The regular meeting of the Faculty Senate was called to order at 2:30pm on Thursday, February 4, 2021 via Zoom by President Laurie Rice.


Absent: Charles Berger (ex officio), Robert Bitter, Kevin Cannon, R. Duane Douglas (ex officio), Carole Frick, Kay Gaehle, Christienne Hinz, Adriana Martinez, Kelley McGuire, Edward Navarre, Jeffrey Sabby (ex officio), Jayme Swanke, Dan Welch, Prince Wells (ex officio)

Excused: Jennifer Hernandez, Marie Klopfenstein, Joshua Kryah

Guests: Mary Macharia

Public Comment:
There was no public comment.

Announcements:
Announcements were reviewed as listed on the agenda.

Consideration of Minutes:
The minutes for the December 3, 2020 meeting were approved as written.

Action Items:
A revision to the Rules and Procedures Operating Papers, Appendix 3 was presented for a second reading; there was no further discussion. Revisions to Policy 1C1 brought forward by the Curriculum Council was presented for a second reading. There was a brief discussion clarifying the definition of traditional and non-traditional students. There was a motion and second to approve both the Rules and Procedures Operating Papers and the revisions to Policy 1C1. The motion was adopted unanimously after a roll call vote of those present (Brady, Cali, Carter, Crk, Foster, Garcia, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jacks, Jia, Johnson, Kerber, Kim, Kweon, Li, Liu, Lotfi Yagin, Lu,
An update on nominations for President-Elect was provided by Temko. The Nomination Committee has contacted potential candidates, however none of the nominations were accepted. No nominations were heard from the floor, so nominations will be accepted from the floor at the March meeting as well. Nominations can also be forwarded to the committee. There is currently one course release for the President, but there is discussion on extending that to two.

A statement requesting inclusion in the 1B group for vaccinations was presented for consideration. There was a discussion about the existing lobbying efforts to include higher education faculty in the 1B group as well as the current CDC guidelines. There was a parliamentary inquiry on whether the statement would require two readings, and it was noted that there was no procedural rule that would require that. There was a motion and second to adopt the statement as amended. The motion was adopted unanimously after a roll call vote of those present (Brady, Cali, Carruthers, Carter, Crk, Foster, Garcia, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jia, Johnson, Kerber, Kim, Kweon, Li, Liu, Lotfi Yagin, Lu, Maynard, McCracken, Meeks, Moffett, Rapini, Reiheld, Sellnow-Richmond, Shavezipur, Shaw, Sheley, Siganga, Temko, Wang, Zuercher).

Unfinished Business:
There was no unfinished business.

New Business:
Revisions to Policy 1D3 (Policy on Honorary Degrees and Distinguished Service Awards) were brought forward by the Welfare and Governance Council. The changes expand the membership of the committee and include a representative from the SIUE Black Faculty and Staff Association (BFSA), the East St. Louis Center, from the Emeriti Faculty Association, and the Women’s Studies program faculty. The nomination process and work of the committee was also reviewed. The policy will be brought forward to the March meeting for a second reading.

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:
Klopfenstein stepped down as Chair of the Faculty Development Council. An election for a new Chair is being convened by the Council. Events and activities have been paused due to COVID.

The Curriculum Council posted a report that is attached. The Admissions Criteria Ad Hoc Committee will be presenting their recommendations to the Council with a goal of bringing it to the Faculty Senate at the April meeting for a first reading.
The Welfare and Governance Council continued its work with the Provost about a new Dual Career Family Policy. They will be looking at a new library policy to increase transparency and include assessment.

The Past President noted that classes should not be cancelled to create a Spring Break. She is also serving on the Homecoming Committee and asked that any suggestions be forwarded to her.

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

**Adjournment:**
The meeting adjourned at 3:17pm.

Submitted by Anne Hunter, University Governance
FACULTY SENATE MEETING - AGENDA
Zoom Meeting ID: 989 5051 4481, Password: chimega
Chancellor’s Conference Room, RH 3324
February 4, 2021 – 2:30 PM

I. CALL TO ORDER
II. PUBLIC COMMENT

III. ANNOUNCEMENTS
   a. Faculty Senate Executive Committee Statement on the Events of January 6, 2021
   b. ListServ Monitoring Panel Appointment – Mary Macharia
   c. University Center Board Appointment – Sarah VanSlette
   d. Board of Trustees Meeting – February 11 at SIUE

IV. CONSIDERATION OF MINUTES
   a. December 3, 2020

V. ACTION ITEMS
   a. Rules and Procedures Operating Papers Appendix 3 Revisions – Second Reading
   b. Revision of Policy 1C1 – Guidelines for Course Categories, Class Scheduling and Publications – Second Reading
   c. Nominations for President-Elect
   d. Statement requesting inclusion in 1B vaccine group

VI. UNFINISHED BUSINESS

VII. NEW BUSINESS
   a. Revisions to 1D3 – Policy on Honorary Degrees and Distinguished Service Awards

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

IX. REPORTS FROM COUNCIL CHAIRS
   a. Faculty Development Council –
   b. Curriculum Council – Keith Hecht
   c. Rules & Procedures Council – Ezra Temko
   d. Welfare and Governance Council – Stephen Kerber & Jingyi Jia
   e. Graduate Council – Yuliang Liu
   f. Past-President – Jocelyn DeGroot Brown
   g. President-Elect – Duff Wrobbel
   h. President – Laurie Rice

X. ADJOURNMENT

Next Faculty Senate Meeting Thursday, March 4 at 2:30 p.m.
Faculty Senate Executive Committee Statement on the Events of January 6, 2021

We, the SIUE Faculty Senate Executive Committee, are deeply disturbed by the events on January 6, 2021, when an armed mob mobilized and attempted to block Congress’ certification of the presidential election, at the urging of President Donald J. Trump, who promoted false information about the integrity of the electoral process. President Trump undermined the democratic bargain that win or lose, we accept the results of a free and fair election. President Trump falsely stated that he had won the presidential election, despite repeated recounts, the certification by each state’s officials, and the decision of the electoral college. President Trump misled the mob that he had recruited with false hopes that Members of the Congress and the Vice President could overturn the certified will of the people in enough states to tip the outcome in his favor. President Trump and his allies summoned insurgents to a rally and stirred up their false beliefs and passion. The result was an armed, violent insurrection in the U.S. Capitol, attempting to stop members of Congress from carrying out their constitutionally sworn duties to certify the election results. In doing so, President Trump and his conspirators defiled one of our nation’s most sacred public places, put the lives of those in our Capitol at great risk, and placed our democracy in grave peril.

As the nation reflects on what happened and what brought us to this point, we note that Citizenship, Integrity, Wisdom, and Inclusion are not only four of SIUE’s core values — these qualities would have helped prevent these assaults on our democracy. Knowingly spreading false information stands contrary to the values of wisdom and integrity. President Trump and those elected officials who contributed to helping him perpetuate a lie meant to subvert democracy and the will of the people failed to show true accountability to those they serve. They chose short term political considerations over their constitutional duties. This displays a dangerous lack of integrity. Further, these actions failed to exemplify the value of citizenship, which we describe in part at SIUE as “Social, civic and political responsibility – globally, nationally, locally, and within the University.” Further, while many involved in the insurrection may have mistakenly thought they were being patriots, they instead violated the rule of law and our nation’s norms of citizenship.

We affirm intellectual freedom and diversity of thought and respect for individuals as important aspects of inclusion, yet wisdom and integrity require us to be honest “...in our communications and in our actions.” This should include being honest about what has happened. That President Trump lost the election is not simply our opinion. It is a learned assessment, affirmed by judges, in over 60 court cases where President Trump and his allies’ case of a stolen election was dismissed for lack of evidence. There has been no credible evidence of widespread voter fraud. There has been no credible evidence of election fraud in any state that would change the result of who won in that state. No challenge to a state electoral law or their administration has been successful, even when heard by judges appointed by President Trump. He made his arguments in court, as is his legal right, and yet he lost.

Critical thinking skills play a vital role in helping individuals assess the quality of information and the strength or weakness of arguments. A strong foundation in critical thinking skills helps protect citizens from being led astray by demagogues or the spread of misinformation. SIUE is committed to students developing information literacy and critical thinking skills. Now more than ever, fostering these skills matters.

This is not an ask to politicize the classroom or support any particular political party or candidate. SIUE’s commitment to civic responsibility and our core values transcend the politics of today, and call on us to all do our part to work together to develop and grow our consciousness and the skills and tools required of us to meet the responsibilities of citizenship and community.

We encourage faculty to consider afresh how they can help contribute to the development of these skills and values in the classroom.

We also call on all members of the SIUE community to carefully reflect on how each of us might better live out these values and encourage them in others.
Appendix #3. Process for Evaluation of the University Chancellor and the Provost and Vice Chancellor

Distribution of Instrument

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

3. 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.

29. 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 ensure 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. A double envelope system shall be employed. The outer envelope will be signed. The unmarked inner envelope shall contain the form.

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

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


43. All tabling 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.


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

Distribution of Reports

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

Commented [RMU]: “copies” are not necessarily hard copies. They can be files, so we may want to keep the word copies, otherwise how can we distribute the analysis?
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 draft 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 ensuring conformance to the guidelines established by the Provost in consultation with the Academic Affairs Council. In exercising the 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 determines proposes (a) the classes to be offered for a given term, (b) the number of sections of each, and (c) the class maximum enrollment capacity of each section. The determination is made upon anticipated student need and a available teaching faculty. Student need is gauged by past enrollment patterns and future enrollment estimates as modified by any recent curricular changes. Final approved schedules (classes, number of sections, section size, and location/time) are approved determined by the respective academic dean or designee.

Each of the types of General Education courses should be offered in the evening, weekend, or online at least one time per academic year in order to permit orderly progress of the evening/weekend 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 Independent Study and Individualized Learning (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 campus meeting times; therefore, these classes will not be assigned classroom space.

New courses or modifications in existing courses may be implemented pursuant to Policy 108.

Space Assignment

Each academic year, general 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 online 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 Instruction AND Class HOUR Hour REQUIREMENTS 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: A credit hour 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 approximated by 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, thesis, readings, independent study, practicum), the student time required to complete the course should reasonably approximate 37.5 hours of student work per credit.

3. Outcome-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 new 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 Scheduling PATTERNS 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.

During the standard academic year, weekday class schedules will commence at 8 a.m. Evening 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., and shall conform to the following patterns:
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 twice-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>MWL</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>150</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-Thursday sequence, or in some variation of Monday-Wednesday-Friday sequence (MW, WF, MF). 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" 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 time for a 3-semester-hour course meeting on Saturday will be 9 a.m. until 12:20 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 Course CATEGORIES 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 50% 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 that are graduate courses. 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 syllabi, and graduate students must be evaluated at a higher standard than undergraduate students taking that same 400-level course. The Graduate School can be contacted for graduate differentiation examples and best practices.

**CONCENTRATED-Condensed FORMAT-Format COURSES: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 semester only, courses may be offered on a 10-week, 6-week, 5-week, or 3-week in-class format or on an online 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 3 weeks. This 3-week option can only be offered during the break between spring semester and summer semester (May Session) and is only available for 1-, 2-, or 3-credit hour courses. Additionally, this 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.

**MISSING-Missed CLASS-Class MEETINGS:Meetings**

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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 lecture, 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 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 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-Summer TERM Term SCHEDULING Scheduling**

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

*It 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 reference 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: AC1
Origin: PRAM 76; OP 8/27/91; CC 35-93/92; CC 12-96/97; PVC 4/1/14; CC+25-15/16 and GR 14/15-22; CC+45-15/16 and GR15/16-14
The faculty and staff at SIU-Edwardsville respectfully ask IDPH and Governor Pritzker to include university employees in Group 1B for the COVID vaccine rollout, as per the CDC recommendations about Group 1B. While we recognize current vaccine supplies may necessitate some prioritization within Group 1B, leaving university faculty and staff out of this group puts them at significant risk. Even when taking safety precautions, colleges and universities have been the source of significant outbreaks. The long-term outlook suggests COVID will continue to be a rising threat throughout 2021. Yet, in a society struggling with COVID fatigue, we anticipate an increased push towards pre-COVID 19 operations, including more face-to-face teaching and on campus services. This puts faculty and staff members in close contact with students on a regular basis in classrooms and in other enclosed spaces. With that in mind, we ask to be included with other educators in Group 1B.
Policy on Honorary Degrees and Distinguished Service Awards - 1D3

Structure and Responsibilities

1. This Committee shall operate as a standing Committee of the Welfare Council of the Faculty Senate.

2. No later than the third week of the Fall and Spring terms, the Chairperson shall distribute appropriate guidelines to the University Community with a request for nominations for Honorary Degrees and Distinguished Service Awards. Every nominator should submit his/her nominations in writing to the Chairperson. The deadline for receipt of such nominations shall be the end of the seventh week of the spring term.

3. The first meeting of the Committee in any academic year shall be held as soon as possible following the seventh week of the term established for receipt of the designated nominations. Material on nominees will be distributed to all members of the Committee in advance of that meeting. The Committee shall meet as often as appropriate in order to complete its work. The deadline for the Committee’s confidential recommendation of nominees to the Chancellor shall be the final week of the designated term, with a copy for information to the chairperson of the Welfare Council and President of the Faculty Senate.

4. During the Spring term, the membership of the Committee shall elect a Vice Chairperson from those who are term appointees to the Committee. The Vice Chairperson will then serve in that capacity during the following academic year, succeeding to the Chairperson role during the next academic year.

5. During the Spring term of each year, the Chairperson of the Committee shall obtain the necessary appointments for the following academic year, as prescribed herein and inform the Committee of the new appointments.

6. The membership of the Committee shall be composed of:

   - Term appointments:
     - Four members for the College of Arts and Sciences, one member from Schools of Business, Dentistry, Education, Engineering, Nursing, and Pharmacy, to be appointed by the Dean, and
     - One member of the Library Faculty to be appointed by the Dean, each to serve three-year staggered terms.

   - Annual appointments:
     - One member of the Welfare Council to be appointed by the Chair of the Welfare Council.
     - One staff member to be appointed by the Staff Senate President.
     - Two students to be appointed by the Student Senate President.
     - One member to be appointed by the Chancellor.
     - One member to be appointed by the Alumni Association.

   - Ex-officio member:
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**Provost and Vice Chancellor**

Term Committee members will serve for no longer than three years, thereby providing the greater possibility of variety of input to the Committee.

6. The membership of the Committee shall be composed of:

- One voting faculty member to be elected by the faculty of the College of Arts & Sciences.
- One voting faculty member to be elected by the faculty of the School of Business.
- One voting faculty member to be elected by the faculty of the School of Education, Health & Human Behavior.
- One voting faculty member to be elected by the faculty of the School of Engineering.
- One voting faculty member to be elected by the faculty of Library & Information Services.
- One voting faculty member to be elected by the faculty of the School of Nursing.
- One voting faculty member to be elected by the faculty of the School of Pharmacy.
- One voting faculty member or staff member to be elected by the members of the SIUE Black Faculty & Staff Association.
- One voting faculty or staff member to be appointed by the Director of the SIUE East St. Louis Center.
- One voting retired faculty member to be appointed by the President of the SIUE Emeriti Faculty Association.
- One voting faculty member to be appointed by the Director of the Women's Studies Program.
- One voting staff member to be appointed by the President of the Staff Senate.
- One voting student member to be appointed by the President of the Student Senate.
- One voting faculty member from the Welfare & Governance Council to be elected by the members of the Welfare & Governance Council.
- One non-voting member to be appointed by the President of the SIUE Alumni Association.
- One non-voting member to be appointed by the Chancellor.
- One non-voting member to be appointed by the Provost.

Elected Committee members and appointed Committee members will serve two-year terms. No elected Committee member may serve more than two consecutive two-year terms. Appointed Committee members may serve more than two consecutive two-year terms.

The President of the Faculty Senate will initially stagger the terms of members to foster continuity.

7. The Committee shall have responsibility for obtaining nominations for Honorary Degrees and Distinguished Service Awards and for making recommendations to the Chancellor from such
nominations. It will be the responsibility of each Committee member to publicize the call for nominations to his/her own colleagues, i.e., announcements at faculty meetings, written interoffice communications. The Committee, however, is free to consider people other than those nominated by the University community. All nominations will be made in conformance with University policy and the Policies of the Board of Trustees.

Policies and Procedures
The following policies and procedures are established for consideration for Honorary Degrees and Distinguished Service Awards:

1. A candidate for an Honorary Degree may be any person, as specified in the Policies of the Board of Trustees, who has made significant contributions to cultural, educational, scientific, economic, social, humanitarian, or other worthy fields of endeavor. Degrees may not be awarded to regular or to Emeritus or Emerita faculty, administrators, staff, or students in recognition of achievements while employed or enrolled at Southern Illinois University Edwardsville. Holders of political offices selected on a partisan basis, or candidates for elective office may be considered under exceptional circumstances. While some prior association with the State of Illinois may make the nominee especially appropriate, it is not a necessary condition for the awarding of the degree.

2. Distinguished Service Awards may be presented to any persons who have given outstanding or unusual service to the University, the region, or the State. Ordinarily the University shall have recognized distinguished service on the part of retiring faculty members by awarding Emeritus or Emerita status. Only in the most outstanding of cases may retired faculty be honored for their contributions.

   Faculty, administrators, staff members, and students presently employed or enrolled at Southern Illinois University Edwardsville, holders of political office selected on a partisan basis, or candidates for elective office may qualify for such awards under exceptional circumstances.

3. Honorary Degrees and Distinguished Service Awards may be presented at a Commencement. The Committee recommends that ordinarily the recipient of an Honorary Degree be asked to participate in symposia prior to the commencement in lieu of delivering a commencement address.

4. Nominations, stating reasons for awarding such honors, should be accompanied by the following supporting information including all pertinent dates:
   a. Full name of nominee for award
   b. Date of birth
   c. Degrees received and granting institutions
   d. Appointments with educational institutions
   e. Relevant career history or experience relevant to the nomination
   f. Significant honors, achievements, contributions
   g. Societies, associations for which a nominee holds membership
   h. Major publications
   i. Any other pertinent information

Policies Based on the Board of Trustees Policies, Chapter 1, Section D
2. Honorary Degrees. The Board of Trustees shall award honorary degrees based on the recommendations from the respective faculty, the Chancellor, and the President.
   
a. Such degrees shall normally be awarded at the Spring commencement if two commencements are held annually. As the purpose is to limit honorary degrees ordinarily to one commencement and awards to the other, the order might be reversed; in either case, exceptions can be made if the recipients cannot attend at the time desired. Such degrees may also be awarded at special convocations or unique events.

b. The number of honorary degrees awarded should be small and need not be awarded every year.

c. Candidates for honorary degrees may be nominated through appropriate campus procedures after opportunity has been given to faculty members to suggest names for consideration. Nominations from faculty members and others should be forwarded through appropriate University channels. Final nominations with a list of names considered should be sent to the Chancellors not later than December 15.

d. A candidate may be any person who has achieved great eminence in a field of endeavor or who has made significant contributions to educational, cultural, scientific, economic, or humanitarian activity.

3. Other Awards. The Board of Trustees shall award Southern Illinois University Distinguished Service Awards based on recommendations from the respective faculty, the Chancellor, and the President.

a. Except as noted below, policies regarding determination of candidates for these awards shall be the same as those set forth above for honorary degrees.

b. These awards shall be made for outstanding or unusual service to Southern Illinois, to the State, to the nation, to the world, and/or to the University.

c. At special convocations or unique events when candidates are nominated for University-wide honorary degrees or Distinguished Service Awards, nominations from faculty members and others should be forwarded to the appropriate campus committees. Final nominations should be sent to the President.

d. Other special awards shall be made upon a favorable vote of the Board of Trustees upon its own motion or upon approval of recommendations from the President and the Chancellors, who may receive nominations from faculty or alumni groups.

e. In order to protect the nomination and screening process outlined in paragraphs a-c, above, every effort will be made to preserve the confidentiality of the nominee and no publicity shall be issued regarding the nominee until final approval has been granted by the Board of Trustees.
2021-1-28 UPBC Faculty Senate Report – A Popkess, Chair

1/28/2021

December 11th meeting

UPBC voted in December to support the following increases to Student Fees for FY 22 as presented by VC Waple. We considered the mandatory fees separate from the housing and dining fee requests.

On the matter of the proposed Student Fee increase of 2.6% ($2.70 per credit hour for UG Students), the UPBC voted to support the recommended student fee increase as proposed.

On the matter of the proposed housing rate increase of 3.0% and Dining/Meal plan increase of 2.8%, the UPBC voted to support the recommended fee increases as proposed.

The council would respectfully request a report from you on the Housing/Dining task force recommendations related to the sustainability of the current financial model as soon as they have completed their work.

January 22 meeting

Calendar for spring meetings was distributed- plan to have Scott Belobradic, Gireesh Gupchup, Pres. Mahony and VC Waple as guests.

Dr. Pembrook provided update on the budget situation and scenarios currently under consideration at the State level. Tuition and fee increases are also proposed in line with the different scenarios. Dr. Pembrook shared a comparative list of public and private universities and tuition/fee rates

Support for staff and faculty to be considered in 1B tier for COVID vaccine.

Innovation Grants on hold due to current budget constraints 2020-2021 as a result of COVID impact

Enrollment and retention for Spring 2021 is better than expected (ahead of the 10th day)

CARES Act 1 monies were distributed to students according to guidelines in fall (approx. 4.8 million)

"CARES Act 2" monies are received (approx. 15 million) and approximately 4.5 million will again be distributed to around 3000 Pell eligible students (Grad and UG). Awaiting further federal guideline clarification regarding distribution of remaining funding.

CAREs Act 3- not passed yet. If passed could have significant impact on Higher Ed funding for 21-22
IBHE-FAC report for the SIUE Faculty Senate meeting on 4 February 2021

The IBHE-FAC has met twice since the last Senate meeting in December.

The IBHE-FAC met on 18 December 2020 via Zoom.

Jaimee Ray, Senior Associate Director, IBHE, provided a legislative update focused on the discussions held by the Black Caucus. Stephanie Bernotet, Executive Deputy Director, Academic Affairs, IBHE, presented some reflections on the past year as well as thoughts for the future. In addition to highlighting work to support student success during the pandemic, including the “Stay the course” campaign, she also reviewed equity data (available interactively at https://www.ibhe.org/equity.html) and a report on transfer recommendations (https://www.ibhe.org/star-act.html). With regards to the strategic planning process, she shared the working vision statement for higher education: “Illinois has an equitable, accessible, innovative, nimble, and aligned higher education ecosystem that ensures individuals, families, and communities across the state thrive.” Two key aspects of the P20 council’s orientation toward recovery from the pandemic are academic renewal and social/emotional/overall well-being.

Shawn Schumacher, FAC Chair, reported on the recent IBHE strategic planning meeting. Marlon Cummings, who serves on the strategic planning advisory council, reported that that group has met once and will meet again in early January. Mike Philips, FAC Legislative Liaison, reported that the governor has released information about budget cuts.

November minutes were approved.

Working groups met. Some of the key items reported out include: Equity: Racial issues: Worked on document to share with Stephanie Bernotet. Thoughts on equity from a faculty perspective to be included in the strategic plan: hiring practices, esp. for minorities (Black, Hispanic); support for faculty that are doing diversity work (fear for job security or other repercussions); professional development for all faculty related to diversity and equity on campuses; support services for students related to diversity and inclusion. Performance Based Funding: Developed a list of metrics – or maybe metric categories, such as enrollment, or student persistence. The group is filling the resulting table with descriptions of metrics and where/how used, and will then add critiques. Other groups continue to work on documents and next steps.

Caucuses met. Most discussion was about Covid-loss and how they will gather input to provide the Covid-loss information to be compiled.

The IBHE-FAC met on 15 January 2021 via Zoom. Harper College was a virtual host.

Shawn Schumacher, FAC Chair, discussed external speakers that may be invited to address the FAC. He also asked for summaries from caucuses and working groups by 31 January to include in a report to Ginger Ostro (IBHE Executive Director) for consideration in the strategic planning process. Mike Philips, FAC Legislative Liaison, discussed Representative Chris Welch as the new speaker for the Illinois House, and also the recent bill that was called higher ed reform but had more than that in it.
Gretchen Lohman, FAC Liaison and Senior Associate Director, Academic Affairs, IBHE, stated that strategic planning information is available on the IBHE website (https://www.ibhe.org/IBHE-Strategic-Planning-meetings.html). She also discussed that some budget information is available via the January board meeting documents (https://www.ibhe.org/011321.html) and reviewed issues related to institutions in crisis (https://www.ibhe.org/pdf/IBHE Checklist for Independent Institution Closure.pdf).

Jen Delaney, IBHE member, talked about the special IBHE budget meeting earlier in the week; the IBHE is requesting a 2% increase—flat for institutions, and the 2% on an equity basis looking at vulnerable institutions.

Marlon Cummings provided a strategic plan update from his perspective as a member of the Strategic Planning Advisory Council. The three working priorities are: Increase Postsecondary Credential & Degree Attainment and Develop Talent to Drive Illinois Economy; Close Equity Gaps; and Improve Affordability, Increase Access and Manage Costs. There are six working groups within the advisory council: Future of Work and the Future of Learning; State’s Workforce; Adults with Some College and No Degree (or less); Middle School High School, College, and Career Connection; Affordability, Manage Costs; and Close Equity Gaps.

December minutes were approved. Working groups met and reported on how they are preparing feedback for the strategic planning process.

Dr. Avis Proctor, Harper College President, talked about how Harper College responded to the Coronavirus and the goals of Harper’s strategic plan (institutional culture and values; equity; excellence in teaching; and partnerships in outreach). Dr. MaryAnn Janosik, Harper College Provost, talked about the challenges and successes of building relationships as a new administrator during the pandemic, and the relief programs Harper is offering. She also emphasized the importance of listening to students to know what they truly need. Dr. Stephanie Whalen, faculty member in the Department of English and Co-Director of Harper College’s Academy for Teaching Excellence, presented the structure, activities, and goals of the Academy for Teaching Excellence. Based on three principles: inclusive, intentional, and integrative, the Academy has seen grown in faculty using the development opportunities they offer. A particular area of focus has been customization work with the OSCQR rubric (http://oscor.suny.edu). They pared down the number of items for faculty pushed online by the pandemic, and have also explicitly connected equity practices and resources to the rubrics for online courses.

Caucuses met and reported. Public caucus talked about the strategic plan. The Private caucus talked about institutional closures, MAP funding, strategic planning, and Covid-caused lack of student service opportunities. The Community College Caucus talked about how to gather and share information from their institutions that would be helpful to the working groups.

The next IBHE-FAC meeting will be February 10th, via Zoom, with Lincoln Trail College as a virtual host.

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, February 2021

The Council met for its regularly scheduled meeting on January 21, 2021. The Council heard reports of its standing committees. No voting items were considered at the January meeting.

Program reviews will be conducted in February (Construction Management), March (Exercise Science), and April (Philosophy).

Respectfully submitted,
Keith Hecht
Chair
Rules and Procedures Council

February 2021

Faculty evaluation surveys for the chancellor and for the provost will be going out, scheduled for February 15 and closing two weeks later. Please be on the lookout for these and encourage faculty to participate in them.
President’s Report to Faculty Senate
February 4, 2021

Meetings

December 10, January 14, and February 4: University Quality Council
Updates on the Quality Initiative proposal. Goal to submit next month. Work on setting secondary Key Performance Indicators related to the university strategic plan. Review data on graduate program persistence and participation in the URCA program.

December 15 and January 25: Constituency Heads with Chancellor
Covid-19 testing updates. CARES II act funding updates. State does not have enough vaccines yet to open it up to most university faculty or staff. It looks like state will vaccinate K-12 educational professionals first. Faculty-staff list-serve returning (opt-in). IBHE is requesting a 2% budget increase for universities but the state has asked us to prepare a 5% and 10% budget cut scenario. Discussed timeline for diversity training requirement.

December 16, January 20, and February 3: KPI Working Group 2
Continuing to gather data on retention and graduation rates. Met with Phil Brown re: NSSE data. Shared the results of research into the practices of a sampling of public universities with higher retention rates and/ or graduation rates than SIUE. Met with Scott Belobrajdic about efforts to improve retention and graduation rates.

January 8: Provost
Issues discussed included progress on best practices checklist for online asynchronous teaching, pre-tenure reviews during Covid-19, committee on student withdrawal and refunds, and diversity training for faculty. May need a couple of names for a representative on the Dean of Nursing search committee.

January 14: Faculty and Staff Appreciation Day Committee
If conditions allow, we’re looking at offering a grab and go hot lunch where people sign up in advance to pick up their lunch and a small gift of some sort. We’re looking at the week of April 12. Tentatively planning to have SDM on Friday the 16; ESL on Thursday, April 15; Edwardsville campus on Tuesday, April 13 and Wednesday the 14. In Edwardsville, we would offer lunch one day (or possibly both days if needed) and a late afternoon/evening meal for the evening/night workers on a second day. Exploring alternatives to lunch in case that is not feasible.

January 26 and 29: Diversity Council meeting with Candidates for Vice Chancellor for Diversity, Equity, and Inclusion
Discussions with Jessica Harris and Lakesha Butler about their respective visions for DEI at SIUE.

January 29: Diversity Council
Updates on diversity initiatives. Plans for diversity and inclusion Spring Summit discussed.

Upcoming Meetings include:

February 11: Board of Trustees
February 12: Faculty Advisory Committee