2020 meeting were approved as written.

**Action Items:**
There were no action items.

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

**New Business:**
A revision to the Rules and Procedures Operating Papers, Appendix 3 was presented for a first reading. A yearly evaluation survey is conducted of the Chancellor and Provost which currently requires a paper version in addition to Qualtrics, and this revision removes the paper requirement. Further review of the operating papers will take place as part of the Faculty Senate reorganization. The revisions will be placed on the agenda for the February 2021 Faculty Senate meeting for a second reading and vote.

Revisions to Policy 1C1 were brought forward by the Curriculum Council. The changes are primarily clarifications to make the policy in-line with practice. They have already been approved by the Graduate Council. The revisions will be placed on the agenda for the February 2021 Faculty Senate meeting for a second reading and vote.

**Reports from Standing Committees:**
The University Planning and Budget Committee (UPBC) and the Illinois Board of Higher Education Faculty Advisory Council (IBHE-FAC) reports were posted to Teams and are attached.
Reports from Council Chairs:
The Faculty Development Council had a robust discussion about what faculty development can look like in the new normal. Revisions to the Teaching Excellence Award Committee operating papers are being prepared.

The Welfare and Governance Council met with the Provost about a new Dual Career Family Policy and will meet with her again in January. The Grievance Policy for unrepresented faculty was approved and will be sent to the Faculty Senate Executive Committee for consideration. The Ombuds yearly report was received.

The Curriculum Council, Rules and Procedures Council, Graduate Council, and President reports are attached.

Adjournment:
The meeting adjourned at 3:34pm.

Submitted by Anne Hunter, University Governance
FACULTY SENATE MEETING - AGENDA
Zoom Meeting ID: 989 5051 4481, Password: chimega
Chancellor’s Conference Room, RH 3324
December 3, 2020 – 2:30 PM

I. CALL TO ORDER
II. PUBLIC COMMENT
III. GUEST
   a. Dr. Jessica Harris, Anti-Racism Task Force
IV. ANNOUNCEMENTS
V. CONSIDERATION OF MINUTES
   a. November 5, 2020
VI. ACTION ITEMS
VII. UNFINISHED BUSINESS
VIII. NEW BUSINESS
   a. Rules and Procedures Operating Papers Appendix 3 Revisions
   b. Revision of Policy 1C1 – Guidelines for Course Categories, Class Scheduling and Publications
IX. REPORTS FROM STANDING COMMITTEES
   a. UPBC – Ann Popkess
   b. IBHE Faculty Advisory Council – Susan Wiediger
X. REPORTS FROM COUNCIL CHAIRS
   a. Faculty Development Council – Marie Klopfenstein
   b. Curriculum Council – Keith Hecht
   c. Rules & Procedures Council – Ezra Temko
   d. Welfare and Governance Council – Stephen Kerber & Jingyi Jia
   e. Graduate Council – Mike Shaw
   f. Past-President – Jocelyn DeGroot Brown
   g. President-Elect – Duff Wrobbel
   h. President – Laurie Rice
XI. ADJOURNMENT 

Next Faculty Senate Meeting Thursday, February 5 at 2:30 p.m.
SIUE Anti-Racism Taskforce Update

Presented to Faculty Senate
Jessica C. Harris
December 3, 2020

SIUE Anti-Racism Taskforce

The charge of SIUE's Anti-Racism Task Force is to propose a series of short and long-term actions that the University can take to dismantle racism on our campus. The four subcommittees of the Anti-Racism Task Force will develop timelines, required resource descriptions and plans for implementation and sustainability of the proposed actions.

https://www.siue.edu/about/announcements/anti-racism/
### Subcommittee #1: Sustained & Effective Communication

| 1.A.1 | ESL Shuttle Service (Morris Taylor) |
| 1.A.2 | ESL Campus Aesthetics (Tim Staples) |
| 1.A.3 | ESL - ICR Distribution (Jerry Weinberg) |
| 1.A.4 | ESL-Edwardsville Relationship (Chancellor & Chancellor’s Council) |
| 1.B.5 | Communications Hub (Doug McIlhagger) |
| 1.C.6 | Speaker Series (Chancellor) |
| 1.7  | DEI-related position in Marketing (Doug McIlhagger) |
| 1.8  | Communications specialist at the East St. Louis Center (Doug McIlhagger) |
| 1.9  | Leadership Messaging (Doug McIlhagger) |
| 1.11 | Using the terms Black/BIPOC (Doug McIlhagger) |
| 1.12 | Focus groups - Diversity in materials (Doug McIlhagger) |

### Sub-Committee #2: Access and Success

| 2.A.1 | Test-blind admission process (Scott Belobrajdic) |
| 2.A.2 | Scholarships (Scott Belobrajdic & Chancellor) |
| 2.A.3 | Website support (Doug McIlhagger) |
| 2.A.4 | Campus visit program Scott Belobrajdic |
| 2.B.5 | Mentoring program (Makensha Harris-Lee) |
| 2.B.6 | Financial assistance (Scott Belobrajdic & Chancellor) |
| 2.B.7 | Academic support/Starfish (Provost) |
| 2.B.8 | Programming -Student relationships (Jeffrey Wagle) |
| 2.C.6 | Newsletter (Doug McIlhagger) |
| 2.C.10 | Unit Specific-Mentoring program (Tim Hall, Provost, Dean) |
| 2.C.11 | High school program -career and college options (Scott Belobrajdic) |
| 2.D.12 | Non-payment policies (Scott Belobrajdic) |
| 2.D.13 | Standardized test-score – advising (Scott Belobrajdic) |
| 2.D.14 | Starfish-Early Alert Policy (Geoffrey Edwards) |
### Sub-Committee #3: Curriculum

**Point Person(s) listed next to recommendation**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A.1</td>
<td>Mandatory training - TT-NTT Faculty (Provost, VCEDI)</td>
</tr>
<tr>
<td>3.A.2</td>
<td>Replace SET (Provost)</td>
</tr>
<tr>
<td>3.A.3</td>
<td>IMPACT Academy-Investment (Chancellor &amp; Provost)</td>
</tr>
<tr>
<td>3.A.4</td>
<td>Program Review Antiracism (Provost)</td>
</tr>
<tr>
<td>3.A.5</td>
<td>Evaluation processes (Vice Chancellor)</td>
</tr>
<tr>
<td>3.A.6</td>
<td>Administrator Specific evaluations (UPBC &amp; CHAPA)</td>
</tr>
<tr>
<td>3.B.7</td>
<td>Support plans (e.g. SIUE Experience) (Scott Belobradic &amp; Jeffrey Waple)</td>
</tr>
<tr>
<td>3.B.8</td>
<td>Diversity and Inclusion Sessions (e.g. Springboard) (Scott Belobradic)</td>
</tr>
<tr>
<td>3.B.9</td>
<td>Leadership opportunities (e.g. Cougar Guides) (Scott Belobradic &amp; Jeffrey Waple)</td>
</tr>
<tr>
<td>3.B.10</td>
<td>New Lincoln foundations course (Provost)</td>
</tr>
<tr>
<td>3.B.11</td>
<td>Common readings (Chancellor and Provost)</td>
</tr>
<tr>
<td>3.B.12</td>
<td>Sustained Dialogue Offerings (Lindy Wagner)</td>
</tr>
<tr>
<td>3.B.13</td>
<td>Certificates in Antiracism/Social Justice (Provost)</td>
</tr>
<tr>
<td>3.B.14, 15, 16, 18</td>
<td>Revise titles and standards-Lincoln Program's U.S. Cultures Experiences and Global Cultures Experience (Provost)</td>
</tr>
</tbody>
</table>

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### Sub-Committee #3: Curriculum

**Point Person(s) listed next to recommendation**

<table>
<thead>
<tr>
<th>Item</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.B.17</td>
<td>Add question to SET instruments (Provost)</td>
</tr>
<tr>
<td>3.B.18</td>
<td>Courses re-approval process with EUSC and EGC (Provost)</td>
</tr>
<tr>
<td>3.B.19</td>
<td>Professional Development Support (Chancellor and Provost)</td>
</tr>
<tr>
<td>3.B.20</td>
<td>STEM Assistant Professor (Provost)</td>
</tr>
<tr>
<td>3.B.21</td>
<td>Student support group (Jeffrey Waple &amp; Provost)</td>
</tr>
<tr>
<td>3.B.22</td>
<td>Mentoring program in STEM fields (Provost)</td>
</tr>
<tr>
<td>3.B.23</td>
<td>Student employee hiring improvement (Scott Belobradic &amp; Jeffrey Waple)</td>
</tr>
<tr>
<td>3.B.24</td>
<td>Compensation for student leadership (Jeffrey Waple)</td>
</tr>
<tr>
<td>3.B.25</td>
<td>Affinity space student leadership opportunities (Jeffrey Waple)</td>
</tr>
<tr>
<td>3.B.26</td>
<td>Speaker series focusing on antiracism topics (Chancellor)</td>
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<tr>
<td>3.B.27</td>
<td>Speaker series on politics (Chancellor)</td>
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<tr>
<td>3.B.28</td>
<td>Integrate ESL in supporting community needs (Chancellor)</td>
</tr>
<tr>
<td>3.B.29</td>
<td>Student Mental Health Support (Jeffrey Waple)</td>
</tr>
<tr>
<td>3.C.30</td>
<td>Antiracism webpage in SIUE website (Doug McPherson)</td>
</tr>
<tr>
<td>3.C.31</td>
<td>Community spaces/Community conversations (Jeffrey Waple)</td>
</tr>
<tr>
<td>3.C.32</td>
<td>Student Academic Success Sessions (SASS) (Scott Belobradic &amp; Provost)</td>
</tr>
<tr>
<td>3.C.33</td>
<td>Antiracism language -&gt; Student Code of Conduct (Jeffrey Waple)</td>
</tr>
<tr>
<td>3.C.34</td>
<td>Antiracism resources - Lovejoy Library (Chancellor &amp; Provost)</td>
</tr>
</tbody>
</table>
### Sub-Committee #4
#### Faculty & Staff Hiring, Retention, and Promotion

Point Person(s) listed next to recommendation

<table>
<thead>
<tr>
<th>4.A.1</th>
<th>Anti-racism and bias training for Supervisors/Evaluators (Chancellor &amp; VCs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.A.2</td>
<td>Process for 360 evaluation of every staff person (Morris Taylor)</td>
</tr>
<tr>
<td>4.A.3</td>
<td>Eliminating current SETs use for evaluation (Provost)</td>
</tr>
<tr>
<td>4.A.4</td>
<td>Recognizing “invisible labor” (Provost and Chancellor)</td>
</tr>
<tr>
<td>4.A.5</td>
<td>Remove 4th criteria (Provost)</td>
</tr>
<tr>
<td>4.A.6</td>
<td>Review promotion process (Provost)</td>
</tr>
<tr>
<td>4.A.7</td>
<td>Staff development planning (Chancellor and VCs)</td>
</tr>
<tr>
<td>4.A.8</td>
<td>Professional Development (Chancellor and VCs)</td>
</tr>
<tr>
<td>4.A.9</td>
<td>Policies around retaliation (Bob Thomth and Provost)</td>
</tr>
<tr>
<td>4.B.10</td>
<td>Cluster hiring (Provost, Deans)</td>
</tr>
<tr>
<td>4.B.11</td>
<td>Affirmative Action data in searches (Chancellor &amp; VCs)</td>
</tr>
<tr>
<td>4.B.12</td>
<td>Diverse search committees (Jamie Ball)</td>
</tr>
</tbody>
</table>

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### Sub-Committee #4
#### Faculty & Staff Hiring, Retention, and Promotion

Point Person(s) listed next to recommendation

<table>
<thead>
<tr>
<th>4.B.13</th>
<th>Job descriptions review for bias (Jamie Ball)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.B.14</td>
<td>Recruitment efforts improvement (Jen Oates-Blair)</td>
</tr>
<tr>
<td>4.B.15</td>
<td>Supplement/update Search Committee training (Jamie Ball)</td>
</tr>
<tr>
<td>4.B.16</td>
<td>Equity Advisors in all searches (Provost &amp; Morris Taylor)</td>
</tr>
<tr>
<td>4.B.17</td>
<td>Mid-point review in searches (Chancellor)</td>
</tr>
<tr>
<td>4.B.18</td>
<td>Changes in SUCCS rules (Bob Thomth, Chancellor, Morris Taylor, VCEDI)</td>
</tr>
</tbody>
</table>
Quality Initiative

Proposal Committee
Courtney Boddie
Geoffrey Edwards
Elza Ilbrowsheva (Chair)
Jessica Harris
Matthew Schunke

A draft of the proposal is being written and will be submitted to the ARTF Core Council, Chancellor and Provost for review. In addition to the feedback from campus focus groups in spring 2020, which recommended that student retention, graduation, and diversity be the focus of the QI, a number of the proposed action items from the ARTF will be integrated into the proposal.

Questions?
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 filing 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 insure that faculty responses remain anonymous.

2. The Rules and Procedures Council shall inform that only those qualified to vote in election 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. This procedure 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 tabbing 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 analysis.


9. The Rules and Procedures Council membership shall inspect the report and shall approve copies 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 and/or distribution 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.”
Courses

Guidelines for Course Categories, Class Scheduling and Publications

- 1C1

CLASS SCHEDULING

The Office of the Registrar is charged with assembling class schedule requests from the various academic units. From these inputs, a master schedule of classes is structured and published each term. The Registrar has the responsibility for assuring conformance to the guidelines established by the Provost in consultation with the Academic Affairs Council. In exercising this responsibility, the Registrar works with the appropriate academic dean or designee. Guidelines that apply to the preparation and maintenance of the master schedule follow:

Class Offerings

Within any existing University and school guidelines, each department proposes (a) the classes to be offered for a given term, (b) the number of sections of each, and (c) the enrollment capacity of each section. The determination is made upon anticipated student need and available teaching faculty. Student need is gauged by past enrollment patterns and future enrollment estimates as modified by any recent curricular changes. Final schedules (classes, number of sections, section size, and location/time) are approved by the respective academic dean or designee.

Each of the types of General Education courses should be offered in the evening, on Saturday, and/or online at least one time per academic year in order to permit orderly progress of students. Compliance shall be monitored by the Provost.

Traditional classes may be scheduled using one of the following formats:

1. Face-to-Face - Classes meet in-person or through video conferencing between sites. Online technologies may be utilized to supplement the face-to-face format. Online supplements would not exceed 29% of the overall class. These classes, with the exception of non-traditional, will be assigned classroom space for every class session.

2. Blended - Blended classes will be scheduled to combine face-to-face and online formats. These classes will be scheduled to include an online component from 30-99%, in which the online component substitutes for a portion of the face-to-face meetings. These classes need to be assigned classroom space for the in-person portion of the class (up to 70% of overall class).

3. Online - 100% of the class takes place online either synchronously or asynchronously. Online classes shall not require face-to-face/in-person meeting times; therefore, these classes will not be assigned classroom space.

New courses or modifications in existing courses may be implemented pursuant to Policy 1C8.

Space Assignment

Each academic year, department-managed classroom space will be preassigned by the designated representative of the Provost and Vice Chancellor to each academic unit for use in planning and preparing that unit’s class schedules. Units may schedule as they deem appropriate within the limits of the preassigned space, in conformance with the other scheduling guidelines herein published.

Continuous review of the preassignment awards will be made by the Provost's representative, and adjustments in allocation will occur as warranted.

In order to efficiently assign space and maximize the use of University resources, space will be assigned as follows:
1. Face-to-Face - Classroom space must be assigned by the final proofing phase of the class schedule. When space is not readily identified, the class will be placed on reserve until changes can be evaluated.

2. Blended - Classroom space should be assigned during the final proofing stage of the class schedule. When this is not possible, meeting time and space assignments for blended classes may be provided to the Office of the Registrar no later than four weeks prior to the opening of registration for the term. Space will not be held or assigned until meeting requirements are provided.

3. Online - Classroom space will not be assigned. Asynchronous course activities are typical for online courses. If synchronous live meetings or activities are required, meeting time requirements must be provided to the Office of the Registrar no later than four weeks prior to the opening of registration.

Units of Instruction and Class Hour Requirements

A class hour is used as a unit of instruction to quantify student learning and is defined as a period of 50 minutes. For scheduling purposes, a class hour is composed of 50 minutes of instructional time and a 10 minute break. Courses may meet class hour requirements in one of three ways:

1. Seat-Time-Based Approach: Credit is typically related to seat time, as a minimum of three class work hours (50 minutes of classroom instruction and an additional two hours of out-of-class student work) each week during a 15-week semester. Using a seat-time approach, one credit of instruction should be approximately 37.5 hours of combined direct instruction and student work per semester.

2. Alternative Approach: If a traditional, seat-time-based approach to instruction is not the principal mode of learning for an academic experience (e.g., laboratory courses, internships, studio work, theses, readings, independent study, practicum), the student time required to complete the course should reasonably approximate 37.5 hours of student work per credit.

3. Outcomes-Based Approach: Credit may also be awarded for an amount of learning "equivalent" to learning in a seat-time-based course as documented by intended learning outcomes and verified by assessment of student achievement.

When there is no equivalent seat-time-based course for comparison, the equivalent effort required for the proposed number of credits must be established by the instructor when the competency-based course is proposed. The equivalency will be reviewed and must be affirmed by the Curriculum Council or Graduate Council before the course is approved.

Scheduling Patterns

Classes may be scheduled within the time frames approved by the Provost. Schools of Dental Medicine, Nursing, and Pharmacy are responsible for scheduling class meetings that fulfill Federal Compliance Guidelines and may follow different class scheduling requirements. Exceptions to the standard time frames must be approved by the Provost or the designated representative of the Provost.

1. During the standard academic year, weekday class schedules commence at 8 a.m. Evenings classes should be scheduled to take into account the interests of the student populations that most typically enroll in those courses. Evening classes may begin on the half hour beginning at 5:00 p.m. and should conclude by 11:00 p.m.

2. The traditional, seat-time-based or most typical class will be the three-hour class. It will meet either in three weekly sessions of 50 minutes each on Monday, Wednesday and Friday (no other combination of 50 minute sessions is acceptable); in two weekly sessions of 75 minutes each; or in one weekly session of 150 minutes. The three-weekly, 75 minute session format may meet in either morning or afternoon Tuesday-Thursday, or on Monday-Wednesday after 12 p.m. Three-hour courses may meet in a 75 minute format on Monday
and Wednesday before 12 p.m., only with prior approval of the Provost. All classes should commence according to the published scheduling grid. The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.

The following chart represents the most typical meeting patterns for three credit hour classes offered in traditional fall and spring terms:

<table>
<thead>
<tr>
<th>Days of the week</th>
<th>Days per semester</th>
<th>Minutes/day</th>
<th>Total minutes per semester</th>
<th>Total hours per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWF</td>
<td>45</td>
<td>50</td>
<td>2250</td>
<td>37.5</td>
</tr>
<tr>
<td>TR</td>
<td>30</td>
<td>75</td>
<td>2250</td>
<td>37.5</td>
</tr>
<tr>
<td>One</td>
<td>15</td>
<td>170</td>
<td>2250</td>
<td>37.5</td>
</tr>
</tbody>
</table>

*includes two 10-minute breaks

3. Laboratory format courses, and lecture format courses other than those carrying three hours credit, can meet vertically in blocks of several class-hour segments either three times weekly, twice weekly or once weekly. If three times weekly, the classes should meet on Monday, Wednesday and Friday. If twice weekly, they should meet either in a Tuesday-Thurday sequence, or in some variation of Monday-Wednesday-Friday sequence (MW, WF, HF). The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.

4. With the approval of the Office of the Provost and Vice Chancellor, courses can meet in any special format which is pedagogically sound at the prescribed rate of 750 minutes of class instruction per credit-hour per term. This applies to any term, not merely summer, and to any scheduling category (i.e., weekday, evening and weekend). The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.

5. Because most weekend (Saturday) classes meet only once weekly, the parameters outlined in "Scheduling Patterns 4" above are applicable. Additional parameters are required, however, especially for courses that are not program-specific (e.g., General Education courses and non-major courses). The standard class times for a 3-semester hour course meeting on Saturday will be 9 a.m. until 1:20 p.m., and 1 p.m. until 4:20 p.m. (This assumes that weekend classes will meet for 13 of 16 weekends thus allowing breaks for holidays and the start of classes after day/evening classes.) It is also possible to offer courses in special format, e.g., for six Saturdays meeting from 8 a.m. until 4 p.m. for three-credit-hour courses. The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.

Course Categories

Typical courses do not share pedagogical resources, such as space, meeting time, and instructors. When resources are shared, with the exception of activity or studio courses, authorization must be obtained from the Provost or the Provost's designee. The following categories of courses will be used based on the degree to which resources are shared:

- Cross-listed courses: These courses are offered by two or more teaching units (with different prefixes and sometimes different numbers). The course title and content are the same and instruction is given simultaneously. These courses are at the same level and are identical in every way. Every offered section of the course is the same, regardless of the department prefix under which it is offered. The courses are interchangeable for degree requirements and cannot be repeated under different prefixes for additional credit.
- Shared-space courses: These courses are unique with different pedagogies and learning goals that meet in the same time and place to share resources. These courses can be at different levels (e.g., 400 and 500). If so, they are distinct courses taught at different levels appropriate to the higher or lower course number. If one of these courses is at the graduate
level and an instructor is shared, then the instructor must have graduate faculty status. Generally, these are studio courses.

- Cross-taught courses: These 400- and 500-level courses are taught simultaneously (i.e., at the same time and by the same instructor). The 500-level course in these pairs must be differentiated from the 400-level course in terms of learning goals, pedagogy, and evaluation. In addition, for at least 33% of the meeting time (face-to-face and/or online) students at the 500-level must be engaged in activities that are substantially different and separate from the 400-level activities and meet the level requirements expected for a 500-level course. Because the primary reason for this category is to provide expanded curricular options to graduate students in programs under considerable resource or enrollment constraints, approval for these courses will be temporary, with a maximum of 3 years, and approval will be contingent on a plan for the program to address the underlying enrollment or resource issue.

- 400-level courses available for graduate credit: Students may earn graduate credit only in 400-level courses that have been approved for graduate credit. These courses must contain additional requirements for graduate credit that are explicitly stated in the syllabus, and graduate students must be evaluated at a higher standard than undergraduate students taking the same 400-level course. The Graduate School can be contacted for graduate differentiation examples and best practices.

**Condensed Format Courses**

Condensed format classes may be scheduled as follows:

- During fall and spring semesters, courses may be offered on an 8-week format and must coincide with either the first 8-weeks or last 8-weeks (including final exam week) of the semester.

- During summer term, courses may be offered on a 10-week, 6-week, 5-week, or 3-week (in May) format. A 5-week class must coincide with either the first 5 weeks or last 5 weeks of the semester. All 8-week class must conform to published part of term dates.

- Minimum amount of time for a condensed format course is 2 weeks. The 2-week option can be offered during the break between spring semester and summer term (May Session) and is only available for 1-, 2-, or 3-credit hour courses. Additionally, the 3-week option can be offered during the break between fall and spring (Winter Session). Only online asynchronous classes may be offered in Winter Session.

**Missed Class Meetings**

If a scheduled class meeting is missed for any reason (e.g., legal holiday, instructor illness, travel, or weather closures), students will be assigned alternative activities designed to meet the mandated time required and enhance the learning process. Example activities include, but are not limited to, recorded lectures, discussion, virtual meeting, guest speaker, proctored exam/quiz, individual or team activity, and additional class meeting (traditional, online, synchronous/asynchronous), as determined to be appropriate by the department or program. The department or program is responsible for documenting the alternative activities in lieu of seat time, such that documentation is accessible for auditors and evaluators.

**Schedule Changes**

After the University schedule of classes for a given term has been published, changes in existing sections should be minimal. From the time the schedule is published until the end of the term, any desired change to the scheduled elements of existing sections, as well as added or cancelled sections, must be reported by the department on forms provided for that purpose, signed by an academic dean or designee, and sent to the Office of Academic Scheduling for processing. Major changes in schedule
(i.e., those that could adversely affect student ability to devise and/or maintain a viable schedule, such as changes in meeting day or time, credit hours, etc.) must be accompanied by an explanation and forwarded to the Associate Vice Chancellor for Enrollment Management for approval prior to being effective. No other action in changing the schedule can be accepted by the Office of Academic Scheduling.

Minimum Enrollment

The "15-10-5" rule is applicable. This rule requires that, in order to be held, a 500-level course must have a minimum enrollment of 5, a 300 or 400-level course must have a minimum of 10, and a 100 or 200-level course must have a minimum of 15. However, at the discretion of an academic dean, this requirement may be waived. A report of such waivers shall be submitted annually to the Provost by each dean.

Summer Term Scheduling

Certain special scheduling criteria may be approved by the Provost to apply to the summer term.

1It is recognized that not all students work at the same pace. This value represents the minimum time that the instructor expects the typical student will require in order to complete the assigned learning activities and accomplish the intended learning outcomes for the course. [return to referring text within the policy]

Approved by Provost effective 6/22/16
This policy was issued on June 29, 2016, replacing the February 25, 2016 version.
Document Reference: IC1
Origin: PRAM 76: OP 8/17/93; CC 25/9-9/12; CC 12-9/97; PVC 4/1/14; CC#25-15/16 and GR 14/15-22; CC#45-15/16 and GR15/16-14
December 3, 2020

UPBC report to faculty senate

UPBC met on November 6 and November 13th to hear the budget update from Director of Athletics, Tim Hall, and Vice Chancellor Stack and Exec Director Doug McIlhaggera, respectively.

The ad hoc committee charged with OP review is currently seeking input from the constituency leaders and membership on proposed revisions to the UPBC operating papers (last reviewed in 2013).

Plans for spring meetings are in process and will be published by January 5th.

Next meeting is December 11, 2020 at 1030. The committee is meeting via ZOOM with a physical presence in the Provost Conference Room. Chancellor has been asked to provide an overview of the ARTF recommendations with discussion at the next meeting.

Thank you.
IBHE-FAC report for the SIUE Faculty Senate meeting on 3 December 2020

The IBHE-FAC met on 20 November 2020 via Zoom.

Shawn Schumacher, FAC Chair, reported on IBHE Strategic planning progress: comments on draft work are being reviewed. The FAC is submitting names of people from public and private four year schools to serve on the advisory committee; two-year faculty are not needed as ICCB is providing names. He also discussed that the P-20 council is interested in faculty perspectives on Covid-loss, and asked caucuses to discuss this topic.

Mike Philips, FAC Legislative Liaison, commented that there will be re-organization in response to election results – committee chair information will probably come out in December or January. There was short discussion of the implications of the failure of the constitutional amendment related to taxes.

Gretchen Lohman, Senior Associate Director for Academic Affairs and IBHE liaison, gave additional details about the IBHE public strategic planning meeting that happened Monday. Jennifer Delaney, IBHE Member, reinforced how faculty comments at that meeting resonated with comments from higher education presidents.

During the business meeting, September and October minutes were approved. The FAC approved a resolution in honor of Senator Pat McGarr, who has announce that he will retire from the legislature at the end of this year. The FAC also approved a Dual Credit Position Paper prepared by a working group, which will be forwarded through the IBHE system and then we will be informed of how it can be shared. Marie Donovan, representative of the FAC to ISBE, shared that ISBE is interested in more information about us so that they can involve us in focus groups. She also discussed the Illinoi Preparation Profile in the Continuous Improvement and Accountability System, by the Partnership for Educator Preparation – there are some potentially disturbing metrics being used, and there may need to be requests made for contextualization of the numbers.

Brian Vivona, NEIU, shared research findings from the Center for Research on College-Workforce Transitions; the reports are available on the CCWT website, http://ccwt.wceruw.org/. The first topic was “Results from the College Internship Study at Northeastern Illinois University”. This mixed methods longitudinal study, funded by the NSF and the Gates Foundations, focused on identifying barriers to internship participation at HBCUs and HSIs. Among the top barriers are workload (in and out of school), family obligations, money, and cultural or social obstacles. The studies are ongoing, but the current report does highlight suggestions for students, faculty, and institutions to address some of the barriers and provide more access to the positive outcomes associated with internships. The second topic was “Engaging college students of color in higher education policy studies and advocacy”. This was preliminary results from a trio of student led projects, one each focused on African American students, Muslim American students, and Hmoob (Hmong) American students, with each project at a different institution. These studies illustrate the potential power of such student-led community based projects to amplify the voices of varied minoritized college students at the national level.

Working groups and caucuses met. Some of the key items reported out include:

The Equity working group is working on a report that they hope to share by December or January, challenging institutions in Illinois to outline plans to address equity gaps and share ways to address and close gaps. Mental Health, P20 Outreach, Performance Based Funding, and Dual Credit/Online/Remote learning continue work on their projects and data analysis.

Caucuses reported their conversations about Covid-loss, and how more information and anecdotes might be usefully collected. Differences in regional and institutional preferences were brought up, as well as conflicts with employment for students.

The next IBHE-FAC meeting will be December 18th, 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.
Curriculum Council Report for December 2020


The composition of the Student Evaluations of Teaching Continuous Review Committee was approved as submitted by the Committee on Assessment. Members of the committee are: Lynn Bartels, Jonathan Pettibone, Maurina Aranda, Ramana Madupalli, Ariel Belason, and Tom Foster.

Revisions to policy 1C1 - Guidelines for Course Categories, Class Scheduling and Publications were reviewed and approved with minor revisions. The policy is now forwarded to full Faculty Senate for consideration.

Respectfully submitted,
Keith Hecht, Chair
Rules & Procedures Council Report

Hailee O’Dell and Ian Toberman were unanimously confirmed as members of RPC, respectively representing Student Government and Staff Senate.

* Students are struggling with asynchronous classes, especially depending on set-up/structure.

* In terms of language/recognition, when referencing stakeholders, please make sure to include all groups when appropriate (e.g. “the safety of faculty, staff, and students,” not just “faculty and students”).

Kamran Shavezipur was unanimously confirmed as Chair-Elect for RPC.

A proposal to eliminate the requirement for paper evaluation surveys for provost and chancellor evaluations was unanimously approved as written, and will go before the Faculty Senate.

The Faculty Senate reorganization working group has yet to start as we do not yet have representation from all councils. We will need to start working soon regardless of representation.

-Ezra Temko, RPC Chair
Graduate Council Report for Faculty Senate

The graduate Council met on Thursday, November 19, 2020, 2:30 PM by Zoom. The meeting was called to order at 2:31 p.m. by Michael Shaw, Chair Pro Tem. This report was edited from the unapproved minutes.

I. Announcements:
   a. Course Review Committee (CRC) Report – On Sharepoint
   b. Graduate Committee on Assessment (GCOA) Report – On Sharepoint
   c. Enrollment Management Report
      • Spring 2021 registration is currently down about 6%, mostly due to undergraduate students. Enrollment asks that advisors try to reach out to students. Graduate admits are up about 19%, but enrollment is down 10 students. 320 prospective students attended the Graduate Open House events. They were able to reach more students with the online format of the open houses.
   d. International Affairs Announcements
      • About 15-20 or so international students are going to be traveling home at break, but it is believed that they will be able to come back.
   e. Graduate School Announcements
      - Innovation & Excellence in Graduate Education funding program
      • An endowment was created named The Rosemarie Archangel, Ellen V. Sappington, Stephen L. and Julia Y. Hansen, Innovation and Excellence in Graduate Education Endowment. With the funds from that program, a call has been put out for proposals that would enhance the quality or effectiveness of mentoring of graduate students. That call for proposals went out to campus in October and is still open with a December 1, 2020, deadline to apply for up to $7,500 for a program to be executed in the Spring semester.

II. Carnegie Committee Update

   • Andrew Griffin attended the meeting to give the final update on the Carnegie Committee. Data, the letter, and attachments were all available on SharePoint to the committee.

III. Report of the Programs Committee

   a) Form 91A: Doctor of Pharmacy
      • Would like to drop the PCAT and cumulative GPA from the admission criteria. They have found that these criteria have been limiting the applicant pool. Throughout the nation, 60% of pharmacy programs have dropped the PCAT admission requirement. There is no data to support that these criteria are helping applicant selection.

   b) Form 91A: Teaching English as a Second Language
      • The program would like to make a research methods course, ENG 541, a requirement for the program, and remove an elective. The department has not been satisfied with students understanding of research and how it relates to their practice by the end of the program, therefore, they would like to add this
course as a requirement so that students become more accustomed with reached prior to completion of the program.

c) Form 91A: Educational Leadership – Superintendent

- The department would like to eliminate the early entry option due to it being unnecessary and confusing to students. The admission language was also updated pertaining to the Illinois administration licensure and to clarify in the curriculum that EDAD 696 is taken twice.

d) Computer Management and Information Systems (CMIS) – Interim Review

- The department has identified what qualifies for tenure quality and promotion. They have created a journal list where the department keeps track of journal submissions to monitor how faculty are doing with research productivity. Engaging in routine engagement with alumni via social media and posting student & alumni achievements on the website, on campus, and in the newsletter. Since the previous review, the department now has every course offered online, every 7 weeks. The program is not going exclusively online, just offering different paths to students. The department has dramatically increased the flexibility of the program and has helped improve acceleration through the program.

e) Business Administration (MBA) – Interim Review

- A major point on the programs last review was regarding enrollment, as MBA programs are everywhere and it is a highly competitive environment. The department went with an Online Program Manager (OPM) for recruiting and marketing. The total number of students in the program in Fall 2017 was 112 and the total in Fall 2020 was 392. They have added an additional graduate advisor to help with the increase of students. The minority population for the program has gone up about 5-10% since working with the OPM. The department believes that students feel connected to SIUE, the program, and the faculty due to the online format and many students are appreciative of the online program option, giving them the opportunity to complete the MBA. They have also started tracking alumni via LinkedIn.

f) M.S. of Integrative Studies in Marketing and Public Relations

- The student, Caitlin Opp, started with the certificate program in Marketing & Public Relations and asked if it was possible to come up with a full degree. The program is okay with this as long as the degree does not open up to other students. The courses that the student will have to take to complete the degree have been approved by both departments.

g) Integrative Studies Post Baccalaureate Certificate in Project Management

- This student has requested to do courses for a Project Management program that does not yet exist. CMIS & Marketing agree that this is a good idea for a certificate and plan to move forward with making this an option in the future, but the process would take too long for this student; so the request at this time is a program for this student.

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

a) GR2021-07 – Tuition Waivers for University Affiliated Personnel – 4F2

- Regular review of policy. Edits were made to the policy by SEHHB to limit the time frame for tuition waivers so that they are better able to estimate how many
waivers are outstanding. They also limited how much a person can use and made things clear about who exactly uses the waivers.
b) GR2021-08 – Guidelines for Course Categories, Class Scheduling and Publications – 1C1
   • Regular review of policy. Minor changes were made by the Registrar’s office.
President's Report to Faculty Senate
December 3, 2020

Looking for a Faculty Senator to serve on a steering committee to develop a common reading program for new students (implementing a recommendation from the Anti-Racism Taskforce). Need a name by December 7.

Meetings

November 11 and December 2 4pm: KPI Working Group 2
Discussed committee’s charge and set potential timeline. Reviewed data on persistence, retention, and graduation rates for new freshman, transfers, and by gender and by race and ethnicity.

November 16: Diversity Council

November 17: Constituency Heads
Topics discussed included plans for the Quality Initiative, meeting OMA requirements while limiting the numbers of people and meetings on campus, Covid19 testing plans for spring semester (pending board approval), and Vice Chancellor for Diversity, Equity, and Inclusion search timeline.

December 1: Provost
Topics discussed included challenges to student success, grading policies, spring registration, and work addressing salary compression.

December 3: Board of Trustees 10am-2:12pm
Notable items include:

- Annual performance reports and updates provided by each campus.
  - SIUE SP21 undergrad applications up 26% and admits up 83%. New transfer apps down, graduate applications and admits up. Fall 21 freshman admits up 17%. Transfer admits down 6%)
- Approval of purchase of Covid-19 testing services at SIUE for spring semester (see attached pages for additional details)
- Approval of revised System Executive Director for Diversity Initiatives title and position
- Added a values statement to Article VII of the Statutes of the SIU Board of Trustees:
  - “The Southern Illinois University (SIU) System is an anti-racist community that opposes racism, discrimination and inequity in any form, and embraces diversity, inclusion, equity, and justice for all people.”
• Amy Sholar has resigned from the board and was recognized by the board in a Resolution.

Upcoming Meetings include:
December 10: University Quality Council
December 15: Constituency Heads with Chancellor
December 16: KPI Working Group 2
APPROVAL OF PURCHASE: COVID-19 TESTING SERVICES, SIUE

Summary

This matter seeks approval for the purchase of Covid-19 testing services at SIUE. The contract would be funded from University Operating funds.

Rationale of Adoption

The contract provides for Covid-19 PCR Saliva testing services on the Edwardsville, Alton, East St. Louis campuses pursuant to the SIUE Spring 2021 testing plan which includes entry screening, on-going testing and contact tracing. The testing plan was developed utilizing guidance from the Centers for Disease Control (CDC), Institutions of Higher Education (IHE) testing protocols.

RCA Laboratory Services, LLC (dba GENETWORx), will provide the following services associated with the PCR Saliva tests: a) deploy people, infrastructure, test kits, specimen collection processes, and shipping, on campus or at a location on, or near campus; b) provide test kits to SIUE to facilitate specimen collection for students, staff and faculty members, and FedEx the collection to the GENETWORx labs in Glen Allen, Virginia for testing, with results notification to be provided within 72 hours; c) use of Aura, GENETWORX’s mobile and web-based software platform for scheduling of testing, tracking sequential testing results, providing dashboards, accurate reporting and health data reflecting the Covid-19 status of the campus population, maintaining compliance with all governmental regulations as they evolve; d) Utilize Aura’s ability to bill student and employee insurance for Covid-19 tests, and GENETWORX will bill commercially available insurances and will accept fully credit payments made by the insurance company. SIUE will be the backup for all claims that are denied. The cost of the 1-year contract is $1,463,020 and will be funded from University Operating funds.

This purchase is exempt from the usual selection processes of the Procurement Code because the procurement expenditure is for medical supplies or medical services at a university-operated health care center or dispensary that provides care, treatment, and medications for students, faculty and staff (30 ILCS 500 / 1-18(b-5)).

The Chancellor, Vice Chancellor for Student Affairs, and the Vice Chancellor for Administration, SIUE, have recommended this matter to the President.
Resolution

BE IT RESOLVED, By the Board of Trustees of Southern Illinois University in regular meeting assembled, That:

(1) The contract to provide Covid-19 PCR Saliva testing services on Edwardsville, Alton, East St. Louis campuses, be and is hereby awarded to:

   RCA Laboratory Services, LLC (dba GENETWORx), Glen Allen, VA for $1,463,020.

(2) The contract will be funded from University Operating funds.

(3) The President of Southern Illinois University be and is hereby authorized to take all action required in the execution of this resolution in accordance with established policies and procedures.

Note: Dollar amount is a ceiling and it is not anticipated that the full amount will be spent.