The regular meeting of the Faculty Senate was called to order at 2:30pm on Thursday, May 6, 2021 via Zoom by President Laurie Rice.


Absent: Undrah Baasanjav, Charles Berger (ex officio), R. Duane Douglas (ex officio), Hernando Garcia, Jennifer Hernandez, Christienne Hinz, Marie Klopfenstein, Adriana Martinez, Edward Navarre, Jeffrey Sabby (ex officio), Jayme Swanke, Yadong Wang, Prince Wells (ex officio)

Excused: Kevin Cannon, Barb McCracken, Michael Shaw

Guests: Gireesh Gupchup, Susan Morgan, Hannah Sheahan, Jerry Weinberg

Public Comment:
There was no public comment.

Guest:
Dr. Gireesh Gupchup shared information on the SIU System Strategic Planning process. Working groups were formed in 2020 by President Dan Mahony and comprised representatives from campus stakeholders. The committees sought input through surveys and town halls, and they received more responses than expected. Vision and mission statements were crafted, and the committee identified six goals for the system to work on. Goal committees were created, and they are currently working to identify objectives to allow the system to achieve those goals. The final plans will go to President Mahony and the Board of Trustees for approval.

The floor was opened to questions. Of the over 3000 responses received to surveys, about 60% were from Carbondale and 40% from Edwardsville with many responses from alumni. The Board of Trustees meets again on July 15, but the proposal will likely be presented at their September meeting.

Dr. Jerry Weinberg shared an annual report of the Graduate School, and his presentation is attached. Proposals can take 6-9 months to complete, and award amounts have been steady over the past few
years. Graduate enrollment has increased extensively. Indirect Cost Recovery was reviewed. The floor was opened to questions, but there were none.

Hannah Sheahan, Freshman Senator for SIUE Student Government and Senator At-Large Elect, was invited to address the Faculty Senate. She shared a suggestion for a syllabus bank which would allow students to see what courses entail and materials that are covered in advance, which also cuts down on advisor workloads and establishes a better sense of time management prior to semester starts. Students have also asked for a cost disclosure to detail all costs not covered by tuition and fees, including textbooks, lab materials, and workbooks. Sheahan also brought forward concerns about Respondus, including information about a December 2020 complaint that showed violations of federal and state privacy acts as well as an increased risk for discrimination based on race and disability.

The floor was opened to questions. Consequences for students being flagged by Respondus depend on the professor, but some students were only awarded partial credit for an exam that had to be retaken even though they received high marks on the original; students are being flagged for things like background noise and wearing glasses, and it disproportionately affects people of color because it does not pick up their physical movement. There was discussion about a syllabus bank, and it was noted that the university does not currently track how courses are taught.

Announcements:
Announcements were reviewed as listed on the agenda.

Consideration of Minutes:
The minutes for the April 1, 2021 meeting were approved as written.

Action Items:
Revisions to Policy 1E1 University Admission for Section A: Admission of Traditional First-Time Freshman was presented for a second reading. The proposal was brought forward by the Curriculum Council, and it was adopted unanimously (Bitter, Brady, Cali, Carruthers, Carter, Crk, Foster, Frick, Gaehle, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jacks, Jia, Johnson, Kerber, Kim, Kweon, Liu, Lotfi Yagin, Lu, Maynard, McGuire, Meeks, Moffett, Ragsdale, Rapini, Reiheld, Sellnow-Richmond, Shavezipur, Sheley, Siganga, Temko, Welch, Zuercher).

Revisions to Policy 1E1 University Admission for Section E:4: Applicants Whose First Language is Not English was presented for a second reading. Hecht clarified that the titles listed on the review committee are listed as intended. The proposal was brought forward by the Curriculum Council, and it was adopted unanimously (Bitter, Brady, Cali, Carruthers, Carter, Crk, Foster, Gaehle, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jacks, Jia, Johnson, Kerber, Kim, Kweon, Liu, Lotfi Yagin, Lu, Maynard, McGuire, Meeks, Moffett, Ragsdale, Rapini, Reiheld, Sellnow-Richmond, Shavezipur, Sheley, Siganga, Temko, Welch, Zuercher).
Amendments to the University Planning and Budget Council (UPBC) Operating Papers were presented for a second reading. There was a motion and second to approve the amendments (Hecht/Frick), and it was adopted unanimously (Bitter, Brady, Cali, Carruthers, Carter, Crk, Foster, Frick, Gaehle, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jacks, Johnson, Kerber, Kim, Kweon, Liu, Lotfi Yagin, Lu, Maynard, McGuire, Meeks, Moffett, Ragsdale, Rapini, Reiheld, Sellnow-Richmond, Shavezipur, Sheley, Siganga, Temko, Welch, Zuercher).

There was a motion and second to approve Council Chairs for the 21-22 Academic Year (Reiheld/Gaehle), and it was adopted unanimously (Bitter, Brady, Cali, Carruthers, Carter, Crk, Foster, Frick, Gaehle, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jacks, Johnson, Kerber, Kim, Kweon, Liu, Lotfi Yagin, Lu, Maynard, McGuire, Meeks, Moffett, Ragsdale, Rapini, Reiheld, Sellnow-Richmond, Shavezipur, Sheley, Siganga, Temko, Welch, Zuercher).

**Unfinished Business:**
The work on the Faculty Senate reorganization will continue in the next academic year.

**New Business:**
Revisions to the Faculty Senate Bylaws were presented that included several items discussed over the past year. Temko provided a review of the changes, and documents were shared in the meeting folder and are attached. The floor was opened to questions. The pool of eligibility for President-Elect was expanded as there is often difficulty in finding someone willing and able to serve. There was a motion and second to approve the amendments (Johnson/Jia), and it was adopted unanimously (Bitter, Brady, Cali, Carruthers, Carter, Crk, Foster, Frick, Gaehle, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jacks, Johnson, Kerber, Kim, Kweon, Liu, Lotfi Yagin, Lu, Maynard, McGuire, Meeks, Moffett, Ragsdale, Rapini, Reiheld, Sellnow-Richmond, Shavezipur, Sheley, Siganga, Temko, Welch, Zuercher).

Proposed amendments to the Faculty Senate Constitution were presented with no changes from the April meeting. The amendments would add Research Professors and full-time Non-Tenure Track (NTT) faculty into the membership of the Senate. An All Faculty Meeting will take place in the fall semester to discuss the changes, and a secret ballot to vote on the amendment would follow. If approved, the Bylaws would be amended to include the new language and increase the number of the Senate to ensure there is no decrease in representation and to ensure that NTT have a voice as a separate unit. There was a motion and a second to move forward on the amendments (Frick/Hockenberry), and it was adopted unanimously (Bitter, Brady, Cali, Carruthers, Carter, Crk, Foster, Frick, Gaehle, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jacks, Jia, Johnson, Kerber, Kim, Kweon, Liu, Lotfi Yagin, Lu, Maynard, McGuire, Meeks, Moffett, Ragsdale, Rapini, Reiheld, Sellnow-Richmond, Shavezipur, Sheley, Siganga, Temko, Welch).

Proposed amendments to the Faculty Grievance Committee Procedures and Operating Papers were presented to the body. Work on these documents has been ongoing for two years by the faculty representatives in the unrepresented schools, and the changes have been endorsed by the Deans of those schools. All faculty are covered by the procedure for issues that are not covered by the contract. Each academic
unit is represented in the proposed structure. The Welfare and Governance Council approved the documents and presented it to the body for approval. There was a motion and second to adopt the amendments (Jacks/Carruthers), and it was adopted unanimously (Bitter, Brady, Cali, Carruthers, Carter, Crk, Foster, Frick, Gaehle, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jacks, Jia, Johnson, Kerber, Kim, Kweon, Liu, Lotfi Yagin, Lu, Maynard, McGuire, Meeks, Moffett, Ragsdale, Rapini, Reiheld, Sellnow-Richmond, Shavezipur, Sheley, Siganga, Temko, Welch).

Amendments to the Rules and Procedures Operating Papers were presented for approval by the Rules and Procedures Council. The changes designate the use of the Huntington-Hill method to determine apportionment. There was a motion and second to approve the amendments (Johnson/Jacks), and it was adopted unanimously (Bitter, Brady, Cali, Carruthers, Carter, Crk, Foster, Frick, Gaehle, Gopalan, Griffin, Hair, Hanlon, Hecht, Hockenberry, Hubert, Jacks, Johnson, Kerber, Kim, Kweon, Liu, Lotfi Yagin, Lu, Maynard, McGuire, Meeks, Moffett, Ragsdale, Rapini, Reiheld, Sellnow-Richmond, Shavezipur, Sheley, Siganga, Temko, Welch).

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 Rules and Procedures Council shared the Chancellor and Provost evaluations, which are attached.

The Curriculum Council, Faculty Development Council, Graduate Council, and President reports are attached.

DeGroot Brown thanked the Senate, and Wrobbel thanked Rice for her work as President.

Adjournment:
The meeting adjourned at 4:31pm.

Submitted by Anne Hunter, University Governance
FACULTY SENATE MEETING - AGENDA
Zoom Meeting ID: 989 5051 4481, Password: chimega
International Room, Morris University Center
May 6, 2021 – 2:30 PM

I. CALL TO ORDER
II. PUBLIC COMMENT*

III. GUEST
   a. Dr. Gireesh Gupchup, SIU Vice President for Academic Innovation, Planning, and Partnership – SIU System Strategic Planning
   b. Dr. Jerry Weinberg, Associate Provost for Research and Dean of Graduate Studies & Research – FY20 Graduate School Report
   c. Hannah Sheahan, Student Senate

IV. ANNOUNCEMENTS
   a. Faculty Senate President Elect – Jane (Jingyi) Jia
   b. Continuous Improvement Conference Webinars:
      i. Tenure & Time Management: How to Manage Your Time So You Can Publish Prolifically AND Have a Life Beyond the Ivory Tower – Wednesday, May 12 from 9am-11am
      ii. Post-Tenure Pathfinders: How and Why to Chart Your Own Path After Winning Tenure – Thursday, May 13 from 9am-11am
   c. Board of Trustees Meeting – July 15, 2021

V. CONSIDERATION OF MINUTES
   a. April 1, 2021

VI. ACTION ITEMS
   a. Policy 1E1 English Pathway Program – Second Reading
   b. Policy 1E1 Admission Criteria – Second Reading
   c. University Planning and Budget Council Operating Paper Revisions – Second Reading
   d. Council Leadership for AY21-22
      i. Faculty Development Council – Kim Carter and Alison Reiheld (Co-Chairs)
      ii. Curriculum Council – Keith Hecht
      iii. Rules & Procedures Council – Kamran Shavezipur
      iv. Welfare & Governance Council – Robert Bitter and Igor Crk (Co-Chairs)

VII. UNFINISHED BUSINESS
    a. Faculty Senate Reorganization

VIII. NEW BUSINESS
    a. Amendments to the Faculty Senate Bylaws
    b. Faculty Senate Constitutional Amendment
    c. Faculty Grievance Policy and Faculty Grievance Committee Operating Papers
    d. Rules and Procedures Operating Papers

*Due to recent Illinois Phase 4 restrictions, the Faculty Senate is accepting public comments via email to encourage social distancing and safety. Submitted comments will be read aloud during the meeting and added to the minutes. Please submit any comments to the University Governance Office at governance@siu.edu prior to the start of the meeting. Meetings will be accessible via Zoom, and login information is included in the agenda.
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 – Tim Jacks  
   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  
XI. ADJOURNMENT  

   Next Faculty Senate Meeting Thursday, September 2 at 2:30 p.m.
The Graduate School

FY 20 Review
FY 21 Goals

Trends

![Graphs showing trends in proposal and award numbers, proposal and award amounts, and graduate and professional enrollment over fiscal years 13 to 20.](image-url)
ICR

Federal Uniform Guidance, §200.56

- “Indirect costs means those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved.” (Uniform Guidance, §200.56).

- ICR can be used at the discretion of the institution
- ICR is recovered as a portion of grant expenditures
- ICR rates are negotiated with the Federal Government
  - The negotiated Federal Rate is used as a basis for all grants. However, state, private foundation, and some federal agencies may have alternative rates set by their own policies.

ICR Continued

- University Policy 5D1
  “Policy Statement Covering Distribution of Indirect Cost Funds from Externally Sponsored Grants and Contracts”

“Indirect cost reimbursement funds generated by externally sponsored grants, contracts, and special projects beyond real and necessary costs of Research and Projects Fiscal Management will be distributed as follows:

- Training Grants (Instructional), Public Service, and Other Special Projects:
  - 67% Generating Unit
  - 33% Graduate School - Office of Research and Projects
- Research Projects:
  - 40% Generating Unit
  - 60% Graduate School - Office of Research and Projects”
FY 20 Total ICR: $2.6 million

ICR Returned Directly to Units: $1.2 million
Report on Schools/College ICR Expenditures
1M4 Report

Total Amount of ICR Funds Expended by Units to Support Scholarship for FY 20
Excludes funds received from Graduate School and STEP funds

<table>
<thead>
<tr>
<th>Category</th>
<th>Schools/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commodities &amp; supplies*</td>
<td>$73,137</td>
</tr>
<tr>
<td>Contractual services</td>
<td>$106,749</td>
</tr>
<tr>
<td>Equipment</td>
<td>$32,833</td>
</tr>
<tr>
<td>Travel</td>
<td>$50,095</td>
</tr>
<tr>
<td>Faculty or staff salary/course buy-out</td>
<td>$59,983</td>
</tr>
<tr>
<td>Student wages/salary</td>
<td>$59,777</td>
</tr>
<tr>
<td>Returned to Dept/PI</td>
<td>$137,684</td>
</tr>
<tr>
<td>Total Expended in FY 20</td>
<td>$519,758</td>
</tr>
</tbody>
</table>

ICR Returned to Units in FY 20 $333,506
(excludes the Graduate School & other units receiving ICR)

*SoP Commodities & Supplies, Contractual Services, and Equipment are returned to the Department and PI.

FY21 Major Goals

• Graduate Studies
  • Increase retention and completion
    • Enhance faculty mentoring of graduate students
    • Develop pathway for academic concerns of graduate students to be addressed
    • Upgrade online student training and orientation
    • Improve co-operative Ph.D. program processes

• ORP
  • Increase submitted proposals
    • Reach out to PIs whose grants are sundowning
    • Meet with PIs of rejected proposals to promote resubmissions
    • Explore partnerships within the IIN Hub
    • Promote Research Enabled
  • Enhance faculty support
    • Improve new faculty outreach
    • Increase exposure of compliance efforts
  • Improve compliance
    • Update FCC system
    • Improve database data integrity
    • Design and implement COI process to meet federal focus on foreign influence
    • Promote a campus culture of research integrity
**Original and current 1e1 policy:**

4. Applicants Whose First Language Is Not English

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

1. Applicants may sit for the International English Language Testing System (IELTS), or the Test of English as a Foreign Language (TOEFL) and have an official score report sent directly to Admissions. The minimum acceptable score for admission to a graduate program is a TOEFL score of 79 (IBT) or IELTS score of 6.5. For undergraduate admission the minimum score required is a TOEFL score of 72 (IBT) or an overall IELTS score of 6.0 with no individual component score of less than 5.5. Applicants may submit scores from another recognized testing service as long as the scores can be documented as being equal to or greater than the required IELTS or TOEFL score.

2. Applicants may submit an ACT sub-score of 21 or greater in Reading and English, or an SAT Evidence -Based Reading and Writing sub-score of 530.

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

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

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

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

7. Applicants may submit a certificate or documentation from an authorized Intensive English Language Program (IELP) that verifies English language proficiency equivalent to a minimum TOEFL or IELTS score as indicated in section 4.1.

8. Applicants who meet all other requirements for admission but cannot demonstrate adequate English language proficiency, may receive conditional admission either as an undeclared undergraduate student or to a graduate academic program, and be admitted to the university for the purpose of enrolling in the Intensive English Language (IELP) curriculum and academic development coursework only. Admission to the IEP will be authorized by the IEP Director and the Office of International Admissions based on criteria posted on the International Admissions website. Successful completion of the SIUE Intensive English Program will satisfy the English proficiency requirement of the university, allowing the student to advance to degree seeking status. This admission provision may be authorized for two academic terms with time extensions authorized by International Admissions
for undergraduate students and by individual academic departments for graduate students.
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8. Applicants who meet all other requirements for admission but cannot demonstrate adequate English language proficiency, may receive conditional admission either as an undeclared undergraduate student or to a graduate academic program, and be admitted to the university for the purpose of enrolling in the Intensive English Language (IEP) curriculum and academic development or approved pathway program coursework only. Admission to the IEP will be authorized by the IEP Director and the Office of International Admissions based on criteria posted on the International Admissions website. The appropriate academic department will grant approval for any credit bearing coursework. Successful completion of the SIUE Intensive English Program will satisfy the English proficiency requirement of the university, allowing the student to advance to degree seeking status. This admission provision may be authorized for two (undergraduate) or three
(graduate) academic terms with time extensions authorized by International Admissions for undergraduate students and by individual academic departments for graduate students.
Intensive English Program (IEP) Pathway Proposal

The IEP is proposing a small modification to its current offerings to allow SIUE to offer a pathway program. A Pathway program allows students who are close to meeting the university's English proficiency requirements to take a limited number of academic credits while completing the IEP. Undergraduate courses would be identified in advance, and graduate departments would have full authority to decide if students may utilize the pathway.

We recommend adding the pathway element to the IEP, and propose the following changes (highlighted) to the 3e1 policy, Section E.4.8:

Applicants who meet all other requirements for admission but cannot demonstrate adequate English Language proficiency, may receive conditional admission ... to the university for the purpose of enrolling in the Intensive English Language (IEP) curriculum and academic development or approved pathway program coursework only. Admission to the IEP will be authorized by the IEP Director and the Office of International Admissions based on criteria posted on the International Admissions website. The appropriate academic department will grant approval for any credit bearing coursework.

### Course Map: Undergraduates

<table>
<thead>
<tr>
<th>Entry Skill Level</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive English Program</strong>&lt;br&gt;(IELTS Level 5.0 or equivalent)</td>
<td>4 IEP courses (12 credit hours)</td>
<td>3 pathway courses + 1 academic course +1 FST course (15 credit hours)</td>
<td><em>Full-time degree program</em></td>
</tr>
<tr>
<td><strong>Intermediate Pathway</strong>&lt;br&gt;(IELTS Level 5.5 or equivalent)</td>
<td>3 pathway courses + 1 academic course +1 FST course (15 credit hours)</td>
<td><em>Full-time degree program</em></td>
<td><em>Full-time degree program</em></td>
</tr>
</tbody>
</table>

### Course Map: Graduates

<table>
<thead>
<tr>
<th>Skill Level</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive English Program</strong>&lt;br&gt;(IELTS Level 5.0 or equivalent)</td>
<td>4 IEP courses (12 credit hours)</td>
<td>4 advanced IEP courses + 1 prerequisite course (as required by dept.) (12-15 credit hours)</td>
<td>2 advanced pathway courses + 1 academic course (12-15 credit hours)</td>
</tr>
<tr>
<td><strong>Advanced Intensive English Program</strong>&lt;br&gt;(IELTS Level 5.5 or equivalent)</td>
<td>4 advanced IEP courses + 1 prerequisite course (as required by dept.) (12-15 credit hours)</td>
<td>2 advanced pathway courses + 1 academic course (12-13 credit hours)</td>
<td><em>Full-time degree program</em></td>
</tr>
<tr>
<td><strong>Advanced Pathway</strong>&lt;br&gt;(IELTS Level 6.0 or equivalent)</td>
<td>2 advanced pathway courses + 1 academic course (12-13 credit hours)</td>
<td><em>Full-time degree program</em></td>
<td><em>Full-time degree program</em></td>
</tr>
</tbody>
</table>
### Intensive English Program (IEP) Pathway Proposal

<table>
<thead>
<tr>
<th>Minimum qualifications</th>
<th>IELTS</th>
<th>TOEFL</th>
<th>Accuplacer</th>
<th>Duolingo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive English Program</td>
<td>5.0</td>
<td>45-60</td>
<td>52-78</td>
<td>80-89</td>
</tr>
<tr>
<td>Intermediate Pathway &amp; Advanced Intensive English Program</td>
<td>5.5</td>
<td>61-71</td>
<td>79-98</td>
<td>90-94</td>
</tr>
<tr>
<td>Advanced Pathway</td>
<td>6.0</td>
<td>72-78</td>
<td>99-106</td>
<td>95-99</td>
</tr>
</tbody>
</table>

**English Proficiency Score Placement Equivalencies:**

Note: The score equivalencies below apply to all tables in this proposal.
Original and current 1e1 policy:

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academic terms with time extensions authorized by International Admissions for undergraduate students and by individual academic departments for graduate students.
Admissions

A. Admission of Traditional First-Time Freshmen

1. Process

A. By March 1 (16 months prior to the fall cohort entry term), the Enrollment Management Council (EMC) will set preliminary enrollment targets for entering first-time freshmen, transfers, and graduate students.

B. By October 1 (16 months prior to the fall cohort entry term), the EMC will finalize freshmen enrollment targets based on retention and yield figures for previous cohorts, the strength of the current applicant pool, and overall university enrollment goals. These targets will determine the minimum automatic admission standards to be followed by the university for the upcoming fall.

C. The effectiveness of the admission standards will be reviewed by the EMC annually.

D. The Admissions Review Committee will be convened monthly, beginning the first week of November, to review applicants not meeting minimum automatic admission standards. The Admissions Committee will consist of the following:

(1) Associate Director of Admissions (Committee Chair)
(2) Faculty appointed by Academic Standards and Policy Committee
(3) Faculty appointed by Associate Chancellor for Institutional Diversity and Inclusion
(4) Director, Academic Advising, or designee
(5) Director, Instructional Services, or designee

*All faculty members will be selected to serve on the Admission Review Committee. One faculty member will be required to attend each meeting. The Admissions Review Committee will convene as needed.

Admission decisions will support SIUE's Long-Term Goal of Engaged Students and Capable Graduates:

Engaged Students and Capable Graduates - Attract a diverse student body, including traditional, non-traditional, commuter, and residential students, and maintain high academic standards for baccalaureate, graduate, and professional degrees.

Files with high school transcripts that do not report a grade point average will automatically be referred to the Admissions Review Committee for review and appropriate action.

The admission policy will be reviewed every three years by the Curriculum Council in order to consider various factors affecting enrollment including changing demographics, student persistence and financial conditions.

II. Admission Criteria

Priority consideration for admission will be given to students whose applications meet minimum standards for automatic admission and are completed by the priority or final deadlines. Students who do not meet minimum standards are subject to additional review by the Admissions Review Committee. Applications completed after the priority filing date or final application deadline will be considered on a space available basis.

<table>
<thead>
<tr>
<th>TERM</th>
<th>PRIORITY FILING DATE</th>
<th>FINAL APPLICATION DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>December 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Spring</td>
<td>October 1</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer</td>
<td>March 1</td>
<td>April 1</td>
</tr>
</tbody>
</table>
High School Course Requirements and Remedies

Applicants seeking admission to the University must successfully complete the following high school course requirements: 4 years of English, 3 years of mathematics, 3 years of laboratory science, 3 years of social studies, and 2 years of electives.

Applicants who have earned an ACT composite score of 25, SAT ERW + M of 1200, or higher, and who either are in the upper quarter of their high school class or have a grade point average of 3.00 on a 4.00 scale in their college-prep courses are considered to have also met all high school subject pattern requirements.

Students are required to remedy any high school course deficiencies as determined by the Office of Admissions in one of the ways listed below:

**English**
- Earn an ACT English subscore of 21 or above and an ACT Reading subscore of 21 or above, or earn an SAT Writing and Language test score of 28 or above and an SAT Reading test score of 27 or above, or earn successful placement in English 101.

**Mathematics**
- Earn successful placement in MATH 120 or above, or successfully complete Quantitative Reasoning (QR 101).

**Science**
- Earn an ACT Science Reasoning subscore of 23, or successfully complete a 3 semester hour course in either physical or life science.

**Social Science**
- Successfully complete a 3 semester hour course in social science.

**Electives**
- Successfully complete a 3 semester hour course in fine arts and humanities.

**First-Time Full-Time Freshmen Minimum Standards for Automatic Admission**

Students with an 18 or better composite ACT score (90 SAT ERW + M) and a high school g.p.a. of 2.50 or better on a 4.00 scale will be automatically admitted to the university, as space is available.

Students with an ACT composite score less than 18 (90 SAT ERW + M) or a high school g.p.a. less than 2.50 will be considered for admission by the Admission Review Committee on a rolling basis, as space is available.

The candidates reviewed by the Admission Review Committee will be considered for admission based on the Committee's assessment of students' ability to succeed at the university. In addition to the required admission information, The Committee may consider information such as 7th or 8th semester grades, letters of recommendation, a graded writing sample, a personal statement or a personal interview with selected members of the committee and the success rates of previous enrollees from the candidate's high school or admission counselor recommendation.

Applicants who have a cumulative high school grade point below 2.00 or an ACT score below 17 or SAT ERW + M below 920 will be denied admission.

Applicants who have been out of school for more than five years that do not meet the traditional first-time criteria or have not taken the ACT and/or SAT are subject to review by the Admission Review Committee.

**B. Non-traditional Freshmen - General Education Development Test (GED)**

Applicants without a high school diploma must have completed and passed the General Education Development Test (GED), which includes passing the state and federal Constitution. Applicants must also complete the following course requirements:

1. Remedy any English, mathematics and reading deficiencies as indicated by SIUE placement tests, and
2. Complete at least one, three-semester-hour course in each of the following areas:
   a. Science
   b. Social sciences, and
   c. Foreign language, music, art, theater, dance, or speech.

Courses must be selected from Breadth General Education courses numbered below 300. These courses must be completed with a passing grade or achieve a minimum grade of C on a proficiency examination. Courses taken to meet this additional course requirement will not carry credit toward General Education or major/minor requirements. Credit will be awarded as general elective credit toward graduation, i.e., elective credit not required by the major and/or minor.

**C. Early Admission**

Capable high school students will be permitted to enroll as degree-seeking students for University courses to be taken concurrently with their senior year of high school work. These students must meet the high school admission requirements for first-time freshmen in Group A and are subject to review by the Director of Admissions. A letter of support written by the high school principal or guidance counselor is required.

**D. Transfer Students**

Applicants are considered transfer students when they present course work from regionally-accredited two-year and four-year institutions, unless all hours were earned in college courses while still in high school.

A. Students who have attempted at least 30 semester hours in courses at regionally-accredited institutions are admissible in good standing, provided they have earned a minimum cumulative 2.0 (C) grade-point average in such course work at the previous regionally-accredited school(s) attended.

B. The admissions criteria for students who have attempted fewer than 30 semester hours in courses at regionally-accredited institutions are as follows:

1. Good Standing - Students are admissible in good standing, provided they have earned at least a cumulative 2.00 (C) grade-point average in such course work at the previous regionally-accredited school(s) attended and meet the criteria of the appropriate admission category for entering freshmen.
2. Academic Warning - Students who have less than a cumulative 2.00 (C) grade-point average, but have a minimum 2.00 (C) term grade point-average in their last semester prior to admission are admissible on academic warning, provided they meet the criteria of the appropriate admission category for entering freshmen. Students with only one term of coursework with a less than 2.00 (C) cumulative grade-point average will be admitted on academic warning, provided they meet the criteria of the appropriate admission category for entering freshmen.
3. Academic Probation - Students who have less than a cumulative 2.00 (C) grade-point average and do not meet the criteria for academic warning are admissible on academic probation, provided they meet the criteria of the appropriate admission category for entering freshmen.
4. All transfer students who have attempted fewer than 30 semester hours must also meet the high school course requirements as described under the appropriate freshman category.

The transfer average (i.e., the cumulative grade-point average in all course work from all regionally-accredited institutions previously attended) is used only in determining the applicant's eligibility for admission. Once a student is admitted, the student's SIUE record will reflect the total number of acceptable transfer credit hours (hours earned in transferable courses with grades of A, B, C, D, pass, satisfactory, etcetera), but the only grade-point average calculated will be for work completed at SIUE.

Applicants wishing to be considered for admission as transfer students must complete their admissions files at least four weeks prior to the beginning of the term for which admission is sought. For applicants with at least 30 semester hours of course work as stipulated above, a complete file consists of an application for undergraduate admission, an official transcript from each institution previously attended, and the application fee. For applicants with fewer than 30 semester hours, a complete file consists of an application for undergraduate admission, an official transcript from each institution previously attended, credentials prescribed by the appropriate admission category for entering freshmen, and the application fee. (An official transcript must be sent directly to the Office of Admissions by each institution. All transcripts become the official property of the University and will not be returned or issued to another institution.) Any questions about the acceptability of specific courses for admission and/or for transfer credit should be directed to the Office of Admissions.

E. International Students

1. Students Holding or Requiring Student Visas

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

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

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

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

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

2. Health Insurance Requirement

In support of the Immigration requirements for F-1 and J-1 visa holders, Southern Illinois University Edwardsville (SIUE) requires that international students purchase and maintain coverage with a University approved International Student Insurance Plan for the duration of their studies at SIUE.

The regulations (22.C.F.R. § 62.14) state that J-1 students and their dependents must have adequate coverage for the duration of their studies in the United States. Federal regulations require F-1 students to verify adequate funds for living expenses. Such living expenses should include health insurance. The University in compliance with federal regulation has set the following as minimum insurance requirements for international students:

- $100,000 per accident or illness
- Repatriation of remains in the amount of $25,000
- $50,000 coverage for medical evacuation
- Deductibles not to exceed $500 per accident or illness

Insurance requirements apply to both J-1 and F-1 students. No exceptions will be made.

International students will be automatically enrolled in the University-approved International Student Insurance Plan upon registration for classes at SIUE. In rare circumstances, international students may apply for a waiver from this insurance requirement. Details concerning this waiver are available on the Health Service website.

Health Service will provide International Student Services with insurance information to be included in their new student orientation. The purpose of this is to inform the students about the insurance policy requirements for international students, the procedure for obtaining this insurance for the student and any of their dependents, plan information about the University-approved insurance, circumstances when a student may be eligible to waive out of the insurance requirements and the procedure to seek such a waiver.

3. Applicants with Foreign Academic Credentials

Standard reference materials published by recognized organizations such as (but not limited to) the American Association of Collegiate Registrars and Admissions Officers and NASFA. Association of International Educators will be used as general guidelines to evaluate foreign academic credentials for academic eligibility, level of placement, and acceptability of transfer credit.

Applicants are responsible for making all appropriate arrangements for providing official academic records attesting to all secondary and post-secondary education. Credentials not available in English must be submitted with an original and an attested translation prepared by a professional translator. University-level academic work will be considered for transfer of credit as appropriate.

Secondary and post-secondary school transcripts of applicants' academic records (including certification of graduation and the title of the diploma or certificate awarded when appropriate) must be mailed directly to the Office of Admissions by the registrar or principal of each school attended. Each transcript must bear the official's signature and the school's official seal. Photocopies of educational records and documents are acceptable only if they bear an original certification of authenticity from the issuing school or examination board. The submission of notarized copies of educational records and documents and other exceptions to the above stated foreign academic credentials policy will be considered when recommended by recognized organizations such as AACRAO and NASFA. Original educational documents not issued in confidence to the University will be returned upon request. The University reserves the right to verify the authenticity of applicants' academic records with the issuing institutions.

The undergraduate application materials for students whose first language is not English include a detailed explanation of procedures and required credentials and fees, and are available on-line at www.siu.edu. Materials will be mailed upon request. F-1 applicants must complete their admission application file by the deadline stated in the section on "Students Holding or Requiring F-Visas." Other applicants for spring or summer must complete their admission application file no later than the published deadline.
4. Applicants Whose First Language Is Not English

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

1. Applicants may sit for the International English Language Testing System (IELTS), or the Test of English as a Foreign Language (TOEFL) and have an official score report sent directly to Admissions. The minimum acceptable score for admission to a graduate program is a TOEFL score of 79 (IBT) or IELTS score of 6.5. For undergraduate admission the minimum score required is a TOEFL score of 72 (IBT) or an overall IELTS score of 6.0 with no individual component score of less than 5.5. Applicants may submit scores from another recognized testing service as long as the scores can be documented as being equal to or greater than the required IELTS or TOEFL score.

2. Applicants may submit an ACT sub-score of 21 or greater in Reading and English, or an SAT Evidence-Based Reading and Writing sub-score of 530.

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

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

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

6. Applicants may sit for University-administered placement tests and meet internally indicated indicators of core academic competence in English and Math.

7. Applicants may submit a certificate or documentation from an authorized Intensive English Language Program (IELP) that verifies English language proficiency equivalent to a minimum TOEFL or IELTS score as indicated in section 4.1.

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

F. Readmission of Former Students (Undergraduate)

Former students who have not attended SIUE for one calendar year (i.e., registered and paid fees) must apply for readmission.

The readmission criteria for former students are as follows:

1. Former students are admissible, subject to the following conditions:
   a. Those students whose academic classification is Academic "Good standing" will be admitted with the same classification and class/college/major. Students indicating a desire to change majors on the application for readmission, or who were previously admitted to programs that are no longer available, shall be reclassified with an undeclared major. These students may request a new major through the admission process and must meet the entrance requirements for that program.
   b. Those students whose academic classification is Academic Warning or Academic Probation will be admitted with the appropriate classification of Academic Warning or Academic Probation and an undeclared major. Such students must receive academic counseling and advising prior to enrolling in classes and must adhere to the agreed upon plan of action developed with their advisor.
   c. Those students whose academic classification is "Academic Suspension" will be admitted with a classification of Academic Probation and an undeclared major. The student must complete 30 semester hours at a regionally accredited institution of higher education.

2. Former students who have two academic suspensions must seek approval for readmission from the Suspension Appeals Committee. Students will not be allowed to return to the University without approval from this committee.

3. Former students who have been academically suspended three times are ineligible to return to the University.

G. Change of Admission Status

Students wishing to change from visiting to undergraduate degree-seeking status must submit an application at least four weeks prior to the requested term and meet the appropriate admission criteria. Performance in courses completed at SIUE will be taken into consideration.

H. Admission as a Visiting Student

Applicants who are high school diploma or equivalent and wish to take graduate courses for credit, but who are not interested in pursuing a baccalaureate degree at SIUE, may be admitted to the University as a visiting student. These students must submit an application to be a visiting student. Students wishing to be considered for admission as visiting students must complete their admission files at least four weeks prior to the beginning of the term for which admission is sought.

Students in this category are not eligible to receive financial aid. However, if a visiting student is currently pursuing a degree at another post-secondary institution, the student may be eligible for VA benefits or student employment. Students wishing to apply for student employment or receive VA benefits will need to submit appropriate documentation confirming their degree-seeking status at a parent institution.

Students in this category may not accumulate more than 30 semester hours of credit at the University. If a student who has accumulated 30 semester hours of credit wishes to continue enrollment at SIUE, he/she must apply to the University as a degree-seeking student and satisfy appropriate criteria.

I. Graduate Students

Prospective students may apply for admission as classified or unclassified students. Classified students are those admitted to a specific master's, certificate, specialist's, or doctoral degree program; unclassified students are those not seeking a degree.

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An applicant must request that an official transcript be forwarded to the Office of Graduate and International Admissions from the institution granting the baccalaureate degree or master's degree, or where the baccalaureate degree or master's degree is in progress, and from all institutions at which post-baccalaureate or master's level coursework has been completed or is in progress. The SIUE academic program reserves the right to require the applicant to request an official transcript from each college, university, and professional school from which the applicant obtained one year (30 semester hours or the equivalent) or more of transfer credit.

Students with three-year degrees from the Bologna member institutions will be considered for admission to the Graduate School at SIUE. Three-year degrees, other than degrees from a Bologna member institution, will be evaluated by the Office of Graduate and International Admissions and the Graduate School using current best practice standards to determine equivalence to a four-year U.S. baccalaureate. Any noted deficiencies or prerequisites would need to be completed prior to acceptance.

The completed application and supporting transcripts should be submitted by the appropriate deadlines. Delay in forwarding of transcripts may result in delayed processing of an application. Admission to a program becomes effective only after approval by the appropriate program faculty and the Dean of the Graduate School. An applicant must be able to enroll in at least one graduate course counting for their degree program the first term of enrollment to be admitted as a classified graduate student.

Special Admission Circumstances

On recommendation of the department chair or program director, applicants to graduate degree and certificate programs may be admitted for one academic term while waiting either for an official degree-bearer transcript for admission to the Graduate School or for completion of conditions to a degree program. In this status, applicants may register for graduate level courses and hold graduate assistantships. Students missing an official transcript will have a registration hold placed on their accounts and must provide the official degree-bearer transcript before registering for a subsequent term.

Students admitted who do not complete all admission requirements during their first academic term of attendance, or who are denied admission to that program to which they applied, will have their status changed to Unclassified. Credits earned under Unclassified status will not be applicable to a degree program except under conditions as stipulated in Policy 116-Transfer Credit.

International students who are enrolled, or plan to enroll in U.S. State Department recognized Intensive English Language classes may be accepted to allow for the completion of all requirements for admission. Typically, requirements are to be completed within two academic terms. Time extensions may be authorized by the Dean of the Graduate School for unusual circumstances.

Students who are admitted into a combined baccalaureate and graduate degree follow the requirements of Policy 1117.

Admission to Master's Degree and Certificate Programs

For admission to master's degree programs and certificates, the following conditions apply:

1. Applicants must have earned a baccalaureate degree or the equivalent from an accredited college or university, be within one academic year of earning such a degree, or present equivalent credentials. A professional degree in law, medicine, or dentistry is considered equivalent to a baccalaureate degree for this purpose if the professional degree program requires for admission at least 60 semester hours of general college credit from an accredited college or university and is of at least 27 months duration. For PharmD students at SIUE seeking admission to a concurrent degree program, equivalent credentials are considered completion of at least the first professional year of the PharmD curriculum.

2. The overall grade-point average in undergraduate work ordinarily should be at least 2.5 (A = 4.0). Credentials of applicants whose undergraduate average falls between 2.0 and 2.5 may receive individual consideration for admission. College records and supporting evidence used in these evaluations include such factors as (1) higher grade-point average in the last two years of undergraduate work than the overall average; (2) higher grade-point average in the undergraduate major than in general undergraduate studies; (3) acceptable scores on tests such as the Graduate Record Examination; (4) subsequent college-level work completed, and (5) professional experience. Credentials of applicants whose undergraduate average is below 2.5 and the average is based on undergraduate work a decade or more old may also receive individual consideration for admission. The same evidence is used.

3. The overall grade-point average for all graduate level work completed should be at least 3.0 (A = 4.0), regardless of the graduate degree grade-point average.

4. Students must be accepted by the department or other unit in which they intend to pursue degree work as indicated on the application and, therefore, must meet any requirements the department or unit establishes in addition to those of the Graduate School. Delay in complying with departmental requirements will result in a delay of final admission.

5. Applicants must complete all requirements for the baccalaureate degree before starting graduate coursework.

Admission to Specialist's Degree Programs

Applicants must have completed a master's degree from an accredited institution with a cumulative grade-point average of 3.25 (A = 4.0) or higher for all graduate level work. Programs may require at least two years of experience relevant to the specialized field. Credentials of applicants whose cumulative grade-point average for graduate work completed is less than 3.25 may be considered individually. Prospective students must also satisfy requirements established by the graduate faculty of the major.

Delay in complying with special departmental program requirements will delay final admission.

Admission to Doctoral Studies Degree Programs

Graduates of accredited colleges and universities with a baccalaureate and/or master's degree who have an overall GPA of at least 3.00 (A = 4.0) in the highest attained degree and sufficient training to undertake advanced study in their chosen fields are eligible to apply for admission to doctoral degree programs. An extensive evaluation of college records and supporting materials is made by the doctoral program and department representatives. Initial admission to a doctoral program takes effect only after approval by the doctoral program and the Dean of the Graduate School.

Students must be accepted by the department or other unit in which they intend to pursue degree work as indicated on the application and, therefore, must meet any requirements the department or unit establishes in addition to those of the Graduate School. Delay in complying with departmental requirements will result in a delay of final admission. Applicants should consult individual doctoral programs for different deadlines.

Admission of International Students

See Section E above for information about visa, health insurance, foreign academic credentials, and English language proficiency.

A degree earned outside the United States of America is expected to be equivalent to the corresponding American degree from an internationally recognized institution of higher learning. International students are subject to all other requirements for admission established by the University, the Graduate School, and the graduate/doctoral program to which they are applying.

Individual programs may have earlier deadlines than the Graduate School and international applicants should consult the programs to which they are applying.

Admission to the Graduate School to Enroll in Courses While an Undergraduate
Qualified SIUE undergraduate students and students attending SIUE under an established agreement with a higher education institution can submit an application for unclassified or classified graduate status in order to take graduate-level courses when they are within two academic terms of graduation. Qualified SIUE undergraduate students interested in combined baccalaureate and graduate degree programs can submit an application for classified graduate status when they are within one academic year of graduation and meet the requirements for the program to which they seek entry. Applicants to combined baccalaureate and master's degree programs must have at least a 3.0 cumulative GPA. Students must be accepted by the program in which they intend to pursue degree work as indicated on the application and, therefore, must meet any requirements the program establishes in addition to those of the Graduate School.

Unlike attending SIUE, applicants must have forwarded official transcripts showing work completed and evidence of courses in which they are currently enrolled. Undergraduates are considered undergraduate students until they have completed requirements for the baccalaureate degree and the degree has been posted to their official academic records.

SIUE undergraduate students who are within one academic term of graduation may take courses for graduate credit after approval by a degree program and the Graduate School. These students, exceptions to the 1.5-hour or single academic term rule may be recommended by the graduate advisor and the director of the program in which a student, during the senior year, requests permission to do graduate degree work. Such requests for exception must be approved by the Dean of the Graduate School. Undergraduate students utilizing this plan are expected to concentrate their efforts on finishing the bachelor's degree, taking graduate courses only where necessary to fill out their schedules.

Students pursuing approved combined baccalaureate-graduate degree programs, which include accelerated and early entry master's degree programs, must follow the requirements of the program to which they are admitted.

Normally, undergraduate students should not enroll for courses numbered 500 and above, which are designated in the course numbering system as being for graduate students only. Courses numbered 400 and above taken for graduate credit may not be applied toward an undergraduate degree unless the courses are part of an approved accelerated master's degree program.

Admission of Unclassified Graduate Students

Unclassified graduate students are those who do not seek a graduate degree at SIUE and those who have not qualified for admission to a degree program at SIUE. Any applicant who is eligible for admission to a degree program is urged to apply for classified status rather than for unclassified status. Credit earned while in unclassified status may be used to satisfy degree requirements only under conditions as stipulated in Policy 136 Transfer Credit.

Applicants seeking admission in unclassified status submit an unclassified admission application form and present evidence of their undergraduate degree(s). Their official degree-bearing transcripts must be forwarded to the Office of Graduate and International Admissions. Students may be admitted for one academic term while waiting for an official degree-bearing transcript. Students missing an official degree-bearing transcript will have a registration hold placed on their accounts and must provide the official degree-bearing transcript before registering for a subsequent term.

3. Professional Programs

1. School of Dental Medicine

Academic Requirements

While the majority of accepted applicants have completed requirements for a Bachelor of Arts or a Bachelor of Science degree prior to matriculation at the School of Dental Medicine, the absolute minimum prerequisite for admission to the School of Dental Medicine is successful completion of three academic years - 90 semester or 135 quarter hours - of undergraduate coursework. This includes the specified subjects listed in the following table, at an accredited college or university in the United States. Credits are accepted from most community and junior colleges, but it is recommended that most work be completed at a four-year institution. In addition to the stated prerequisites, preference will be given to applicants demonstrating exemplary academic performance in additional higher-level science courses while taking full academic loads. Science courses should not be survey courses or other such courses designed for non-science majors. Please contact the School of Dental Medicine directly for the most current admission requirements.

Applicants are required to complete the following coursework with a C or better by July of the intended entering year. Grades of D or lower and courses taken pass/fail of credit/no credit will not be accepted.

<table>
<thead>
<tr>
<th>Required Subjects</th>
<th>Semester Hours</th>
<th>Quarter Hours</th>
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<tbody>
<tr>
<td>Biology (with lab)</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>General Chemistry (with lab)</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Organic Chemistry (with lab)</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Physics (with lab)</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>English*</td>
<td>6</td>
<td>9</td>
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</tbody>
</table>

*For the English requirement, 6 semester hours are accepted or the completion of a Bachelor of Arts or a Bachelor of Science degree.

We strongly suggest selecting several additional higher-level courses, as cited in the following table.

<table>
<thead>
<tr>
<th>Recommended Courses</th>
<th>Semesters</th>
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<tbody>
<tr>
<td>Anatomy</td>
<td>1</td>
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<tr>
<td>Physiology</td>
<td>1</td>
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<tr>
<td>Microbiology</td>
<td>1</td>
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<tr>
<td>Cell and Molecular Biology</td>
<td>1</td>
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<tr>
<td>Histology</td>
<td>1</td>
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<tr>
<td>Immunology</td>
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<tr>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>Neural Science/Neural Physiology</td>
<td>1</td>
</tr>
<tr>
<td>Statistics</td>
<td>1</td>
</tr>
</tbody>
</table>

A tentative acceptance may be extended subject to fulfillment of these requirements; however, all course requirements, as proposed by the applicant, must be met in full before acceptance is extended. All academic admission requirements must be completed by July 1 prior to the desired date of matriculation.
Entrance Admission Test

It is mandatory for an applicant to participate in this test; no exceptions are permitted. The test must be taken within a definite period prior to actual registration. Inquiries should be made to the Office of Admissions to determine the acceptable dates.

Selection Factors

Each applicant is evaluated in terms of his or her composite scholastic record, calculation of the required science courses, grade point average, quality of preparatory education, performance on the Entrance Admission Test, recommendations, and other elements as may be determined by the Selection Committee.

Interview

Applicant interviews are by invitation only and are required for acceptance consideration.

School of Pharmacy

Admission

To be admitted to the School of Pharmacy, students must:

- Complete the Pre-Pharmacy Curriculum
  - All courses listed in the Pre-Pharmacy Curriculum must be completed with a minimum grade of C.

- Applicants must have a minimum grade point average of 2.75 (on a 4.0 scale) in each of the following: cumulative grade point average for all post-secondary courses attempted (excluding graduate courses), pre-pharmacy curriculum grade point average, and pre-pharmacy science and mathematics grade point average.

- Take the Pharmacy College Admissions Test (PCAT)

- Complete and submit professional program application. For details, please visit www.siue.edu/pharmacy.

Outstanding students from across the applicant pool each year will be invited to attend a professional program interview and participate in a writing assessment.

Admissions to the professional program of the SIUE School of Pharmacy are limited and competitive. It is anticipated that the instructional resources available to the School will enable approximately 80 new students to be admitted each fall term. For this reason, achieving the minimum pre-pharmacy subject and grade criteria does not guarantee admission.

Approved by Chancellor effective 8/1/2020
This policy was issued on August 6, 2020, replacing the June 8, 2020 version.

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Future Students
Current Students
Faculty & Staff
Alumni
Business Partners
Veterans
PLEASE NOTE: This is a simplified view of revisions to the policy. All formatting related changes have been “accepted”, allowing changes to policy to be better highlighted. For full policy edits including formatting revisions, please see “First Year Admission Policy – FULL REVISION.docx”

A. Undergraduate First-Year Student Admission
   I. First-Year Admission Process and Procedures

A. By March 1 (18 months before the fall cohort entry term), the Enrollment Management Council (EMC) will set preliminary enrollment targets for entering first-time freshmen, transfers, and graduate students.

B. By October 1 (10 months before the fall cohort entry term), the EMC will finalize first-year enrollment targets based on retention and yield figures for previous cohorts, the current applicant pool’s strength, and overall university enrollment goals. These targets will help determine the University’s minimum automatic admission standards for the upcoming fall.

C. The effectiveness of the admission standards will be reviewed by The EMC annually.

D. Applicants who do not meet the criteria for automatic admission are reviewed by the Admission Review Committee beginning the first week of February for the following summer and fall terms and the first week of September for the following spring term. Files with high school transcripts that do not report a grade point average will automatically be referred to the Admissions Review Committee for review and appropriate action. The Admissions Review Committee consist of the following:

(1) Associate Director of Admissions (Committee Chair)

(3) Faculty, appointed by Academic Standards and Policy Committee*

(1) Faculty, appointed by Vice Chancellor for Equity, Diversity and Inclusion*

(1) Director, from the Office of Academic Advising, or designee

(1) Director, from the Office of Learning Support Services, or designee
*A pool of four faculty will be selected to serve a one-year term on the Admission Review Committee and may not serve more than three successive terms. Each appointed faculty member must be a person whose assignment is at least a total of 50% in teaching, research, or public service. A minimum of one faculty member must be in attendance for the Admission Review Committee to convene.

Admission decisions will support SIUE’s Long-Term Goal of Engaged Students and Capable Graduates:

**Engaged Students and Capable Graduates** - Attract a diverse student body, including traditional, non-traditional, commuter, and residential scholars, and nurture, educate, and graduate students who achieve the objectives for baccalaureate, graduate, and professional degrees.

E. The admission policy will be reviewed every three years by Curriculum Council in order to consider various factors affecting enrollment including changing demographics, student persistence and financial conditions.

II. *First-Year Admission Criteria*

Applicants seeking admission to the University must successfully complete the high school course pattern requirements. Priority consideration for admission will be given to applicants whose applications are completed by the priority filing date deadlines. In addition, applicants will be automatically admitted to the University if they meet any of the criteria for automatic admission. Students who have a 2.0 high school GPA or higher on a 4.0 scale but do not meet any of the criteria for automatic admission are subject to additional review by the Admissions Review Committee. Applications completed after the priority filing date deadline will be considered as space is available.

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A. High School Transcript

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A non-traditional first-year student is an applicant who graduated from high school five or more years before applying to SIUE or is an applicant without a high school diploma who passed the General Education Development Test (GED). Non-traditional first-year students must submit an official high school transcript showing graduation verification and are subject to the Admission Review Committee review.

B. Standardized Test

Standardized test score, such as the ACT or SAT, are not required for admission to the University. If the applicant wishes to submit an ACT or SAT score, they are welcome to do so. ACT or SAT scores that appear on the high school transcript are acceptable. To be considered official, all documents (high school transcripts, GED scores, ACT/SAT scores, and college/university transcripts) must be sent directly to the Office of Admissions by the office or institution that issues the document. SIUE accepts electronic transcripts submitted through various electronic transcript services. A transcript received from a student will not be considered official.

C. High School Course Pattern Requirements

Applicants seeking admission to the University must successfully complete the following high school course pattern requirements:

a. 4 years of English

b. 3 years of Mathematics
c. 3 years of Science

d. 3 years of Social Studies

e. 2 years of Electives

Applicants are considered to have also met all high school course pattern requirements if they are either in the upper quarter of their high school class or have a grade point average of 3.0 on a 4.0 scale in their college prep courses and have either earned a SAT ERW+M score of 1200 or higher or an ACT composite score of 25 or higher.

D. High School Course Pattern Requirements Remedies

Students are required to remedy any high school course pattern requirement deficiencies as determined by the Office of Admissions in one of the ways listed below:

**English:** Earn an ACT English sub-score of 21 or above and an ACT Reading sub-score of 21 or above, earn an SAT Writing and Language test score of 28 or above and an SAT Reading test score of 27 or above, or earn successful placement in English 101.

**Mathematics:** Earn successful placement in MATH 120 or above, or successfully complete Quantitative Reasoning (QR 101).

**Science:** Earn an ACT Science Reasoning sub-score of 23, or successfully complete a 3-semester hour course in either physical or life science.

**Social Science:** Successfully complete a 3-semester hour course in social science.
Electives: Successfully complete a 3-semester hour course in fine arts and humanities.

E. Criteria for Automatic Admission

Applicants must meet at least one of the following criteria in order to be considered for automatic admission, as space is available:

a) High school GPA of 2.6 or higher on a 4.0 scale

b) A high school GPA of 2.0 or higher and either a SAT (ERW+M) score of 990 or an ACT composite score of a 19.

c) A ranking in the top 10% of their high school graduating class

F. Additional Admission Review

Applicants with a high school GPA of 2.0 or higher on a 4.0 scale who do not meet one of the criteria for automatic admission will be considered for admission by the Admission Review Committee on a rolling basis, as space is available.

The applicants reviewed by the Admission Review Committee will be considered for admission based on the Committee's holistic assessment of the student's ability to succeed at the University. In addition to the required admission information, applicants are required to submit an official 7th semester high school transcript and a personal statement to specifically address any challenges that have impacted an applicant's academic record, how they have overcome those challenges, and how they will ensure their success as an SIUE student. The Committee may also consider information such as a graded writing sample, letters of recommendation, a
recommendation by an admission counselor, a personal interview with selected members of the Committee, or the success rates of previous enrollees from the candidate's high school.

G. Denial of Admission

Applicants who have a cumulative high school grade point below 2.00 will be denied admission.
SIUE Admission Criteria of Traditional First-Time Freshmen
Ad Hoc Committee’s Recommendation

Date: March 11, 2021

To: SIUE Faculty Senate Curriculum Council, Chair Keith Hecht
From: SIUE Admissions Criteria Ad Hoc Committee, Spring Term Chair Kevin Hockenberry
Fall Term Chair Alison Reiheld, Scott Belobrajdic, Todd Burrell, Cherese Fine, Christine Leopold, Amelia Perez

The Admissions Criteria Review Committee convened during the Fall 2020 and Spring 2021 semesters to review the SIUE Admission Criteria of Traditional First-Time Freshmen and discuss topics of possible outcomes and concerns, including areas of bias based on gender, geographic location, income, and race; equity and process issues of various stakeholders to interview; the analysis that had been previously completed for the Office of Enrollment Management regarding predictive modeling of SIUE student success; questions about placement testing for the Assistant Director for Testing Services Katie Green; questions about evidence behind the 2.6 GPA cutoff and predicting “success” at SIUE for the Director of the Center for Predictive Analytics Dr. Carrie Butts-Wilmsmeyer; admissions criteria of peer institutions; the status and impact of developmental courses on transcripts, student expense, and using up credits from financial aid for courses that do not contribute to graduation; the Provost’s initiative to combine the developmental courses with Freshmen seminars and other 100-level for-credit courses; training for the SIUE Admission Review Committee to be “bias-aware”, and the unanimous decision for SIUE to be a test-optional institution.

The Committee recommendations on the Admission of Traditional First-Time Freshmen - 1E1 include the replacement of the word “Freshmen” to the gender neutral “First-Year” to better align with the Values of SIUE; updating when the Admission Review Committee (ARC) reviews applicants in order to obtain the 7th semester transcripts, which get posted in December/January; eliminating the policy on when ARC should meet because ARC now completes all reviews electronically; the titles that no longer exists for the Directors serving on ARC; provide clarification on the qualifications and term limits for Faculty serving on ARC; placing SIUE with a long list of universities becoming test-optional to address the inequities associated with standardized tests; and minor changes to address formatting, policy organization, and grammar.

All members of the Committee submitted their vote by email approving the modifications and the recommendations for the admission policy 1E1. The Committee unanimously recommends the removal of standardized tests as a requirement for admission to the University and presents its recommendations of appropriate uses of standardized tests scores to the SIUE Faculty Senate Curriculum Council on the additional documents. Recommendations for future consideration include equity training for the Admission Review Committee and a full review of the entire admission policy’s formatting to match the Policy Format Template provide in Policy Development and Implementation Policy - 7A1.

Respectfully,

Kevin Paul Hockenberry

Kevin Paul Hockenberry, Spring Term Chair of the Admissions Criteria Ad Hoc Committee
PLEASE NOTE: This is a full view of revisions to policy including numerous formatting revisions. For a simplified version that has all formatting revisions “accepted” please view file “First Year Admission Policy – SIMPLIFIED REVISION”

I. Admission of Traditional First-Time Freshmen
   A. Undergraduate First-Year Student Admission

1. First-Year Admission Process and Procedures

A. By March 1 (18 months prior to the fall cohort entry term). The Enrollment Management Council (EMC) will set preliminary enrollment targets for entering first-time freshmen, transfers, and graduate students.

B. By October 1 (10 months prior to the fall cohort entry term). The EMC will finalize freshmen enrollment targets based on retention and yield figures for previous cohorts, the strength of the current applicant pool, and overall university enrollment goals. These targets will determine the minimum automatic admission standards to be followed by the university for the upcoming fall.

B. By October 1 (10 months before the fall cohort entry term), the EMC will finalize first-year enrollment targets based on retention and yield figures for previous cohorts, the current applicant pool’s strength, and overall university enrollment goals. These targets will help determine the University’s minimum automatic admission standards for the upcoming fall.

C. The effectiveness of the admission standards will be reviewed by the EMC annually.

D. The Admissions Review Committee will be convened monthly, beginning the first week of November, to review applicants not meeting minimum automatic admission standards. The Admissions Committee will consist of the following:

D. Applicants who do not meet the criteria for automatic admission are reviewed by the Admission Review Committee beginning the first week of February for the following summer and fall terms and the first week of September for the following spring term. Files with high school transcripts that do not report a grade point average will automatically be referred to the Admissions Review Committee for review and appropriate action. The Admissions Review Committee consist of the following:

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(3) Faculty, appointed by Academic Standards and Policy Committee
(1) Faculty, appointed by Associate Chancellor for Institutional Diversity and Inclusion, or designee

(1) Director, Academic Advising from the Office of Academic Advising, or designee

(1) Director, Instructional Support Services, or designee

*A pool of four faculty will be selected to serve on the Admission Review Committee. One faculty person will be required to attend each meeting. The Admissions Review Committee will convene as needed.

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Files with high school transcripts that do not report a grade point average will automatically be referred to the Admissions Review Committee for review and appropriate action.

**E:** The admission policy will be reviewed every three years by the Curriculum Council in order to consider various factors affecting enrollment including changing demographics, student persistence and financial conditions.

II. **First-Year Admission Criteria**

Priority consideration for admission will be given to students whose applications meet minimum standards for automatic admission and are completed by the priority or final deadlines. Students who do not meet minimum standards are subject to additional review by the Admissions Review Committee. Applications completed after the priority filing date or final application deadlines will be considered as space is available.

 Applicants seeking admission to the University must successfully complete the high school course pattern requirements. Priority consideration for admission will be given to applicants whose applications are completed by the priority filing date deadlines. In
addition, applicants will be automatically admitted to the University if they meet any of the criteria for automatic admission. Students who have a 2.0 high school GPA or higher on a 4.0 scale but do not meet any of the criteria for automatic admission are subject to additional review by the Admissions Review Committee. Applications completed after the priority filing date deadline will be considered as space is available.

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A. High School Transcript

Traditional first-year students, defined as applicants who are current high school seniors or graduated from high school within the last five years, are required to submit an official high school transcript. For traditional first-year students who are attending high school, the transcript must show at least six semesters of coursework, and a final transcript reflecting all high school coursework and graduation verification must be submitted after completion of high school.

A non-traditional first-year student is an applicant who graduated from high school five or more years before applying to SIUE or is an applicant without a high school diploma who passed the General Education Development Test (GED). Non-traditional first-year students must submit an official high school transcript showing graduation verification and are subject to the Admission Review Committee review.

B. Standardized Test

Standardized test scores, such as the ACT or SAT, are not required for admission to the University. If the applicant wishes to submit an ACT or SAT score, they are welcome to do so. ACT or SAT scores that appear on the high school transcript are acceptable. To be considered official, all documents (high school transcripts, GED scores, ACT/SAT scores, and college/university transcripts) must be sent directly to the Office of Admissions by the office or institution that issues the document. SIUE accepts electronic transcripts submitted through various electronic transcript services. A transcript received from a student will not be considered official.
C. High School Course Pattern Requirements and Remedies

Applicants seeking admission to the University must successfully complete the following high school course pattern requirements:

a. 4 years of English;

b. 3 years of Mathematics;

c. 3 years of Laboratory Science;

d. 3 years of Social Studies; and

e. 2 years of Electives.

Applicants are considered to have also met all high school course pattern requirements if they are either in the upper quarter of their high school class or have a grade point average of 3.0 on a 4.0 scale in their college-prep courses and have either earned a SAT ERW+M score of 1200 or higher or an ACT composite score of 25 or higher.

Applicants who have earned an ACT composite score of 25, SAT ERW+M of 1200, or higher and who either are in the upper quarter of their high school class or have a grade point average of 3.00 on a 4.00 scale in their college-prep courses are considered to have also met all high school subject pattern requirements.

D. High School Course Pattern Requirements Remedies

Applicants: Students are required to remedy any high school course pattern requirement deficiencies as determined by the Office of Admissions in one of the ways listed below:

Students are required to remedy any high school course deficiencies as determined by the Office of Admissions in one of the ways listed below:

**English**

**English:** Earn an ACT English sub-score of 21 or above and an ACT Reading sub-score of 21 or above, or earn an SAT Writing and Language test score of 26 or above and an SAT Reading test score of 27 or above, or earn successful placement in English 101.

**Mathematics**

**Mathematics:** Earn successful placement in MATH 120 or above, or successfully complete Quantitative Reasoning (QR 101).

**Science**

**Science:** Earn an ACT Science Reasoning sub-score of 23, or successfully complete a 3-semester hour course in either physical or life science.
Social Science
Social Science: Successfully complete a 3-3-semester hour course in social science.

Electives
Electives: Successfully complete a 3-3-semester hour course in fine arts and humanities.

First-Time Full-Time Freshmen Minimum Standards for Automatic Admission (Effective Spring 2021 through Fall 2021)
PS #01-20/21 approved by Chancellor on September 11, 2020

E. Criteria for Automatic Admission

Applicants must meet at least one of the following criteria in order to be considered for automatic admission, as space is available:

a) High school GPA of 2.6 or higher on a 4.0 scale

b) A high school GPA of 2.0 or higher and either a SAT (ERW+M) score of 990 or an ACT composite score of a 19.

c) A ranking in the top 10% of their high school graduating class

A high school g.p.a. of 2.6 or better on a 4.0 scale will be automatically admitted to the university, as space is available.

Students with a high school g.p.a. less than 2.60 will be considered for admission by the Admission Review Committee on a rolling basis, as space is available.

The candidates reviewed by the Admission Review Committee will be considered for admission based on the Committee’s assessment of student’s ability to succeed at the University. In addition to the required admission information, The Committee may consider information such as 7th or 8th semester grades, letters of recommendation, a graded writing sample, a personal statement, or a personal interview with selected members of the committee.

F. Additional Admission Review

Applicants with a high school GPA of 2.0 or higher on a 4.0 scale who do not meet one of the criteria for automatic admission will be considered for admission by the Admission Review Committee on a rolling basis, as space is available.

The applicants reviewed by the Admission Review Committee will be considered for admission based on the Committee’s holistic assessment of the student’s ability to succeed at the University.
In addition to the required admission information, applicants are required to submit an official 7th semester high school transcript and a personal statement to specifically address any challenges that have impacted an applicant’s academic record, how they have overcome those challenges, and how they will ensure their success as an SIUE student. The Committee may also consider information such as a graded writing sample, letters of recommendation, a recommendation by an admission counselor, a personal interview with selected members of the Committee, or the success rates of previous enrollees from the candidate’s high school.

G. Denial of Admission

Applicants who have a cumulative high school grade point below 2.00 will be denied admission.

Applicants who have been out of school for more than five years that do not meet the traditional first-time criteria are subject to review by the Admission Review Committee.

First-Time Full-Time Freshmen Minimum Standards for Automatic Admission (Section temporarily suspended through December 2021)

Students with an 18 or better composite ACT score (960 SAT-ERW + M) and a high school g.p.a. of 2.50 or better on a 4.0 scale will be automatically admitted to the university, as space is available.

Students with an ACT composite less than 18 (960 SAT-ERW + M) or a high school g.p.a. less than 2.50 will be considered for admission by the Admission Review Committee on a rolling basis, as space is available.

The candidates reviewed by the Admission Review Committee will be considered for admission based on the Committee's assessment of student's ability to succeed at the university. In addition to the required admission information, the Committee may consider information such as 4th or 5th semester grades, letters of recommendation, a graded writing sample, a personal statement, or a personal interview with selected members of the Committee and the success rates of previous enrollees from the candidate's high school or admission counselor recommendation. Applicants who have a cumulative high school grade point below 2.00 or an ACT score below 17 (960 SAT-ERW + M below 920) will be denied admission. Applicants who have been out of school for more than five years that do not meet the traditional first-time criteria or have not taken the ACT and/or SAT are subject to review by the Admission Review Committee.
Admission of Traditional First-Time Freshmen - Undergraduate First-Year Student Admission

4.1. First-Year Admission Process and Procedures

A. By March 1 (18 months prior to the fall cohort entry term), the Enrollment Management Council (EMC) will set preliminary enrollment targets for entering first-time freshmen, transfers, and graduate students.

B. By October 1 (10 months prior to the fall cohort entry term), the EMC will finalize freshman enrollment targets based on retention and yield figures for previous cohorts, the strength of the current applicant pool, and overall university enrollment goals. These targets will determine the minimum automatic admission standards to be followed by the university for the upcoming fall.

B. By October 1 (10 months prior to the fall cohort entry term), the EMC will finalize first-year enrollment targets based on retention and yield figures for previous cohorts, the current applicant pool's strength, and overall university enrollment goals. These targets will help determine the University's minimum automatic admission standards for the upcoming fall.

C. The effectiveness of the admission standards will be reviewed by the EMC annually.

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(1) Director, Academic Advising from the Office of Academic Advising, or designee

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### First-Year Admission Criteria

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Applicants who have earned an ACT composite score of 25, SAT ERW + M of 1200, or higher and who either are in the upper quarter of their high school class or have a grade point average of 3.00 on a 4.00 scale in their college prep courses are considered to have also met all high school subject pattern requirements.

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**First-Time Full-Time Freshmen Minimum Standards for**
Automatic Admission (Effective Spring 2023 through Fall 2021)
FS 801-20/21 approved by Chancellor on September 11, 2020

F. Criteria for Automatic Admission

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First-Time Full-Time Freshmen Minimum Standards for Automatic Admission (Section temporarily suspended through December 2021)

Students with an 18 or better composite ACT score (360 SAT-ERW + M) and a high school g.p.a. of 2.50 or better on a 4.0 scale will be automatically admitted to the university, as space is available.

Students with an ACT composite less than 18 (360 SAT-ERW + M) or a high school g.p.a. less than 2.50 will be considered for admission by the Admission Review Committee on a rolling basis, as space is available.

The candidates reviewed by the Admission Review Committee will be considered for admission based on the Committee’s assessment of student’s ability to succeed at the university. In addition to the required admission information, the Committee may consider information such as 7th or 8th semester grades, letters of recommendation, a graded writing sample, a personal statement or a personal interview with selected members of the
committee and the success rates of previous enrollees from the
candidate's high school or admission counselor's recommendation.
Applicants who have a cumulative high school-grade point below
2.00 or an ACT score below 17 (or SAT ERW + M below 920) will
be denied admission.
Applicants who have been out of school for more than five years
that do not meet the traditional first-time criteria or have not
taken the ACT and/or SAT are subject to review by the Admission
Review Committee.
OPERATING PAPERS

UNIVERSITY PLANNING AND BUDGET COUNCIL
Southern Illinois University Edwardsville

I. Membership

A. The University Planning and Budget Council [UPBC] will consist of a maximum of 16 members, 13 of whom are voting members.

1. Voting Members

   The voting members are:

   a. five faculty members appointed by the Faculty Senate to three-year, staggered terms.

   b. two staff members appointed by the Staff Senate to three-year, staggered terms.

   c. two students appointed by the Student Senate to one-year terms. The Student Senate president may not be one of the Student Senate appointments.

   d. the immediate past presidents of the Faculty and Staff Senates until the current president is replaced.

   e. the president of the Student Body for a one-year term.

   f. an academic dean chosen by the academic deans for a three-year term.

The Faculty, Staff and Student Senates will appoint representatives to the Council from their respective constituencies. Faculty and staff shall not be appointed for more than two successive, three-year terms.

Council members need not be members of the senate that appoints them. Council members who are not duly elected members of their constituency senate will become ex-officio members of their respective senates for the duration of their terms on the UPBC.

2. Non-Voting Members

   The Chancellor, the Budget Director, and the Chair Designate of the Council will be ex-officio and non-voting members of the Council. The ex-officio members are invited to participate in discussions but will not be permitted to make or second motions or to vote.

3. Substitutes

   Council members are not permitted to send substitutes to a meeting when they are absent. However, if a past president of the Faculty or Staff Senate or the current president of Student Government is unable to attend UPBC meetings for an entire semester due to an unavoidable scheduling conflict, then the body which they represent shall have the right to nominate a semester-long substitute in their absence.

II. Officers

A. The chair of the University Planning and Budget Council will serve three years, subject to
annual review by the Council, and with the concurrence of the Chancellor of the University; this term is non-recurring.

The chair shall be selected by a committee consisting of the Faculty, Student, and Staff Senate presidents, subject to the concurrence of the Chancellor.

The chair will be counted as one of the representatives of whatever constituency he or she represents and will vote along with the other representatives to the Council.

The clerical work of the Council shall be the responsibility of the chair.

B. During the second year of the chair’s term, a chair-designate will be selected by the three senate presidents, subject to the concurrence of the Chancellor. If this person is not a member of the Council, he or she will participate on the Council as an ex-officio member beginning on July 1 and continuing until he or she becomes chair. If this person is a member of the Council, the head of whatever constituency he or she represents shall appoint another member of that constituency to serve the balance of the chair-designate’s term.

III. Responsibilities and Functions

A. The University Planning and Budget Council has the responsibility for advising the Chancellor of the university concerning university planning. Its functions include:

1. scanning the demographic, social, political, organizational, and technological environments for factors that can have an impact on the functioning and welfare of the university community.

2. identifying threats and opportunities.

3. addressing the university’s strengths and weaknesses.

4. helping to establish the functions of planning, including the identification of the university’s goals and values and its strategic directions and priorities.

5. recommending allocation of resources and reallocation of resources, including salaries, consistent with the university’s values, goals, and priorities. Any structures for the periodic review of resources and resource allocation to credit and non-credit producing units shall be approved by the Council.

6. advising the Chancellor on all matters relating to planning and maintaining constant contact with and input to the planning process of the university.

B. Advice will be conveyed both by means of meetings with administrators and by means of formal policy recommendations. In the latter case, the recommendations will be forwarded to the Chancellor of the University for approval and to the three constituency bodies for their review. Normally, the Chancellor shall allow the constituency bodies 30 calendar days to forward their reactions to the Chancellor’s office before deciding to accept or reject any recommendation. In situations requiring less than 30 days, the Chancellor will consult with constituency heads before making a decision.

C. The Council will also review recommendations related to planning and budget that may be adopted by any of the constituency bodies.

D. Minutes and announcements of the Council meetings will be forwarded to the Chancellor of the University, the line officers reporting to the Chancellor, and each of the constituency heads, as well as all Council members.
IV. Committees

A. Standing Committee

The standing committee of the UPBC will be the Committee for Higher Administrator Performance Appraisal (CHAPA).

This committee will establish procedures for evaluating the work performance of the Chancellor, as well as the line officers reporting to the Chancellor, and will monitor the implementation of such procedures.

The committee will consist of five faculty representatives, four staff representatives, and two student representatives appointed by the constituency senate presidents from their respective constituencies. Faculty and staff will serve staggered three-year terms and will not be appointed to more than two successive three-year terms. Student representatives to this committee will serve one-year terms. The chair of the University Planning and Budget Council will designate one member of the committee as its chair.

The chair of the committee will be responsible for the operation of the committee and for making regular reports to the Council.

B. Ad Hoc Committees

The University Planning and Budget Council shall appoint ad hoc committees as needed. Such committees may be appointed at the discretion of the chair or at the direction of the Council. The chair of such a committee may be selected by the chair of the Council or by the members of the committee. The three constituency groups shall be represented as appropriate to the charge of the committee. The membership of any committee shall be confirmed by the Council.

V. Meetings

The University Planning and Budget Council shall meet at least twice each month during the academic year and additionally at the call of the chair or by petition of at least three regular members of the Council. Notice of the time, place, and agenda of all meetings of the Council shall be delivered to all members of the Council, the Chancellor of the University, and, in compliance with the Illinois Open Meetings Act, made available to the public at least 48 hours in advance of the meeting.

The chair shall prepare the agenda of meetings. Council members may place items on the agenda by request to the chair.

A quorum shall consist of at least half of the total voting membership of the Council.

In the absence of the chair, the Council shall select a voting member to serve as the chair for that particular meeting.

The Council may invite any person or persons to the meeting when this will assist the Council with its duties.

A maximum of 15 minutes shall be allotted at the beginning of the meeting for public comment; no individual speaker shall be allowed to speak for more than 5 minutes. Anyone wishing to address the Council must notify the chair at least 24 hours in advance of the meeting.

VI. Amendments
These operating papers may be amended by a two-thirds majority of the voting members at a Council meeting, provided previous notice of the text of the amendment has been circulated to all members at least one week prior to that meeting. To become effective, such changes must be approved by all three constituency groups and the Chancellor of the university.

Originally Approved:
University Planning and Budget Council, 5/7/91
Faculty Senate, 5/16/91
Staff Senate, 6/20/91
Student Senate, 5/31/91
President Lazerzon, 6/26/91

First Revised Version Approved:
University Planning and Budget Council, 9/9/94
Faculty Senate, 11/17/94
Staff Senate, 11/17/94
Student Senate, 11/18/94
President Belck, 12/7/94

Second Revised Version Approved:
University Planning and Budget Council, 9/8/95
Faculty Senate, 9/21/95
Staff Senate, 10/5/95
Student Senate, 12/8/95
Chancellor Belck, 1/31/96

Third Revised Version Approved:
University Planning and Budget Council, 11/22/96
Faculty Senate, 12/2/96
Staff Senate, 6/29/98
Student Senate, 6/29/98
Chancellor Werner, 6/29/98

Fourth Revised Version Approved:
University Planning and Budget Council, 10/26/01
Faculty Senate, 2/7/02
Staff Senate, 1/10/02
Student Senate, 2/22/02
Chancellor Werner, 8/30/02

Fifth Revised Version Approved:
University Planning and Budget Council, 1/27/06
Staff Senate, 3/02/06
Faculty Senate, 4/06/06
Student Senate, 4/07/06
Sixth Revised Version Approved:

University Planning and Budget Council, 4/2/10
Faculty Senate,
Staff Senate,
Student Senate, 4/23/10
Chancellor Vandegrift,

Seventh Revised Version Approved:

University Planning and Budget Council, 11/2/12
Faculty Senate: 2/11/13
Staff Senate: 12/8/13
Student Senate: 2/19/13
Chancellor Furst-Bowe: 3/12/13
OPERATING PAPERS
UNIVERSITY PLANNING AND BUDGET COUNCIL
Southern Illinois University Edwardsville

1. Membership

A. The University Planning and Budget Council (UPBC) in composed of the following voting and non-voting members.

i. Voting Members

a. Constituencies

i. From the Faculty Senate: four members appointed for three-year staggered terms.
ii. From the Staff Senate: two members appointed for three-year staggered terms.
iii. From the Black Faculty and Staff Association (BFSA); two members appointed for three-year staggered terms.
iv. From the Student Senate; two students appointed for one-year terms.

b. Constituency Executive Representatives

i. Each BFSA recognized constituency is entitled to one executive representative on UPBC:
   1. The Faculty Senate
   2. The Graduate Council

Staff Senate

4. The Black Faculty and Staff Association
5. The Student Senate

ii. In cases where a faculty or staff constituency has a position of past president (or similarly named), that position will hold the position of the UPBC for one academic year. If no such position exists, the president/chair of the constituency group will appoint a representative for the one-year term.

iii. The executive representative for the Student Senate will be the Student Senator/President, unless that group specifically appoints a different person.

c. Non-Constituency Representatives

i. One academic dean chosen by the academic deans for a three-year term.

ii. Union representative(s) pursuant to the terms of the applicable collective bargaining agreement.
2. Non-Voting Members

   a. The Chancellor, the Budget Director, and any Chair-Designee of the Council serve as ex-officio members of the Council. They hold all rights and privileges of the Council, except for the right to make formal motions, second, vote, or any other electoral activities.

   b. Additional ex-officio members may be added to the Council at the request of the Chancellor or the Chair. The Council must approve any requests in scheduled business meetings.

B. The following rules will govern the appointment of representatives.

   1. Representatives to the Council are made by the respective constituencies according to their rules, but must adhere to the guidelines outlined in Article I.

   2. Representatives may not be appointed for more than two successive terms.

   3. Representatives must belong to the constituency/classification for the position they hold. Except where noted, Council members need not be elected or appointed members of the actual Senate, Council, or Association that appoints them. Council members who are not current members of their Senate, Council, or Association must be added to their respective bodies as ex-officio members for the duration of their appointment to UPBC.

C. Council members are not permitted to send substitutes to a meeting when they are absent. If a voting representative is unable to attend UPBC meetings for an entire semester due to an unavoidable scheduling conflict, then the appointing body may select a semester-long substitute in their absence.

D. An appointing body has the right to remove or recall their representatives to the Council. Any action must follow the rules established by the body in their operating papers. A Constituency Executive Representative may only be removed from the Council if the person is removed from their position in the appointing body.

E. If for any reason (including, but not limited to retirement, resignations, change in employment status or classification, or removal by the appointment body) a vacancy occurs in a voting seat, the original appointing body may appoint a representative to complete the remainder of the term vacated. If the remaining term is more than one year long, it will count as one of the representative’s terms as outlined in Section B of this Article.

F. If a new constituency is recognized according to the statute, they will be entitled to immediately appoint one voting member to the Council to serve for no more than two years or until this Council amends its membership policy.
A. Officers

The chair of the University Planning and Budget Council will serve three years. The term of the chair is not renewable.

B. The chancellor or the University Planning and Budget Council shall be the responsibility for the chair.

C. During the second year of the chair’s term, a chair-designate will be selected by a committee consisting of the heads of the colleges of the University, the vice-chancellor of the University, and the chancellor of the University, to serve as the chancellor-designate for the chair.

D. By a committee consisting of the heads of the colleges of the University, the vice-chancellor of the University, and the chancellor of the University, the chancellor-designate will be selected to serve as the chancellor-designate for the chair.

E. The chancellor-designate will serve as the chancellor-designate for the chair for one year.

F. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

G. If a chancellor-designate leaves the University, the chancellor-designate will be promoted to the position of chancellor-designate for the chair.

H. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

I. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

J. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

K. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

L. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

M. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

N. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

O. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

P. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

Q. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

R. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

S. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

T. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

U. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

V. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

W. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

X. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

Y. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.

Z. The chancellor-designate will be responsible for the chair during the second year of the chair’s term.
the need for such a committee arises according to SIUE policy 6.A.1.

B. Function

1. The primary way the council fulfills its responsibilities is by receiving annual budgetary proposals from the Vice Chancellors, and from any other person/office as deemed necessary by the Chancellor or requested by the UPBC. Advice will be conveyed both by means of meetings with administrators and by means of formal policy recommendations. In the latter case, the recommendations will be forwarded to the Chancellor of the University for approval and to any University approved constituency groups for their review. Normally, the Chancellor shall allow the constituency bodies 30 calendar days to forward their reactions to the Chancellor’s office before deciding to accept or reject any recommendation. In situations requiring less than 30 days, the Chancellor will consult with constituency heads before making a decision.

2. The Council will also review recommendations related to planning and budget that may be adopted by any of the constituency bodies.

3. Minutes and announcements of the Council meetings will be forwarded to the Chancellor of the University, the Vice Chancellors, and each of the constituency heads, as well as all Council members.

IV. Committees

A. Committee for Higher Administrator Performance Appraisal (CHAPA)

1. The Committee for Higher Administrator Performance Appraisal (CHAPA) is a permanent committee of the Council. This committee is responsible for evaluating the work performance of the Chancellor and Vice Chancellors according to the performance guidelines provided by the Chancellor or President in the case of the Chancellor evaluation.

2. Each University-recognized constituency is entitled to representation on CHAPA. Seats are allocated in the following manner:

   a. Faculty Senate: 2 representatives
   b. Graduate Council: 1 representative
   c. Staff Senate: 2 representatives
   d. Black Faculty and Staff Association: 2 representatives
   e. Student Senate: 2 representatives

   Commented [PAS]: Includes appointments of recognized constituency bodies
3. Faculty and staff will serve staggered three-year terms and will not be appointed to more than two successive three-year terms. Student representatives will serve one-year terms.

4. The chair of the University Planning and Budget Council will designate one member of the committee as its chair. The chair of the committee will be responsible for the operation of the committee and for making regular reports to the Council.

B. Ad Hoc Committees

1. The University Planning and Budget Council shall appoint ad hoc committees as needed. Such committees will be appointed at the discretion of the chair or at the direction of the Council. The chair of such a committee may be selected by the chair, and confirmed by the Council.

2. The membership of any committee shall at least be inclusive of three types of groups represented on the Council (faculty, staff, student) and, when deemed necessary, inclusive of the University-recognized constituency bodies.

V. Meetings

A. The University Planning and Budget Council shall meet at least six times during the academic year and additionally at the call of the chair or by petition of at least three members of the Council. Notice of the time, place, and agenda of all meetings of the Council shall be delivered to all members of the Council, the Chancellor of the University, and, in compliance with the Illinois Open Meetings Act, made available to the public at least 48 hours in advance of the meeting.

B. The chair shall prepare the agenda of meetings. Council members may place items on the agenda by request to the chair.

C. A quorum shall consist of at least half of the total voting membership of the Council. If a position is unfilled, it will not be included in any determinations of quorum or voting.

D. In the absence of the chair, the Council shall select a voting member to serve as the chair for that particular meeting.

E. The Council may invite any person or persons to the meeting when this will assist the Council with its duties.

F. A maximum of 15 minutes shall be allotted at the beginning of the meeting for public comment; no individual speaker shall be allowed to speak for more than 5 minutes. Anyone wishing to address the Council must notify the chair at least 24 hours in advance of the meeting.

VI. Amendments

These operating papers may be amended by a two-thirds majority of the voting members at a Council
meeting, provided previous notice of the text of the amendment has been circulated to all members at least one week prior to that meeting. Any proposed changes must be submitted to all University-recognized constituencies for review.

B. Any changes in Article I must be affirmatively approved by each University-recognized constituency.

C. Any other changes to these operating papers are assumed to be approved by each University-recognized constituency, unless notice is provided to the Council Chair that the constituency has not endorsed the proposed changes, within 30 days of their notification of such changes. No constituency has the right to veto any proposed changes.

D. To become effective, such changes must be approved by the Chancellor of the University, taking into consideration the approvals, rejections, or considerations of the constituency groups.

Originally Approved:

University Planning and Budget Council, 5/7/91
Faculty Senate, 5/16/91
Staff Senate, 6/20/91
Student Senate, 3/11/91
President Litzinger, 8/26/91

First Revised Version Approved:

University Planning and Budget Council, 9/3/94
Faculty Senate, 11/17/94
Staff Senate, 1/14/94
Student Senate, 11/18/94
President Belch, 12/7/94

Second Revised Version Approved:

University Planning and Budget Council, 9/8/95
Faculty Senate, 9/21/95
Staff Senate, 10/3/95
Student Senate, 12/8/95
Chancellor Belch, 12/31/95

Third Revised Version Approved:

University Planning and Budget Council, 11/22/96
Faculty Senate, 12/2/96
Staff Senate, 6/29/96
Student Senate, 6/28/96
Chancellor Wayne, 6/28/96

Fourth Revised Version Approved:

University Planning and Budget Council, 10/26/01
Faculty Senate, 2/7/02
Staff Senate, 1/10/02
Student Senate, 2/22/02
Chancellor Werner, 8/30/02

Fifth Revised Version Approved:
University Planning and Budget Council, 1/27/06
Staff Senate, 3/2/06
Faculty Senate, 4/9/06
Student Senate, 4/27/06

Sixth Revised Version Approved:
University Planning and Budget Council, 4/2/10
Faculty Senate,
Staff Senate,
Student Senate, 4/23/10
Chancellor Vandegrift,

Seventh Revised Version Approved:
University Planning and Budget Council, 11/2/12
Faculty Senate: 2/11/13
Staff Senate: 12/8/13
Student Senate: 2/19/13
Chancellor Purk-Bowie: 3/19/13

Eighth Revised Version Approved:
University Planning and Budget Council, 1/19/2021
Faculty Senate,
Staff Senate,
Student Senate,
Chancellor PenBrook.
I. Membership

A. The University Planning and Budget Council (UPBC) is composed of the following voting and non-voting members.

1. Voting Members
   a. Constituencies
      i. From the Faculty Senate: four members appointed for three-year staggered terms
      ii. From the Staff Senate: two members appointed for three-year staggered terms.
      iii. From the Black Faculty and Staff Association (BFSA): two members appointed for three-year staggered terms.
      iv. From the Student Senate: two students appointed for one year terms.

   b. Constituency Executive Representatives
      i. Each SIUE recognized constituency is entitled to one executive representative on UPBC
         1. The Faculty Senate
         2. The Graduate Council
         3. The Staff Senate
         4. The Black Faculty and Staff Association
         5. The Student Senate

      ii. In cases where a faculty or staff constituency has a position of past president (or similarly named), that person will hold the position on the UPBC for one academic year. If no such position exists, the president/chair of the constituency group will appoint a representative for the one-year term.

      iii. The executive representative for the Student Senate will be the Student Senate President, unless that group specifically appoints an different person.

   c. Non-Constituency Representatives
      i. One academic dean chosen by the academic deans for a three-year term
      ii. Union representative(s) pursuant to the terms of the applicable collective bargaining agreement
2. Non-Voting Members
   a. The Chancellor, the Budget Director, and any Chair-Designee of the Council serve as ex-officio members of the Council. They hold all rights and privileges of the Council, except for the right to make formal motions, second, vote, or any other electoral activities.
   b. Additional ex-officio members may be added to the Council at the request of the Chancellor or the Chair. The Council must approve any requests in scheduled business meetings.

B. The following rules will govern the appointment of representatives.
   1. Representatives to the Council are made by the respective constituencies according to their rules.
   2. Representatives may not be appointed for more than two successive terms.
   3. Representatives must belong to the constituency/classification for the position they hold. Except where noted, Council members need not be elected or appointed members of the actual Senate, Council, or Association that appoints them. Council members who are not current members of their Senate, Council, or Association must be added to their respective bodies as ex-officio members for the duration of their appointment to UPBC.

C. Council members are not permitted to send substitutes to a meeting when they are absent. If a voting representative is unable to attend UPBC meetings for an entire semester due to an unavoidable scheduling conflict, then the appointing body may select a semester-long substitute in their absence.

D. An appointing body has the right to remove or recall their representatives to the Council. Any action must follow the rules established by the body in their operating papers. A Constituency Executive Representative may only be removed from the Council if the person is removed from their position in the appointing body.

E. If for any reason (including, but not limited to retirement, resignations, change in employment status or classification, or removal by the appointing body) a vacancy occurs in a voting seat, the original appointing body may appoint a representative to complete the remainder of the term vacated. If the remaining term is more than one year long, it will count as one of the representative’s terms as outlined in Section B of this Article.

F. If a new constituency is recognized according to the statute, they will be entitled to immediately appoint one voting member to the Council to serve for no more than two years or until this Council amends its membership policy.
G. If a constituency loses its University recognition, any current appointments to the Council will immediately end, unless such de-recognition is being contested or appealed.

II. Officers

A. The chair of the University Planning and Budget Council will serve three years, subject to annual review by the Council, and with the concurrence of the Chancellor of the University, this term is non-recurring.

The chair will be counted as one of the representatives of whatever constituency he or she represents and will vote along with the other representatives to the Council.

The clerical work of the Council shall be the responsibility of the chair.

B. During the second year of the chair’s term, a chair-designee will be selected by a committee consisting of the heads of the University recognized constituency groups, subject to the concurrence of the Chancellor. If this person is not a member of the Council, the designee will participate on the Council as an ex-officio member beginning on July 1 and continuing their term as chair begins. If this person is a member of the Council, the appropriate constituency head will appoint a replacement to serve the balance of the chair-designee’s term.

III. Responsibilities and Functions

A. Responsibilities: The University Planning and Budget Council has the responsibility for advising the Chancellor of the university concerning university planning. Its functions include:

1. Scanning the demographic, social, political, organizational, and technological environments for factors that can have an impact on the functioning and welfare of the university community.

2. Identifying threats and opportunities.

3. Addressing the university’s strengths and weaknesses.

4. Helping to establish the functions of planning, including the identification of the university’s goals and values and its strategic directions and priorities.

5. Recommending allocation of resources and reallocation of resources, including salaries, consistent with the university’s values, goals, and priorities.

6. Advising the Chancellor on all matters relating to planning and maintaining constant contact with and input to the planning process of the university.

7. Serving as the University Building and Facility Naming Committee when the need for such a committee arises according to

B. Function

1. The primary way the council fulfills its responsibilities is by receiving annual budgetary proposals from the Vice Chancellors, and from any other person/office as deemed necessary by the Chancellor or requested by the UPBC.

2. Advice will be conveyed both by means of meetings with administrators and by means of formal policy recommendations. In the latter case, the recommendations will be forwarded to the Chancellor of the University for approval and to any University approved constituency groups for their review. Normally, the Chancellor shall allow the constituency bodies 30 calendar days to forward their reactions to the Chancellor's office before deciding to accept or reject any recommendation. In situations requiring less than 30 days, the Chancellor will consult with constituency heads before making a decision.

3. The Council will also review recommendations related to planning and budget that may be adopted by any of the constituency bodies.

4. Minutes and announcements of the Council meetings will be forwarded to the Chancellor of the University, the Vice Chancellors, and each of the constituency heads, as well as all Council members.

IV. Committees

A. Committee for Higher Administrator Performance Appraisal (CHAPA)

1. The Committee for Higher Administrator Performance Appraisal (CHAPA) is a permanent committee of the Council. This committee is responsible for evaluating the work performance of the Chancellor, and Vice Chancellors according to the performance guidelines provided by the Chancellor or President (in the case of the Chancellor evaluations)

2. Each University-recognized constituency is entitled to representation on CHAPA. Seats are allocated in the following manner:
   a. Faculty Senate: 2 representatives
   b. Graduate Council: 1 representative
   c. Staff Senate: 2 representatives
   d. Black Faculty and Staff Association: 2 representatives
   e. Student Senate: 2 representatives

3. Faculty and staff will serve staggered three-year terms and will not be appointed to more than two successive three-year terms. Student representatives will serve one-year terms.

4. The chair of the University Planning and Budget Council will designate one member of the committee as its chair. The chair of the committee will be responsible for the operation of the committee and for making regular reports to
the Council.

B. Ad Hoc Committees

1. The University Planning and Budget Council shall appoint *ad hoc* committees as needed. Such committees will be appointed at the discretion of the chair or at the direction of the Council. The chair of such a committee may be selected by the chair and confirmed by the Council.

2. The membership of any committee should at least be inclusive of three types of groups represented on the Council (faculty, staff, student) and when deemed necessary, inclusive of the University-recognized constituency bodies.

V. Meetings

A. The University Planning and Budget Council shall meet at least six (6) times during the academic year and additionally at the call of the chair or by petition of at least three members of the Council. Notice of the time, place, and agenda of all meetings of the Council shall be delivered to all members of the Council, the Chancellor of the University, and, in compliance with the Illinois Open Meetings Act, made available to the public at least 48 hours in advance of the meeting.

B. The chair shall prepare the agenda of meetings. Council members may place items on the agenda by request to the chair.

C. A quorum shall consist of at least half of the total voting membership of the Council. If a position is unfilled, it will not be included in any determinations of quorum or voting.

D. In the absence of the chair, the Council shall select a voting member to serve as the chair for that particular meeting.

E. The Council may invite any person or persons to the meeting when this will assist the Council with its duties.

F. A maximum of 15 minutes shall be allotted at the beginning of the meeting for public comment; no individual speaker shall be allowed to speak for more than 5 minutes. Anyone wishing to address the Council must notify the chair at least 24 hours in advance of the meeting.

VI. Amendments

A. These operating papers may be amended by a two-thirds majority of the voting members at a Council meeting, provided previous notice of the text of the amendment has been circulated to all members at least one week prior to that meeting. Any proposed changes must be submitted to all University-recognized constituencies for review.
B. Any changes in Article I must be affirmatively approved by each University-recognized constituency.

C. Any other changes to these operating papers are assumed to be approved by each University-recognized constituency, unless notice is provided to the Council Chair that the constituency has not endorsed the proposed changes, within 30 days of their notification of such changes. No constituency has the right to veto any proposed changes.

D. To become effective, such changes must be approved by the Chancellor of the University, taking into consideration the approvals, rejections, or considerations of the constituency groups.

Originally Approved:

University Planning and Budget Council, 5/7/91
Faculty Senate, 5/16/91
Staff Senate, 6/20/91
Student Senate, 5/31/91
President Belk, 6/26/91

First Revised Version Approved:

University Planning and Budget Council, 9/9/94
Faculty Senate, 11/17/94
Staff Senate, 11/17/94
Student Senate, 11/18/94
President Belk, 12/7/94

Second Revised Version Approved:

University Planning and Budget Council, 9/8/95
Faculty Senate, 9/21/95
Staff Senate, 10/5/95
Student Senate, 12/8/95
Chancellor Belk, 1/31/96

Third Revised Version Approved:

University Planning and Budget Council, 11/22/96
Faculty Senate, 12/2/96
Staff Senate, 6/29/98
Student Senate, 6/29/98
Chancellor Werner, 6/29/98

Fourth Revised Version Approved:

University Planning and Budget Council, 10/26/01
Faculty Senate, 2/7/02
Staff Senate, 1/10/02
Student Senate, 2/22/02
Chancellor Werner, 8/30/02

Fifth Revised Version Approved:

University Planning and Budget Council, 1/27/06
Staff Senate, 3/2/06
Faculty Senate, 4/06/06  
Student Senate, 4/07/06  

Sixth Revised Version Approved:  
University Planning and Budget Council, 4/2/10  
Faculty Senate,  
Staff Senate,  
Student Senate, 4/23/10  
Chancellor Vandegrift,  

Seventh Revised Version Approved:  
University Planning and Budget Council, 11/2/12  
Faculty Senate: 2/11/13  
Staff Senate: 12/8/13  
Student Senate: 2/10/13  
Chancellor Furst-Bowie: 3/12/13  

Eighth Revised Version approved:  
UPBC: 3/5/2021  
Faculty Senate:  
Staff Senate:  
Student Senate  
Chancellor:
The Faculty Senate Bylaws

I. Membership and Representation in the Faculty Senate

A. The Faculty Senate shall normally consist of 39 proportionately elected members and the faculty-elected members of the Graduate Council, with the 39 proportionately elected members allocated to and elected by the various academic units, as determined by the Rules and Procedures Council. The academic units are defined as: College of Arts and Sciences, School of Business, School of Dental Medicine, School of Education, School of Engineering, Library and Information Services, School of Nursing, and School of Pharmacy. No elected member who has not finished their term shall be deprived of a seat on the basis of the annual reapportionment. Representation of additional units may be added by majority vote of the Faculty Senate.

B. Faculty Senators shall be elected to three-year terms which shall begin with the new academic year. Each academic unit shall elect its representatives. If a faculty senator is appointed Chair of the University Planning and Budget Council, they shall, upon appointment as Chair, become an at-large, non-voting member of the Senate. This at-large Senate membership will continue for the duration of the term as UPRC Chair, provided that the individual remains eligible for Faculty Senate membership during the term as Chair. The replacement for the Senator who becomes Chair of UPRC will be selected from the same unit in accord with the Bylaws of the Faculty Senate.

Faculty members appointed as representatives to the University Planning and Budget Council who are not regular elected members of the Faculty Senate shall become at-large, non-voting members of the Senate. Faculty members appointed as representatives to the Illinois Board of Higher Education who are not regularly elected members of the Faculty Senate shall become at-large, non-voting members of the Senate.

C. Faculty Senators will be expected to attend all meetings of the Faculty Senate or designate an alternate from the same academic unit to attend in their place.

D. Upon recognition of a vacancy, the Executive Committee shall inform the Rules and Procedures Council to initiate action to fill the vacant Senate seat. Resignation of a Faculty Senator shall be submitted, in writing, to the Executive Committee.

E. At the beginning of each academic year, the seat of any Faculty Senator who was absent without replacement by an alternate for a majority of meetings (more than 50% of the total Senate meetings and assigned Council meetings) during the preceding year may be declared vacant by the Rules and Procedures Council. The Faculty Senator may appeal the decision to the Executive Committee. If a Senator is to be absent from the Faculty Senate for an extended period of time, they should either resign or have an alternate from the same School or unit (see I. A) attend meetings during their absence.

F. Each elected member of the Faculty Senate shall serve on a Council.

G. A Faculty Senator elected by a unit must have at least a 50% polling assignment within that unit. If a Senator becomes unqualified to serve, the seat shall be declared vacant by the Rules and Procedures Council and the unit directed to elect a replacement. The Faculty Senator may appeal this decision to the Executive Committee.

H. A Faculty Senator elected by a unit can be recalled by a majority vote of the faculty of the unit. A recall election shall be held by the Rules and Procedures Council on the petition of at least 15% of the faculty in the unit. If the election is successful (a majority of the unit votes to recall), the seat shall be declared vacant by the Rules and Procedures Council and the unit directed to elect a replacement.

II. Meetings
The Faculty Senate shall schedule regular meetings, generally at least once a month, or more frequently if its responsibilities require. Normally, the Faculty Senate will not meet during the months of June, July, and August, unless convened by the Executive Committee.

B. The Faculty Senate may be called into a special meeting by the Executive Committee provided the members are given at least one week’s notice of the meeting and the topics necessitating the meeting. Only those topics announced may be considered at the meeting. The Executive Committee shall call a special meeting on the written request of five or more Faculty Senators.

C. The Faculty Senate shall conduct its business under recognized parliamentary procedures, as specified in Robert’s Rules of Order, and shall appoint as needed its parliamentary annually.

D. Agendas of the Faculty Senate and its subordinate units shall normally be prepared by the Executive Committee and the appropriate Chairpersons, respectively. Faculty Senators and committee members may place items on the agenda upon request to the Executive Committee or appropriate Council or committee Chairperson. Any member of the faculty shall receive a written notice of any meeting of the Senate or any of its subordinate units.

E. Each Faculty Senator, or designated alternate, present at a meeting shall have one vote.

F. While only Faculty Senators or their designated alternates shall be eligible to propose and to vote on motions, in accordance with the Illinois Open Meetings Act, the public is allowed to comment at Faculty Senate meetings, generally for a maximum of 2 minutes per person and a maximum of 20 minutes per meeting allotted for public comment.

G. A public body may, upon a majority vote of a quorum present, vote to go into closed session. All meetings, however, must be conducted in accordance with the Illinois Open Meeting Law. Final action can be taken only in open meetings.

H. Quorums of the Faculty Senate and its subordinate units shall be one half of the Faculty Senate or subordinate unit membership. Designated alternates shall be considered in quorum counts.

I. Faculty Senate Committees normally shall meet at least once a month during the academic year at the call of their respective chairperson or by petition of one-third of the respective membership.

J. The Faculty Senate shall maintain a registry of membership of Faculty Senators, of all its subordinate units, and of its appointments to various university committees. It shall also maintain a calendar of all scheduled meetings for the convenience of its membership and other interested parties.

K. The President of the Faculty Senate may call a meeting of the entire faculty at least once a year. The faculty shall be notified at least two weeks in advance of the meeting of the topics to be discussed.

III. Officers of the Faculty Senate

A. The Officers of the Faculty Senate shall be elected from the past or current membership of the Faculty Senate and shall remain members of the Faculty Senate during their term of office, and shall include the President, President-Elect, and Past-President.

1. The President of the Faculty Senate shall be presiding officer with the power to call Faculty Senate and general faculty meetings. They shall be Chairperson of the Executive Committee and shall be a non-voting or ex-Officio member of all Faculty Senate subordinate units. The President shall represent the Faculty Senate in any organized all-university activity.

The Faculty Senate shall be represented on Chancellor Search Committees, search committees for
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positions within two reporting lines of the Chancellor, and for other positions on ad-hoc or standing committees, councils, etc. related to Faculty Senate’s charges, including but not limited to UPRC (University Planning and Budgeting Council), Parking and Traffic, Intercollegiate Athletics Committee, and Committee for Higher Administrator Performance Appraisal (CHAPA). Representatives will be chosen by the Faculty Senate President, in conjunction with the Executive Committee. Each appointment must be announced to the Faculty Senate members. Committee appointees are responsible for reporting relevant business and actions of the committee to Faculty Senate.

2. The President-Elect of the Faculty Senate shall assist the President of the Faculty Senate in their duties. They will serve as President-Elect the first year, automatically become President in the second year, and the Past-President in the third year. If the office of the president becomes vacated, the President-Elect shall serve the remainder of the unexpired term of President, followed by their regular term of President. In the event of a vacancy in the office of the President-Elect, the Rules and Procedures Council shall conduct an election to fill this vacancy. The President-Elect shall be a non-voting, ex-officio member of all Faculty Senate subordinate units.

3. Nomination and Election of the President-Elect of the Faculty Senate.

a. Nomination of a candidate for President-Elect may be made either by the Nominating Committee or by nomination on the floor of the Faculty Senate. Nominations must be from or current members of the Faculty Senate. The Nominating Committee shall consist of the President of the Faculty Senate, the President-Elect of the Faculty Senate, and the Chair of the Rules and Procedures Council. The Chair of the Rules and Procedures Council shall chair the Nominating Committee. This committee shall be formed in January. The committee shall prepare a slate of one or two candidates to represent to the Faculty Senate at the February meeting. The committee must contact potential candidates to ensure their willingness to serve prior to advancing their names. At the February meeting of Faculty Senate, the Chair of the Rules and Procedures Council shall present the slate of candidates to the Senate. Nominations will then be accepted from the floor of the Senate. If such nominees are not present when nominated, it will be the task of the Nominating Committee to determine whether they are willing to serve. Declining nominees will not be included on the ballot.

b. Following the February meeting of the Faculty Senate, Information Technology Services will prepare an electronic ballot and provide it to the voting faculty. The ballot will include the names in alphabetical order of all nominees willing to serve and a blank line for a write-in vote. Faculty will have two weeks to complete the voting procedure. The confidentiality of votes is to be maintained. The results will be given to the President of the Faculty Senate.

c. If one candidate receives over 50% of the votes cast in the election, that candidate will be the winner of the election for President-Elect, and the results will be announced at the March meeting of the Faculty Senate by the President of the Faculty Senate.

d. If no candidate receives over 50% of the votes cast, the decision on how to proceed will be made by the Faculty Senate at its March meeting. The Senate will be informed of the total number of votes cast in the election, the percentage return, and the number of votes received by the candidates receiving the two highest percentages; but, the Senate will not be informed of which candidates received those votes. The Senate may vote to accept a plurality rather than a majority of votes to declare the winner.

e. If the Senate votes not to accept a plurality, then there will be a run-off election between the candidates with the two highest vote totals. The run-off will use the procedures outlined in Section b, above. The result will be presented to the Faculty Senate at the April meeting.

4. The President, President-Elect, and Past-President shall serve the whole faculty and consequently shall not serve as unit representative. If the President-Elect was a current senator at the time of election, and was not in the final year of their term, then the unit from which the President-Elect was originally elected as a Senator shall elect a replacement to fill the unexpired
term vacated by the election. The officers shall serve as non-voting members of the Senate and its
subordinate units. The presiding officer of the Senate may vote to break a tie.

5. Functions and terms of office of other officers shall be designated by the Senate at the time the
office is created. Election of other Faculty Senate officers shall be conducted by the Rules and
Procedures Council.

E. Election of Faculty Senate officers shall be conducted by the Rules and Procedures Council in the
Spring semester. Terms of officers shall begin with the new academic year.

IV. Executive Committee

A. The officers of the Faculty Senate and the Chairpersons of the Councils will constitute the
Executive Committee of the Faculty Senate, with power to act for the Faculty Senate between
meetings on matters which must be dealt with immediately where a week’s delay would constitute a
decision. All other items shall be reported to the Senate for consideration. The actions of the
Executive Committee shall be subject to review by the full Faculty Senate. No one serving as dean,
associate dean, assistant dean, chancellor, vice-chancellor, associate vice-chancellor, assistant vice-
chancellor, assistant to the vice-chancellor, or equivalent positions shall be a member of the
Executive Committee.

B. The Executive Committee shall be responsible for the agenda of meetings of the Faculty Senate.
The Executive Committee shall respond to matters presented to it by individual faculty members and
may place such matters on the agenda, as it deems necessary.

C. The President of the Faculty Senate, or their representative and any member of the Executive
Committee who so chooses, shall meet on a regular monthly basis with the Chancellor of the
University for informational purposes.

D. The Executive Committee shall be responsible for scheduling and assigning project completion
dates for those agenda items sent to Faculty Senate subordinate units.

V. Councils

A. The Faculty Senate shall establish the following standing Councils:

1. Undergraduate Curriculum Council
2. Faculty Development Council
3. Rules and Procedures Council
4. Welfare and Governance Council
5. Graduate Council, as described in Article V, Section C of the Faculty Senate Constitution.

B. The Faculty Senate Past-President, President, and President-Elect shall appoint Chairpersons for
the Councils for the coming year and shall submit the appointments for approval of the Faculty
Senate at the May meeting.

C. The Faculty Senate Executive Committee shall appoint Faculty Senate members to each Council.
Such membership shall be composed of six to twelve members of the Faculty Senate. Councils may
add additional members from outside Faculty Senate; representatives added from other campus
constituency groups shall be voting members.
D. Each Council shall develop its own operating procedures, which must be approved by the Faculty Senate.

E. Each Council may establish, in addition to the standing committees identified in Section VI, Paragraph H, below, subcommittees and ad hoc committees as needed to fulfill that Council's responsibilities. Membership to standing or ad hoc committees is not limited to members of the Council; however, membership to standing or ad hoc committees is not limited to members of the Faculty Senate. The Chairperson of each committee shall be appointed by the Council to which the committee is to report, and the Chairperson must be a member of that Council. The Graduate Council may establish and terminate its own standing committees.

F. Additional Standing Committees may be established by amending these Bylaws.

G. All councils, as well as the Executive Committee and Faculty Senate as a whole, are responsible for matters such as inclusion, equity, access, efficiency, communication connections, communications, sustainability, transparency, and governance.

II. Additional functions and responsibilities of the Faculty Senate Councils and Standing Committees are as follows:

1. Undergraduate Curriculum Council
   a. Functions: The Undergraduate Curriculum Council shall develop and promote programs relating to faculty roles and responsibilities in the areas of teaching, scholarship, and service, such as the Fall Faculty Symposium, Scholarship of Teaching and Learning initiatives, and Faculty Conversations; serve as liaison to the SUPE faculty to identify faculty development interests; coordinate the dissemination of information from the Office of the Provost to department chairs regarding faculty roles and responsibilities and coordinate activities at college, school and university levels; provide for the oversight of the Excellence in Undergraduate Education Program (EUE); work in conjunction with the EUE Coordinator to develop program guidelines and review procedures, to conduct a periodic assessment of the EUE Program, and to advise the EUE Coordinator on other matters pertaining to EUE; and review EUE proposals and make recommendations to the Provost and Vice Chancellor for Academic Affairs on the allocation of EUE funds.

   b. Standing Committees: Academic Standards and Policies Committee, Committee on Assessment, General Education Committee, Graduation Appeals Committee, Undergraduate Courses Committee, and Undergraduate Programs Committee.

2. Faculty Development Council
   a. Functions: The Faculty Development Council shall work with the Office of the Provost to develop and promote programs relating to faculty roles and responsibilities in the areas of teaching, scholarship, and service, such as the Fall Faculty Symposium, Scholarship of Teaching and Learning initiatives, and Faculty Conversations; serve as liaison to the SUPE faculty to identify faculty development interests; coordinate the dissemination of information from the Office of the Provost to department chairs regarding faculty roles and responsibilities and coordinate activities at college, school and university levels; provide for the oversight of the Excellence in Undergraduate Education Program (EUE); work in conjunction with the EUE Coordinator to develop program guidelines and review procedures, to conduct a periodic assessment of the EUE Program, and to advise the EUE Coordinator on other matters pertaining to EUE; and review EUE proposals and make recommendations to the Provost and Vice Chancellor for Academic Affairs on the allocation of EUE funds.


3. Rules and Procedures Council
   a. Functions: The Rules and Procedures Council is charged with recommendations pertaining to structuring the Faculty Senate, specifically the reapportionment of Senate seats, seating and unseating Senators, and the election of Senate Officers; examining the academic governance of the University, in particular including name changes and/or the restructuring of departments and schools; liaison with internal bodies, e.g., Student Senate, University Staff Senate, etc.;
evaluation of the Chancellor and the Provost and Vice Chancellor; recommending possible changes in the Board Statutes to the Board of Trustees; reviewing current practices and policies in the area of academic governance and formulating guidelines for the administration and governance of all academic units.


4. Welfare and Governance Council

a. Functions: The Welfare and Governance Council is responsible for formulating and recommending to the Faculty Senate policy relating to the structure, functioning, and funding of the Southern Illinois University system and the organizational relationships among and between the Board of Trustees, the President, Southern Illinois University Carbondale, the School of Medicine, and Southern Illinois University Edwardsville. On behalf of the SIUE faculty (as defined in the Faculty Senate Constitution) not represented under a current labor contract, the Welfare and Governance Council shall concern itself with all policies for faculty evaluation, salary, promotions, tenure, leaves of absence, recruitment, employment, retraining, development, rights and responsibilities, general faculty benefits, discipline, severance, and grievance.

b. Standing Committees: Faculty Benefits and Facilities Committee, Faculty Salary Equity Committee, Faculty Status Committee, Honorary Degree and Distinguished Service Award Committee, Faculty Grievance Committee, and University Committee for Family Friendly Policy Implementation.

VI. Amendments to the Bylaws

Bylaws may be amended by a two-thirds vote of the Faculty Senate and thereafter approval by the chancellor. The Senate vote may be taken at a Senate meeting if previously circulated to the members.

Commented [TE19]: Change to: This codifies current practice. This is already codified in IFO 1.14.2 that specify that our faculty can formulate educational policy and faculty representation for formulating said policy—subject to the chancellor’s approval.
Faculty Senate: May 6, 2021
By-law revisions proposal

# of members/allocation

• ≤39 senators (everyone finishes term, allocation is for 39)
  “The Faculty Senate shall normally consist of 39 proportionally elected members and the faculty-elected members of the Graduate Council, with the 39 proportionally elected members allocated to and elected by the various academic units, as determined by the Rules and Procedures Council.... No elected member who has not finished their term shall be deprived of a seat on the basis of the annual reapportionment.”
Eligibility for president-elect

- President-Elect nominees can be current or former Faculty Senate members

“Nomination of a candidate for President-Elect may be made either by the Nominating Committee or by nomination on the floor of the Faculty Senate. Nominees must be former or current members of the Faculty Senate.”

Adding (formally) to charge for FS/councils

- Adds inclusion, equity, and other goals explicitly to FS and councils’ charge

“All councils, as well as the Executive Committee and Faculty Senate as a whole, are responsible for matters such as inclusion, equity, access, efficiency, communication connections, communications, sustainability, transparency, and governance.”
FS university committee representation

- **Faculty senate representation through appointments to university committees**

“The Faculty Senate shall be represented on Chancellor Search Committees, search committees for positions within two reporting lines of the Chancellor, and for other positions on ad-hoc or standing committees, councils, etc. related to Faculty Senate’s charges, including but not limited to UPBC (University Planning and Budgeting Council), Parking and Traffic, Intercollegiate Athletics Committee, and Committee for Higher Administrator Performance Appraisal (CHAPA). Representatives will be chosen by the Faculty Senate President, in conjunction with the Executive Committee. Each appointment must be announced to the Faculty Senate members. Committee appointees are responsible for reporting relevant business and actions of the committee to Faculty Senate.”
Spring 2021, proposed by-law revisions – comments explaining changes

1. Change to I.A.: This proposal would allow flexibility regarding how many senators there are and specify that if every elected senator gets to finish their term, regardless of allocation. This year we ran into an issue where SON should have lost a seat based on reapportionment but none of their senators’ terms were up, which also messed up the rest of our apportionment. This is how SIUC handles this situation. Basically what would have happened if we had this in our by-laws, is that we would have apportioned 39 seats for next year, and then if SON lost one seat but had a senator who had not finished their term, that person would stay on senate, with us having a total of 40 senators instead of 39 for next year.

2. Changes to I.B., I.C., I.E., III.A.1., III.A.2., IV.C.: Throughout the current by-laws, pronouns are set up as a binary (he/she, his/her, his or her). The proposed by-laws make this gender-inclusive, substituting they and their.

3. Change to I.B.: Currently our bylaws specify that UPBC representatives not already Faculty Senate senators become non-voting Faculty Senate senators. This does the same for IBHE representatives.

4. Changes to II.A., II.F., II.I., II.K.: These changes all offer additional flexibility to Senate, e.g., not requiring the senate or councils to meet every month, not requiring an all-faculty meeting each year, etc. Currently councils meet when they have business, which for some councils is not monthly. This year we did not have an all-faculty meeting due to the pandemic. These changes would help ensure our practices are not out of line with our bylaws.

5. Change to II.I.: The sentence in our current bylaws authorizing FSEC to convene councils over the summer is potentially premature given that FS has not yet figured out if any summer work outside of contract periods should occur and if so how and what it would look like. That is a discussion that will be picked up with the provost’s office post-pandemic. Removing this clause does not prohibit councils from meeting over the summer, but also does not have language that FSEC can convene them.

6. Change to II.J. and III.A.1.: These changes specify that FS keep track of our appointments to committees and that appointees keep FS apprised of relevant committee action. The goal here is to improve access and communication as we engage in shared governance.

7. Change to III.A., III.A.3.a. and III.A.4: The idea here is to expand the pool of potential President-Elects. Currently our bylaws state that the President-Elect nominee must be a current Faculty Senator. Changing our bylaws to allow both current and former senators would expand our pool of potential nominees. Former senators still have familiarity with the Faculty Senate and through their onboarding year as President-Elect would be up to speed when they become president. This also changes III.A.4.: Currently if a president-elect has time on their term left, the academic unit they represent elects a new senator to
fill the vacancy created by them leaving their senate seat to become an officer. Since former senators would be able to be elected president-elect, this change just clarifies that if the election of a president-elect doesn’t impact unit representation, nothing changes. This change was discussed with the chancellor this past February, but we ended up holding off proposing this change until we could make it in concert with these other changes, since we ended up with a President-Elect nominee who is a current senator.

8. Change to III.A.1.: Staff Senate has language about committee appointments, but FS does not. We discussed this language with the chancellor’s office back in the fall, but held off on doing a by-law revision so just send them all forward simultaneously. This language gives us a mandate to have faculty representation on certain committees and to make those appointments.

9. Change to III.A.3b. This reflects current practice. We do not use paper ballots, and ITS rather than UGO prepares the ballot.

10. Change to IV.D.: Just correcting a typo.

11. Changes to V.A.1., H.1., and H.1.A.: Faculty Senate’s Curriculum Council is only for undergraduate curriculum matters. Graduate Council deals with graduate curriculum matters. This clarifies that in title.

12. Change to V.A.5.: This is just moved up. Currently the by-laws state, later down, “F. As described in Article V, Section C of the Constitution, the Graduate Council shall also be considered a standing Council of the Faculty Senate.” This replaces that by moving it with the list of other councils.

13. Change to V.C.: Currently the bylaws read that FSEC appoints all members to councils. However, this is not the practice. For example, this year RPC had a student senator and staff senator, both of whom were appointed by those constituency groups and then confirmed by RPC. Furthermore, some councils have ex officio members, e.g. Curriculum Council has the following ex-officio voting members: the Vice Chancellor for Enrollment Management, the University Registrar, the Director of Educational Outreach, the Director of Academic Advising, the Director of Learning Support Services, the Director of Assessment, the Director of General Education or their designated representatives, and the Chair of the General Education Committee, and a non-voting ex-officio member: the Director of the Honors Program. This amendment clarifies that FSEC is only responsible for appointing the FS members to councils, not other members of councils. The bylaws also currently read in a way that implies the only members of councils can be the FS members “and no more than two members of each of the other campus constituency groups.” However, as noted with Curriculum Council, councils do have other members. The language that “Councils may add additional members from outside Faculty Senate” recognizes this, and while making no change to the voting status of non-FS constituency group members of councils, does not designate whether other additional members must be voting or non-voting members (which reflects current practice, e.g. as noted above Curriculum Council has voting and non-voting ex-officio
14. Change to V.E. Currently councils need to amend FS bylaws to form standing committees, but can form ad hoc committees on their own. This would also allow councils to also form subcommittees, which would not require changing FS bylaws. For example, the RPC may want to have their Evaluation & Liaison Committee have a subcommittee focused on evaluations. As restructuring is figured out, this just adds an additional optional measure of flexibility for councils to organize themselves in the manner that most effectively addresses their charges.

15. Change to V.E.: This is already in Graduate Council’s operating papers, but is added here to clarify that Graduate Council is exempt from the mandate that councils’ standing committees be part of FS bylaws / determined by FS.

16. Changes to V.G. and V.H.: This formally codifies that these areas are the responsibility of FS and its councils to address. The change to V.H. is not substantive (“additional” is added to recognize that these are in addition to the charge laid out in V.G.

17. Changes to V.H.2.a., V.H.3.a, and V.H.4.a.: These changes are to make the formatting of council functions consistent in the bylaws for each council. There are no substantive changes to these functions, only formatting changes. Consistent formatting for each council in the bylaws. No substantive changes.

18. Changes to V.H.2.B., V.H.3.B., and V.H.4.B.: Our bylaws currently state, “G. Additional Standing Committees may be established by amending these Bylaws.” However, only Curriculum Council had their standing committees listed in our current bylaws. None of the standing committees listed here are changes from current practice. The committees listed are those already found in council operating papers.

19. Change to VI.: This codifies current practice. This is already codified in BOT statutes that specify that our faculty can formulate educational policy and faculty representation for formulating said policy---subject to the chancellor's approval.
Constitutional Amendment Proposal, Corresponding By-Law Amendment Proposal

The constitutional amendment adds full-time Research professors, full-time Research associate professors, full-time Research assistant professors, and full-time non-tenure track Instructors to the Faculty Senate constitution everywhere that it currently lists University Faculty and full-time Clinical Professors, full-time Clinical Associate Professors, and full-time Clinical Assistant Professors. Just like Faculty Senate was expanded in 2015 to be the constituency group for full-time clinical assistant/associate/full professors, this would make Faculty Senate the constituency group for full-time research assistant/associate/full professors and non-tenure track Instructors.

If Faculty Senate votes in favor of the constitutional amendment, Faculty Senate leadership will send out an e-mail letting faculty know about this step. Then in the fall Faculty Senate will convene an all-faculty meeting on the matter. Following that there will be a secret ballot of eligible faculty (those FS currently represents) who will vote on the constitutional amendment. If that passes the constitutional amendment will go to the chancellor for approval.

If the constitutional amendment is ultimately adopted, the plan is to introduce the by-law changes as outlined in the corresponding bylaw proposal document for Faculty Senate’s consideration. The accompanying by-law changes specify how the constitutional amendment would be implemented. In voting on the constitutional amendment, Faculty Senate would not be voting on the corresponding by-law proposal; however, it is meant to give senators an idea of what to expect in terms of the intention for how the constitutional amendment would be implemented. Any by-law changes would have to be approved by Faculty Senate and the chancellor.

The corresponding by-law proposal addresses the constitutional amendment in the following ways.

- The (currently four) research professors would be incorporated into academic units. However, since they are not all in units that are classified within existing academic units, the Rules & Procedures Council would have the task of classifying each person with this status into an academic unit (e.g. based on the center itself and on the faculty member’s academic home, role, and expertise).
- Non-tenure track full-time instructors would be treated as a separate academic track for the purposes of apportionment and elections. Just like current FS senators from various academic tracks, once elected, non-tenure track full-time instructors would serve as senators just the same as everyone else. With increasing the size of Faculty Senate (excluding Graduate Council) from 39 to 49, based on Spring 2021 numbers, the initial apportionment would give non-tenure track full-time instructors 10 seats on Faculty Senate, without any academic unit having any decrease from their current representation.
Constitutional amendment: (x7)
the University Faculty, full-time Clinical and Research Professors, full-time Clinical and Research Associate Professors, and full-time Clinical and Research Assistant Professors, and full-time, non-tenure track Instructors.

Corresponding by-law language:
The Faculty Senate shall consist of proportionally elected members and the faculty-elected members of the Graduate Council with the proportionally allocated to and elected by the various academic units, as determined by the Rules and Procedures Council. The academic units are defined as: College of Arts and Sciences, School of Business, School of Dental Medicine, School of Education, School of Engineering, Library and Information Services, School of Nursing, and School of Pharmacy. Non-tenure track full-time instructors shall constitute a separate distinct unit. Senators not represented within one of these academic units based on their primary academic affiliation will be assigned to a unit, as determined by the Rules and Procedures Council. Representation of additional units may be added by majority vote of the Faculty Senate.
The Faculty Senate Constitution

The Faculty Senate is the body empowered to act as agent for the University Faculty with the delegated power to formulate policies in regard to all academic matters and other matters of faculty concern except those that are related to the Graduate School as set forth in the Bylaws and Statutes of the Board of Trustees.

ARTICLE I.

The University Faculty shall consist of the Chancellor, all professors, associate professors, and assistant professors, and those instructors on continuing appointment. (Bylaws and Statutes of the Board of Trustees of Southern Illinois University, Part III, Article IV, Section A, October 1, 1973.)

ARTICLE II.

The Faculty Senate shall have direct access to the Chancellor of the University.

ARTICLE III.

A. The Faculty Senate members shall be elected by and from the combined membership of the University Faculty, full-time Clinical and Research Professors, full-time Clinical and Research Associate Professors, and full-time Clinical and Research Assistant Professors, and full-time, non-tenure track Instructors.

B. The Officers of the Faculty Senate shall be elected by the combined membership of the University Faculty, full-time Clinical and Research Professors, full-time Clinical and Research Associate Professors, and full-time Clinical and Research Assistant Professors, and full-time, non-tenure track Instructors, from the membership of the Faculty Senate and shall remain members of the Faculty Senate during their terms of office.

C. Each elected Faculty Senate member shall designate an alternate to attend and vote at Faculty Senate meetings.

ARTICLE IV.

The officers of the Faculty Senate shall be President, President-Elect, and Past-President.

ARTICLE V.

A. The combined membership of the University Faculty, full-time Clinical and Research Professors, full-time Clinical and Research Associate Professors, and full-time Clinical and Research Assistant Professors, and full-time, non-tenure track Instructors, may, at a general faculty meeting or by written or electronic ballot, direct the Faculty Senate to represent it or act for it on any matter of faculty concern.

B. The Faculty Senate shall have the power to act for the University Faculty, full-time Clinical and Research Professors, full-time Clinical and Research Associate Professors, and full-time Clinical and Research Assistant Professors, and full-time, non-tenure track Instructors on all matters of faculty concern except as its autonomy is limited by correct academic and administrative relations with other units and representative bodies.
C. The Graduate Council, representing the Graduate Faculty, shall be the legislative body to determine the university policy on all matters relating to graduate instruction and research except as its autonomy is limited by correct academic and administrative relations with other units or representative bodies. On policy matters without budgetary or organizational implications the Graduate Council shall report directly to the Provost and Vice Chancellor; on policy matters with budgetary or organizational implications the Graduate Council shall report to the Faculty Senate.

D. The President of the Faculty Senate shall have the power to call general faculty meetings.

E. The Faculty Senate shall be responsible for continuing evaluation of the performance of the Chancellor and the Provost and Vice Chancellor.

ARTICLE VI.

Legislative action of the Faculty Senate not approved by the President may be referred to the Board of Trustees by a 2/3 vote of the combined membership of the University Faculty, full-time Clinical and Research Professors, full-time Clinical and Research Associate Professors, and full-time Clinical and Research Assistant Professors, and full-time, non-tenure track Instructors.

ARTICLE VII.

A. The Faculty Senate shall implement the provisions of this Constitution by Bylaws as it may choose to adopt.

B. The Faculty Senate shall have the authority to stipulate its own governance structure, define terms of office, direct election of officers, remove officers and members for cause, control agendas and meetings, and create and abolish committees, in accord with procedures described in its Bylaws.

ARTICLE VIII.

A. Articles of the Constitution of the Faculty Senate may be amended by a majority of ballots cast by the combined membership of the University Faculty, full-time Clinical and Research Professors, full-time Clinical and Research Associate Professors, and full-time, non-tenure track Instructors voting by secret ballot in a general referendum.

B. Ratification of this document will be by a majority of ballots cast by the combined membership of the University Faculty, full-time Clinical and Research Professors, full-time Clinical and Research Associate Professors, and full-time, non-tenure track Instructors voting by secret ballot in a general referendum.

Revision of election process was approved by the Faculty Senate April 2, 2009
Approved by the Office of the Chancellor August 11, 2011
Approved by Faculty Senate 4/2/2015, University Faculty 5/2015 and Office of the Chancellor 7/23/2015 (clinical faculty language)
Faculty by the Numbers

University Faculty (assistant/associate/full professors) & Clinical Professors
- Faculty Senate currently represents 538 faculty members.
- The 538 faculty are split across the university as follows: CAS 249, SEHBB 78, SOE 59, SODM 48, SOP 39, SOB 38, SON 22, LIS 14.
- The FA represents those in CAS, SEHBB, SOE, SOB and LIS.

The constitutional amendment would add research assistant/associate/full professors and non-tenure track full-time instructors to who Faculty Senate represents.

Research professors
- There are currently 4 research professors: two research assistant professors and two research associate professors.
- The 4 research professors are split across the university as follows: SIUE STEM Center 2, National Corn-to-Ethanol Research Center (NCERC) 1, SOP 1.

Instructors
- There are currently 142 non-tenure track full-time instructors.
- The 142 non-tenure track full-time instructors are split across the university as follows: CAS 63, SON 30, SEHBB 19, SOB 17, SOE 9, SODM 1, SOP 1, STEM Center 1, Student Affairs 1, LIS 0.
- The NTTFA represents instructors in CAS, SEHBB, SOE, and SOB.

Clinical Faculty Representation
- There are 497 non-clinical assistant/associate/full professors at SIUE.
  There are 41 clinical assistant/associate/full professors at SIUE.
- Currently Faculty Senate’s 39 elected seats includes 5 clinical and 34 non-clinical faculty members, and then Graduate Council (12 more senate seats) has zero clinical faculty members.
- SODM has 22 clinical faculty and 26 non-clinical faculty. SODM also has 1 non-tenure track full-time instructor. Currently SODM has 4 senators, 2 who are clinical faculty and 2 who are not, and one senator by way of Graduate Council, who is not clinical.
- SOP has 17 clinical faculty and 22 non-clinical faculty. SOP also has 1 non-tenure track full-time instructor. Currently SOP has 3 senators - 2 who are clinical and 1 who is not clinical, and one senator by way of Graduate Council, who is not clinical.
- SON has 2 clinical faculty and 20 non-clinical faculty. SON also has 30 non-tenure track full-time instructors. Currently SON has 2 senators - one who is clinical and one who is not clinical, as well as one senator by way of Graduate Council, who is not clinical, and one senator by way of UPBC, who is not clinical.
April 20, 2021: Phone conversation with Tom Jordan, Coordinator for Policy, Communication & Issues of Concern, Office of the Provost and Vice-Chancellor for Academic Affairs, SIUE

“[Provost] Denise [Cobb] had been very leery about any kind of expansion of membership that actually didn’t give instructors a voice. So given their relatively small numbers and importantly their minority status in academic units, she was leery about basically a constitutional change that gave them the right to vote, but basically had no hope that basically any instructor would make it to senate as a senator. And so I think the proposal on the table [takes care of this] by letting instructors vote [for instructors, giving them representation,].... This was what Denise was most concerned about.”

Tom Jordan also raised that this is different from clinical professors because clinical professors are co-equal and not (numeric) minorities within the schools/colleges where they are, whereas instructors are often minorities within where they are situated.
April 5, 2021, E-mail from Lichang Wang, Co-Chair for SIUC Faculty Senate’s Governance Committee

Co-Chair for SIUC Governance Committee

Hi Ezra,

Greetings!
Sorry to respond this late to your notes.

I don’t experience the concern that your colleagues raised. [A concern has been raised about whether this creates an inappropriate separation and silo between NTT and TT faculty, since our TT faculty and clinical faculty are all apportioned into voting units by their school/college..... your experience with NTT faculty being a separate voting unit rather than together with everyone else.]

Once elected, we don’t differentiate senators between NTT and TT. We serve the same committees.

I think that it is beneficial to have an independent unit for NTT. Their collective voice can be heard...

Best wishes,
Lichang

__________________________
Lichang Wang
Professor
Department of Chemistry and Biochemistry
Southern Illinois University
1245 Lincoln Dr
Carbondale, IL 62901
April 14, 2021, E-mail from Marcus Odum, SIUC Faculty Senate President

Ezra,

I received the email below from Amy Bro, one of our NTT Faculty Senators, and wanted to provide my understanding of the NTT faculty representation on the SIUC Faculty Senate.

As far as I know, the NTT faculty representation has been selected by considering all NTT faculty as a separate voting unit for some time. I do not know how it originated, but our Operating Paper stipulates that the NTT faculty will be a separate voting unit and will make up six of the senators on the Faculty Senate. So, we put all NTT faculty together and allow them to nominate and elect one of their own just as we do with each of the colleges. I believe that the NTT faculty should be represented and it is good to hear that SIUE is considering adding NTT faculty to their Faculty Senate.

As for experiences, I will say that I enjoy having the NTT on the Faculty Senate and value their views. They are faculty and should be represented. I know that they provide excellent input and are very committed. I will leave discussion on individual experience to the NTT faculty you included in the email.

Marcus
Faculty Senate President
April 6, 2021, E-mail from Amy Bro, SIUC Faculty Senate senator, NTT unit

Good morning Ezra,

This is my first year serving on the faculty senate. My understanding is that since NTTs were unable to serve in their given units (it is only tenured track) this was a way to represent the NTT voice. Furthermore, there are NTT faculty that do not have any representation from their units, so this is a way to give them representation as well. I have not experienced any division amongst the senate and am currently serving on two committees within the senate. If SIUE is similar to SIUC, where the NTT faculty make up a large portion of the faculty body, then I would highly recommend giving them a voice on your senate through representation.

Thank you,
Amy

AMY BRO, MSRS, RDMS, RVT, RT(R)
DIAGNOSTIC MEDICAL SONOGRAPHY CLINICAL COORDINATOR
SCHOOL OF HEALTH SCIENCES
April 14, 2021, E-mail from April Teske, SIUC Faculty Senate senator, NTT unit

Hi all,

I, too, am not aware of how that decision was made. In my opinion, it is good to have them as a separate voting unit to ensure there is adequate NTT representation on the Senate. If you include NTT in with all other faculty, there could be the possibility of little to no nominations of the NTT faculty and end up with few or no NTTs on Senate. For us, we have some operating papers on campus in Colleges or Schools that do not allow for NTTs to vote on decisions. My concern would be that in these Colleges/Schools, they would not put forth names of NTTs as nominations. It is also good to have them as a separate voting unit, since FS representatives are "representing" their unit. In that regard, that means we are representing ALL NTT and not just our College or School, and we have the responsibility to take the information from FS back to our governing unit (all NTTs). This ensures all NTTs get the representation and the information rather than relying on the respective College/School structures to represent/inform their NTTs (since there is a difference across campus depending on college/school). It is nice that the FS operating paper designates a separate NTT voting unit for these reasons.

In my experience, our FS has recognized us as "one of them" at the table and have appreciated our input and perspective on issues.

April Teske, Ph.D.
Clinical Associate Professor

Southern Illinois University Carbondale
April 5, 2021, E-mail from Bob Bitter, SIUE Faculty Senator, clinical faculty member

Ezra,

Here at the dental school, clinical faculty may be either clinical tenured/tenure-track faculty or clinical non-tenured faculty—the remainder of our faculty are largely tenured/tenure-track biomedical faculty teaching our dental students their basic science courses. Any of these faculty categories can run for an SIUE Faculty Senate position. Our schedule differs considerably from that of the Edwardsville faculty. Clinical faculty spend between 6-8 half-day sessions supervising pre-doc students or post-doc residents. We also have a number of our own school committees that provide service opportunities. Finding time to serve on SIUE committees can be difficult given our work schedules and duties.

So the issue regarding instructor representation is not an important matter for SIU School of Dental Medicine. We have only one instructor—should this individual want to run, though, for an instructor position on the Faculty Senate—my only concern is that he/she have a fair opportunity to be elected when several groups have large blocks of individuals in this category. I think this is an issue that could be resolved by assigning a number of positions to the larger units, and one or two to the smaller units (in By-Laws, and not the Constitution).

As for the larger issue of whether instructors should have a separate group of Senate positions—should the instructors be lumped with the tenure/tenure-track and clinical groups, I’m not certain that many of them would be elected—perhaps a few, but I doubt that 10 would be chosen. What does seem to be important is that this designated group has little opportunity for voicing their concerns and the problems unique to their instructor designation. From my perspective, I think it preferable that the instructors be allotted 10 positions in the Faculty Senate.

Bob Bitter
Clinical Associate Professor of Periodontics
SIU School of Dental Medicine
April 21, 2021, E-mail from Valerie Griffin, SIUE Faculty Senator, clinical faculty member

Ezra, I do not have an opinion either way. I have not felt underrepresented at SIUE in comparison to tenured faculty except through the promotion process. But as far as faculty senate, I have not felt any of the processes are unfair.

Valerie Griffin, DNP, PPCNP-BC, FNP-BC, PMHS, FAANP
Clinical Associate Professor and
Director of Nurse Practitioner Specializations
Southern Illinois University Edwardsville
School of Nursing
Excerpts

There should be no need to reserve special seats in governance bodies for contingent faculty. Reserving seats might be an appropriate transitional mechanism designed to ensure that contingent faculty have at least some representation in governance, but it will be unnecessary when they are included as full participants. However, we recognize that most institutions and departments have not yet begun to achieve full parity; thus, for some institutions, reserving a certain number of seats for faculty on contingent appointments may be a necessary step forward.

The subcommittee received 125 responses from senate leaders, most (88.7 percent) of whom were at either doctoral or comprehensive institutions; in many cases, the responses were only partial, with respondents skipping some questions. While the survey’s informal nature, its concentration on certain types of institutions, and many incomplete responses mean that its findings cannot be reliably generalized, the responses received were illuminating. Indeed, one of the most frustrating aspects of the survey, the high number of “not sure” responses from senate leaders to questions about policies at their own institutions, suggests that better training of faculty leaders is sorely needed.

The survey responses indicated, not surprisingly, that faculty in part-time, postdoctoral, or graduate student-employee positions are less often included in governance than their full-time non-tenure-track colleagues. Three-quarters of respondents indicated that at their institution, full-time non-tenure-track faculty are eligible to serve in governance roles. Only about a quarter indicated that part-time faculty are eligible, and the percentages reporting eligibility for graduate student employees (5.8 percent) and postdoctoral fellows (2.9 percent) were extremely low. The majority (63.7 percent) indicated that their institution does not have seats in governance bodies reserved for contingent faculty members.

RECOMMENDATION 3: While reserving a specified number of seats for contingent faculty may be adopted as a transitional mechanism to ensure at least some contingent faculty representation in institutional governance bodies, ideally there should be no minimum or maximum number of seats reserved in institutional governance bodies where representation of contingent faculty is appropriate, as described elsewhere in this report.
Faculty Grievance Committee Operating Papers

I. Rules of Procedure and Operating Papers

These operating papers are intended as a secondary resource to the Faculty Grievance Procedure. If these operating papers appear to conflict or be at variance with the Faculty Grievance Procedure in any way, the Faculty Grievance Procedure shall take precedence.

II. Definition of Faculty

Throughout this document, the term “faculty” is defined according to the definition provided in the Faculty Grievance Procedure.

III. Membership

A. Composition and Size

1. The Faculty Grievance Committee consists of twenty-two-eight members elected as representatives of the College of Arts & Sciences and the seven schools: Business, Dental Medicine, Education, Engineering, Library & Information Services, Nursing, and Pharmacy from the Southern Illinois University Edwardsville academic units: the School of Pharmacy, the School of Dental Medicine, the School of Nursing, the School of Business, the School of Engineering, the College of Arts and Sciences, the School of Education, Health, and Human Behavior, and the Library and Information Services (LIS).

2. Each Member shall be elected by faculty as per the procedure described below from their respective academic units.

   a. All members of the FGC, any alternates, and any temporary members will be tenured faculty.

   b. All units shall have representation on the FGC proportionate to the Units' representation on the Faculty Senate, except if alternate or temporary appointments have been made to the committee.

5-3 Alternates

a. In addition to electing twenty-two-eight regular Members to the FGC, the College of Arts & Sciences and the seven schools also elect Alternates who serve on the FGC only if and when one of the twenty-two Faculty Grievance Committee members must be on leave for at least a semester-long period or in the event that a Faculty Grievance Committee member can no longer serve. Each academic unit shall also elect an Alternate who serves on the FGC only if his or her faculty unit member is unable to attend a meeting of the FGC.

b. Each unit shall have alternate(s) number at least one-third of the number of representatives required for proportional representation. Units with
one or two representatives. Each academic unit shall have one alternate.

b-5. Alternates can serve as a temporary substitute for a member during regular meetings of the FGC. Alternates cannot serve as a temporary substitute for a member when that member is serving on a Hearing Panel regarding a grievance matter, as this is disruptive of the grievance hearing process.

e. Alternates serve for staggered terms of office for a duration of three years. No Alternate may serve successive terms. The attached table describes the time frame for the election of Alternates to the FGC.

d. Alternates cannot serve as temporary substitutes in the event that a FGC member is unable to attend FGC activities for a brief period of time, nor do they serve as proxies.

e. Alternates serve rather as formal replacements on the FGC for one or more semesters or as permanent replacements for the remainder of a vacant term, except as provided in Subsection (f). Alternates do not participate in FGC activities unless and until they become replacement members, except as provided in Subsection (f).

f. When the Chair of the Faculty Grievance Committee determines that there are not enough committee members who are able or eligible to serve as hearing panel members, then the Chair can draw upon the pool of alternates to serve as additional members of this committee.

i. If the Chair calls upon one or more alternates to serve on the committee, these alternates shall be treated as full members of the committee for the duration of their service, with all voting privileges extended therein.

ii. An alternate who is selected to serve on the committee shall serve as a full member of the committee for a term of office not exceeding one semester, or for the duration of the grievance on which s/he is a panelist, whichever is longer.

iii. Upon the completion of the semester during which an alternate was appointed or the grievance on which s/he is a panelist (whichever is longer), the alternate who serves on the committee will revert to his or her previous role as specified in Section III, Subsection 5, Subsections a through e.

g. Temporary Members

a. If the Chair determines that there are not enough committee members who are able or eligible to serve as hearing panel members due
to a larger number of grievance cases than the elected members can reasonably hear, the Chair can appoint temporary members to serve as additional members of this committee, subject to the following conditions:

i. The Chair must first draw upon the available pool of alternates before appointing any temporary members;

ii. The Chair may consult with the Deans of the schools or colleges in choosing these temporary members, as well as the Chair of the Faculty Senate Welfare Council. The Chair is strongly discouraged from selecting faculty members from any colleges or schools from which the additional grievances originate;

iii. The Chair of the Faculty Senate Welfare Council shall report the names of the additional Grievance Committee members chosen at the next regularly scheduled Faculty Senate meeting;

iv. A temporary member who is selected to serve on the committee shall serve as a member of the committee for a term of office not exceeding one semester, or for the duration of the grievance on which s/he is a panelist, whichever is longer;

v. Temporary members are not eligible to serve in the same manner as the elected members and alternates. In particular, temporary members are not eligible to determine whether a Hearing Panel should be created to consider the merits of any complaint. Rather, temporary members are appointed exclusively for the purpose of possible service as Hearing Panel members;

vi. Prior to serving on any hearing panel, temporary members shall receive training from the Office of General Counsel;

vii. Upon the completion of that semester or grievance on which s/he is a panelist (whichever is longer), the temporary member's term of service on the committee is terminated;

viii. Prior service on the committee as a temporary member shall not exclude that faculty member from being elected to serve as an alternate or regular committee member in subsequent semesters.

8. Term of Office

1. The Members and Alternates shall serve for a term of three years. No member may serve successive terms. Members and Alternates can serve no more than two successive terms.
2. The fiscal year is the basis of the terms of Members and Alternates of the FGC. Elections for Members and Alternates shall be called for by the Rules and Procedures Council during the Spring semester.

3. Staggered terms will be used, including when initially setting up the committee.

   a. To establish the committee initially, eight of the members will be chosen by lot to serve 3-year terms, seven will be chosen by lot to serve 2-year terms, and seven will be chosen by lot to serve 1-year terms. Selection by lot means selecting the required number of eligible persons from a randomized list, starting at the beginning of the list. One of the Members from each unit will be chosen by lot to serve a 1-year term; the other Member from each unit will serve a 2-year term.

C. Nomination and Election of Members and Alternates of the FGC

1. Each academic unit will hold elections for the representative(s) Member and Alternate(s) from its unit.

   a. Each academic unit is responsible for completely filling its proportionate representation.

   b. The Chair of the Rules and Procedures Council of the Faculty Senate will notify each academic unit of the need to hold an election, the procedures to be followed, and the number of vacancies (Members and Alternates) each unit is responsible for filling.

   c. Each academic unit will utilize the procedures for nomination of candidates and election of members that are detailed below.

2. Supervision and Time of Balloting

   a. Nominations and elections of members and alternates shall be held annually in the Spring Semester at a time set by the Chair of the Rules and Procedures Council of the Faculty Senate in consultation with the Chair of the Welfare Council.

   b. Each academic unit will draw up a list of eligible faculty voters and will distribute the initial email and the nominating and final ballots to appropriate faculty members. Each unit will also conduct the counting of its ballots.

   c. Each academic unit will notify the Chair of the Rules and Procedures Council of its new members and alternates by April 15 of each year.
2. Nomination of Candidates
   a. To initiate the nomination process for an academic unit, each member of the tenured faculty from the academic unit to be represented shall receive via email a notification of the upcoming election. Tenured faculty members should be instructed to send a return email asking to be removed from the list of potential candidates if they are not willing to serve on the FGC.

   b. When balloting for nominees from an academic unit, each member of the faculty from the academic unit to be represented shall receive a list of the tenured faculty members from that academic unit who have not requested to be removed from the list. Each member of the faculty shall also receive a ballot on which the member is to name from the above-mentioned list nominees for the vacancy. If a unit has one vacancy, then faculty shall list no more than 3 names. If a unit has two vacancies, then the faculty member shall list no more than 6 names, etc.

   e. The members in each academic unit receiving the most votes for academic unit representatives shall be the candidates of that academic unit. If a unit has one vacancy, then the top three persons shall be candidates. If a unit has two vacancies, then the top six persons shall be candidates, etc. If there is fewer than the maximum number of candidates, all of the persons shall be candidates.

4. Election of Members and Alternates
   a. When balloting for academic unit representatives, each member of the faculty of the academic unit shall receive a ballot listing the candidates nominated in the faculty member’s academic unit.

   b. Each faculty member shall cast a vote for an FGC member from his or her academic unit as the academic unit representative. If there are two vacancies, each faculty member shall vote for two persons, and if there are three vacancies, each faculty member shall vote for three persons, etc.

   e. If the number of candidates does not exceed the number of vacancies, then the ballot shall ask for a vote of confidence (yes or no) for each candidate.

   d. Alternates will be drawn from the FGC election pool beginning with the next highest vote recipient after the successful candidates are determined in the elections held by each unit.

5. Removal of Faculty Grievance Committee Members
a. A member of the FGC may be removed by a supermajority vote of the FGC for cause. Supermajority is defined as two-thirds vote—five votes or greater.

b. Circumstances that meet the definition of “for cause” include, but are not limited to:

i. When a member is unable or refuses to abide by the required rules and ethical obligations consistent with the Faculty Code of Ethics and Conduct necessary to implement the SIUE Faculty Grievance Procedure, or

ii. When a member was absent from a majority of meetings (i.e., more than 50% of FGC meetings) during the prior fiscal year.

c. In the event of a removal of a member who was serving on a Hearing Panel, the current Grievant may elect to ask that an entirely new Hearing Panel be chosen, file a subsequent additional grievance. The FGC will receive and renew this additional grievance as specified below.

IV. Powers and Functions

A. The Faculty Grievance Committee is responsible for:

1. Administering the Faculty Grievance Policy.

2. Receiving and reviewing all complaints received by the Provost and determining the following as stated in the Faculty Grievance Procedure: from current or former faculty to resolve disputes involving an alleged violation of the SIU Board of Trustees or Southern Illinois University Edwardsville policies, which are not covered by an applicable collective bargaining agreement. The Faculty Grievance Committee, pursuant to the rules and standards in the Procedure, determines the following:

a. Whether a complaint falls within the definition of a grievance,

b. Whether the complaint is a grievable matter,

c. Whether a grievable dispute exists,

d. Whether a Board of Trustees or University policy cited within the Statement of Grievance is applicable to the issue(s) presented in the grievance,

e. Whether other avenues of resolution are appropriate,
f. Whether the complaint has met the time requirements,

g. Whether sufficient evidence exists to move forward to a formal hearing,

h. Whether the proper respondent(s) has/have been named, and

i. Whether any other circumstance exists to warrant a conclusion that the complaint is not subject to the Faculty Grievance Policy.

3. Serving as members of a Hearing Panel, if selected, in accordance with the procedure for selection stated in the Faculty Grievance Procedure document.

4. The Faculty Grievance Committee shall receive training and advice from the Office of General Counsel.

V. Chair

A. The Faculty Grievance Committee Chair shall call the first meeting of the FGC by no later than September 15. This meeting is for the express purpose for the FGC to elect a Chair-Elect for the current fiscal year:

1. The FGC to elect a Chair-Elect for the current fiscal year.

2. The FGC Chair to discuss the purpose and processes related to the FGC.

A-3. The Office of General Counsel to provide training. If necessary, this can be done during a separate meeting.

B. Notification of the election of the Chair and Chair-Elect of the Faculty Grievance Committee shall be provided to the Chair of the Faculty Senate Welfare and Governance Council and the Provost.

C. The Chair of the Faculty Grievance Committee shall not serve on any Hearing Panel.

D-C. The duties and responsibilities of the Chair of the Faculty Grievance Committee (including the selection of members to a Hearing Panel) are stated in the Faculty Grievance Procedure document.

E-D. The Chair and Chair-Elect shall serve one-year terms, except as provided below.

1. If the Chair resigns from this position, or is separated from employment by the university, then the Chair-Elect immediately becomes the new Chair.

2. The new Chair shall serve as the Chair of the FGC for the remainder of the fiscal year.
3. The new Chair is required to notify the Chair of the Faculty Senate Welfare and Governance Council and the Provost within five business days of being notified that the previous Chair is no longer able to serve in this capacity.

4. Upon being notified, the Faculty Senate Welfare and Governance Council Chair shall convene a meeting of the FGC as soon as possible. The only purpose of this meeting is to elect a Chair-Elect. The Chair-Elect shall serve in this capacity for the remainder of the current fiscal year. The Welfare and Governance Council Chair shall not vote in the election of the FGC Chair-Elect.

4.5 The Chair shall serve as the confidential channel of communication between each grievant and the corresponding Hearing Panel. The Chair may, at his or her discretion, designate one of the committee members to serve as a committee Secretary to assist in recording the minutes of meetings or in assisting the Chair with matters of communication regarding the activities of the committee regarding grievance matters.

VI. Chair-Elect

A. When and as charged by the Chair of the FGC, the Chair Elect will assist the Chair in managing grievances in cases where there are multiple grievances going on simultaneously.

B. When the Chair-Elect is assisting the Chair in such situations, s/he is ineligible to serve on any Hearing Panel.

C. Upon conclusion of the Chair’s term of office, the Chair-Elect shall become the new Chair of the FGC.

VII. Secretary

B. At its initial meeting each year, the Faculty Grievance Committee shall elect from among its members the Secretary of the FGC who will serve a one-year term as the confidential channel of communication between each grievant and the corresponding Hearing Panel.

C. The Secretary shall not serve on any Hearing Panel.

D. The Secretary of the FGC shall serve no more than three successive one-year terms.

VIII. Meetings

A. Calling of Meetings
1. After the initial meeting of the Faculty Grievance Committee in the Fall semester to elect a Chair-Elect, the Chairperson of the committee shall call the meetings as needed.

B. The Conduct of Meetings

1. The Chair of the Faculty Grievance Committee shall preside.

2. In the absence of the Chair of the FGC, the Chair-Elect shall preside.

3. The Faculty Grievance Committee shall adopt its own rules of order.

4. At least half of the Faculty Grievance Committee membership shall constitute a quorum.

5. In accordance with the Illinois Open Meetings Act, the public is allowed to comment at meetings of the Faculty Grievance Committee for a maximum of three minutes per person. A maximum of 20 minutes per meeting will be allotted for public comment.

6. Upon a majority vote of a quorum present, the Faculty Grievance Committee may vote to go into closed session. All meetings, however, must be conducted in accordance with the Illinois Open Meetings Act. Final action can be taken only in open meetings.

VIX. Amendment and Reapportionment

A. Amendment of Operating Papers

1. Any amendment of the policy-making or administrative structure of these Operating Papers is subject to approval by the Faculty Senate, in accordance with the Constitution and Bylaws of the Faculty Senate, and by the Provost and Vice Chancellor for Academic Affairs.

   a. Such a proposed amendment may be initiated by the Faculty Grievance Committee or the Welfare and Governance Council of the Faculty Senate. Once a proposed amendment is initiated, it shall follow the routine channels of review by the Faculty Senate Executive Committee and then consideration by the Faculty Senate.

B. Reapportionment: The apportionment of membership on the Faculty Grievance Committee shall be kept under continuing scrutiny and shall be subject to changes by amendment of this document and by appropriate Faculty Senate action.
Faculty Grievance Procedure

I. Preamble

This Faculty Grievance Policy, as authorized by the Board of Trustees of Southern Illinois University, provides a means for faculty to resolve disputes between members of the Southern Illinois University Edwardsville community quickly and fairly. Its existence gives assurance that the University will act responsibly toward each member of the faculty. Although the Faculty Grievance Policy’s immediate end is the service of justice, it is also conducive to higher morale and more efficient performance. Good faith participation is necessary for this Faculty Grievance Policy to serve its important purpose. Therefore, any retaliatory act taken against a participant to a grievance proceeding is prohibited and should be reported immediately to the Provost and Vice Chancellor for Academic Affairs.

Faculty grievances falling within the subject matter of this Faculty Grievance Policy shall not be suspended, including if a complaint concerning the grievance is filed external to the University. All faculty should attempt to resolve complaints informally whenever possible, making use of the formal grievance procedure of their department or faculty unit, if one has been previously enacted, the Faculty Ombuds Service, and/or informal resolution, including mediation, if available. Informal resolution and dismissal of a grievance by the involved parties may occur at any time during the grievance process, including during a formal hearing, if the parties mutually agree to such resolution and dismissal.

If informal dispute resolution is unsuccessful, a formal written grievance may be filed through the Office of the Provost and Vice Chancellor for Academic Affairs or the Provost’s designated representative. The Office of the Provost shall supply all necessary and reasonable support for a grievance proceeding exclusive of attorney’s fees and expenses of the grievant.

Substantial, good faith compliance with this Faculty Grievance Policy constitutes full compliance. While the time provisions of this Faculty Grievance Policy shall be observed in a fair and equitable manner, such limits may be waived upon agreement in writing of all parties to a grievance or under extenuating circumstances as determined by the Provost.

The Faculty Grievance Policy shall be available to any current faculty member or former faculty member to resolve disputes involving an alleged violation of the policies of the Board of Trustees or Southern Illinois University Edwardsville.

II. Grievable Matters

As defined by policy of the Board of Trustees of Southern Illinois University, a grievance is a formalized disagreement between a faculty or staff member and a University officer or officers regarding a decision of such officer(s) which affects the faculty member or staff member individually. Officers shall include, but are not limited to, the Provost, Associate Provost, Assistant Provost, directors, deans, and chairs. Under this Faculty Grievance Policy, a faculty member may also file a grievance against another faculty member or staff member. The Faculty Grievance Policy shall be available to any current faculty member or former faculty member to resolve disputes involving an alleged violation of the policies of the Board of Trustees or Southern Illinois University Edwardsville which are not covered by an applicable collective bargaining agreement. The subject matter of complaints from former faculty members shall be
limited to matters pertaining to their separation from employment. Complaints must be received in the Office of the Provost within ninety calendar days of the act or omission giving rise to the complaint, or the date on which the employee or former employee knew, or reasonably should have known, of the act or omission, whichever is later.

If this Faculty Grievance Policy is being used as an appeal subsequent to departmental or unit grievance procedures, the grievant must file the Statement of Grievance with the Office of the Provost within thirty calendar days following the conclusion of the unit grievance process.

Complaints alleging illegal discrimination (age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran’s status) must be filed in the Office of Equal Opportunity, Access and Title IX Coordination for resolution and are not subject to review under this Faculty Grievance Policy.

A party’s dissatisfaction with the outcome of a prior grievance shall not be a grievable matter. Complaints against the Chancellor shall not be grievable under this Faculty Grievance Policy and must be directed to the Office of the President for resolution. The Faculty Grievance Committee (FGC) shall determine whether a dispute is appropriate and grievable under the Faculty Grievance Policy.

III. Definitions

A. Administrator: An SIUE Academic Affairs professional staff employee, including the Provost, Associate Provost, Assistant Provost, directors, deans, chairs or their equivalent, who manages or supervises SIUE policies, procedures and/or personnel.

B. Advocate: A member of the University faculty or authorized union representative who has agreed to advise and/or represent the Grievant or Respondent during the course of the grievance. The identity of the advocate must be made known to the other party and Hearing Panel in writing prior to the hearing. The Hearing Panel may allow a party to name a different Advocate during the course of a grievance upon a showing of good cause.

C. Burden of Proof: The grievant shall have the burden of proving their case by a preponderance of evidence.

D. Decision: The final decision by the Provost and Vice Chancellor for Academic Affairs made in response to the Hearing Panel Report.

E. Evidence: Any manner of proof presented at a hearing of a grievance by the parties through testimony, records, documents, exhibits, and/or objects for the purpose of showing the truth or falsity of the issues in dispute between the parties to the grievance.

F. Ex Parte Communication: A communication between a party to a grievance and any member of the Hearing Panel or the Provost prior to issuance of the final report of the Hearing Panel that pertains to the subject matter of a grievance and is conducted in the absence of the opposing party. Ex parte communications are prohibited unless written
consent is given by the absent party.

G. Faculty: All full-time tenured, tenure-track and all other non-represented faculty of the University who hold the rank of lecturer, instructor, assistant professor, associate professor or professor, including those persons who are employed as visiting instructors, clinical instructors, research professors, etc., in tenure granting units. All full-time tenured/tenure-track and clinical faculty.

H. Faculty Grievance Committee (FGC): The elected standing committee of full-time tenured faculty, representing all faculty units, representing the academic units of Southern Illinois University Edwardsville; the School of Pharmacy; the School of Dental Medicine; the School of Nursing; the School of Business; the School of Engineering; the College of Arts and Sciences; the School of Education, Health, and Human Behavior; and the Library and Information Services (LIS), with the responsibility to conduct preliminary review of complaints to determine which are grievable and to assemble the Hearing Panel for each grievance. All tenured faculty from an academic unit are eligible for election to the FGC. No administrator, including, but not limited to, deans, associate deans, assistant deans and chairpersons, shall be part of the FGC.

I. Faculty Ombuds: A tenured faculty member selected by the Welfare and Governance Council of the Faculty Senate for the purpose of providing impartial, confidential and informal conflict resolution of disputes for faculty members and administrators. The Faculty Ombuds shall not participate in the formal grievance procedure if such service conflicts with the role of Faculty Ombuds.

J. Faculty Panel: The pool or group of full-time tenured faculty from which one to two members of the three-person Hearing Panel is selected. All tenured full-time tenured/tenure-track and clinical faculty are included in the Panel, except for current members of the FGC and the Faculty Ombuds. No administrator, including deans, associate deans, assistant deans and chairpersons, shall be part of the Hearing Panel.

K. Faculty Unit: A faculty unit as listed in the Faculty Senate Constitution and Bylaws. These are: the College of Arts and Science; the School of Business; the School of Dental Medicine; the School of Education, Health, and Human Behavior; the School of Engineering; the School of Nursing; the School of Pharmacy; and lovejoy Library and Information Services (LIS).

L. Grievant(s): The person(s) bringing the grievance.

M. Hearing: The proceedings in which the Hearing Panel is presented with testimony and other evidence, and develops the written record upon which it must base its findings of fact, conclusions, and recommendation.

N. Hearing Panel: The three-person panel selected to hear testimony and to make findings of fact, conclusions and recommendations. The Hearing Panel shall have two members selected from the FGC and one member selected from the Faculty Panel consist of one member selected from the FGC who serves as Chair of the Hearing Panel and two
members selected from the Faculty Panel.

O. Hearing Panel Report: The written report of the findings, conclusions and recommendations reached by the Hearing Panel, based upon facts presented in a hearing.

P. Legal Counsel: A licensed attorney at law representing the legal interest of a party to a grievance.

Q. Notice: Written communication to the parties, Provost and Vice Chancellor for Academic Affairs, Welfare and Governance Council Chairperson, PGC Chairperson, Hearing Panel Chairperson, or other administrators shall be made by campus mail, U.S. Postal Service, or overnight delivery. Notices may be accompanied or preceded by an e-mail message.

R. Party to a grievance: Grievant and respondent(s)

S. Record: The written statements, documentary evidence, and the audio tape of the Hearing of a grievance. Personal notes taken by the parties involved and by members of the Hearing Panel during the Hearing and related deliberations shall not be considered part of the Hearing Record.

T. Relevancy: That quality of evidence which renders it proper application in determining the truth and/or falsity of the issues in dispute between the parties to the grievance.

U. Respondent(s): The person(s) against whom the complaint is brought.

V. Return Receipt: A receipt including the signature of the individual receiving materials and the date received.

W. Statement of Grievance: The notarized written document filed with the Office of the Provost and Vice Chancellor for Academic Affairs. The Statement of Grievance prepared by the grievant shall identify the following in a focused and specific manner:

1. Identify the respondent(s) by name and position.

2. Cite and quote the policy(ies) allegedly violated by the respondent(s).

3. Provide the date(s) of the alleged policy violation(s).
4. Prepare a brief, factual, and accurate statement of the reason(s) for the filing, the specific act(s) upon which the grievance is based, and any prior efforts to resolve the disagreement.

5. Provide a statement of the relief being sought by the grievant.

The grievant faces the task of presenting a persuasive argument for careful consideration by the FGC, the Hearing Panel, and the Provost and Vice Chancellor for Academic Affairs. The grievant must explain how a decision that allegedly violated a Board of Trustees or Southern Illinois University Edwardsville policy impacted the grievant individually. The grievant shall have the burden of proving their case by a preponderance of evidence.

X. Testimony: Oral evidence heard by the Hearing Panel and written statements or documents read to the Hearing Panel by any party.

Y. Welfare and Governance Council Chairperson: The Chairperson of the Faculty Senate Welfare and Governance Council.

Z. Witness: A person providing evidence for any party in the grievance.

AA. Working Day: Any weekday (Monday through Friday) when the University is officially open and conducting business. All reference to "day" as a time to perform under this Faculty Grievance Policy shall be considered a "working day" as defined herein unless otherwise specifically noted to the contrary.

IV. Initiating a Grievance

A. A person who wishes to initiate a grievance shall file a notarized Statement of Grievance (as described in Article III (W), Statement of Grievance) with the Office of the Provost and Vice Chancellor for Academic Affairs within thirty-nine calendar days of the act or omission giving rise to the grievance, or the date on which the employee knew, or reasonably should have known, of the act or omission, whichever is later. A grievance naming the Provost or a member of the Provost’s Office shall be filed with the Office of the Chancellor. (The Statement of Grievance must include all elements listed in Article III (W), Statement of Grievance.) A grievance naming the Provost or a member of the Provost’s Office as a respondent shall return to the Chancellor all grievance responsibilities associated with the Provost.

B. Complaint-Statements of Grievance must be received in the Office of the Provost within ninety calendar days of the act or omission giving rise to the complaint, or the date on which the employee or former employee knew, or reasonably should have known, of the act or omission, whichever is later. If this Faculty Grievance Policy is being used as an appeal subsequent to departmental or unit grievance procedures, the grievant must file the Statement of Grievance with the Office of the Provost within thirty calendar days
following the conclusion of the unit grievance process.

C. Formal action on a grievance may not be postponed except as allowed under this Policy. The grievant may request in the Statement of Grievance that formal action on the grievance be postponed for a period up to thirty calendar days during which time efforts to resolve the grievance informally shall be made. The grievant may terminate the postponement period at any point by notifying the Provost or the Provost’s designated representative in writing. In the case of a hearing which would ordinarily commence during the summer term, the grievant, respondent, or the chair of the FGC, or designated representative, may postpone the grievance until the beginning of the following fall term.

D. Upon receipt of the Statement of Grievance, the Provost or Provost’s designated representative shall forward the statement of grievance to the chair of the FGC within five working days.

E. The FGC chair shall, within five working days of the receipt of the Statement of Grievance, forward copies of the Statement of Grievance to the members of the FGC and schedule a meeting of the full FGC and the person filing the statement of grievance at the earliest available date within 10 working days. A majority of the FGC membership, and any alternates appointed to the committee, shall constitute a quorum for this meeting. Temporary members of the committee are ineligible to participate at this meeting.

1. The purpose of the FGC meeting shall be to review the Statement of Grievance and to determine whether the issues raised in the statement are grievable.

2. The FGC meeting shall be initially closed to discuss the merits of the Statement of Grievance and then the person filing the statement shall present the details of the case. The FGC may make any inquiry of the person at this meeting to determine whether the matter is grievable. The presentation and question period shall not exceed thirty minutes, unless extended by majority vote of the FGC.

3. Following presentation by the person filing the Statement of Grievance, the participating FGC members shall have five days to collect any additional information deemed relevant, deliberate, and the participating FGC members shall determine by majority vote whether the matter is grievable. Any vote that is deemed a tie shall fall in the favor of the grievant(s).

4. In cases of multiple respondents, the respondents will be heard by one Hearing Panel. However, a respondent may petition the FGC for a separate hearing if they can show good cause.

F. The FGC chair shall notify the person filing the Statement of Grievance, the Provost, and the Chair of the Faculty Welfare and Governance Council within five-two working days of the FGC's determination.

G. If the matter is deemed not grievable by the FGC and the grievant wishes to appeal, a written appeal of such determination must be filed with the Provost within five working
days. The Provost shall render a final written institutional decision within five working
days and concurrently notify the person filing the Statement of Grievance, the FGC chair,
and the Welfare and Governance Council chair of such decision.

H. If the matter is deemed grievable by the FGC, or by the Provost subsequent to an appeal,
the FGC chair shall notify the respondent in writing within five-two working days that a
Statement of Grievance has been filed and provide the respondent a copy of the
Statement of Grievance and a copy of this Faculty Grievance Policy.

I. The respondent shall have ten working days after receipt of the Statement of Grievance
to submit a formal written reply to the FGC chair. The FGC chair shall provide a copy of
the respondent’s formal reply to the grievant, the Provost, and the Welfare and
Governance Council chair.

J. The FGC chair shall commence forming a Hearing Panel, in accordance with Article VI,
within five working days of notification of the respondent.

V. Faculty Grievance Committee

A. Purpose, Jurisdiction, and Scope

The Faculty Grievance Committee (FGC) is an elected standing committee responsible for
administration of the Faculty Grievance Policy, including receiving and reviewing all
complaints received by the Provost and serving as members of a Hearing Panel, if
selected. One role of the FGC is to determine whether a complaint falls within the
definition of a grievance, whether the complaint is a grievable matter, whether a
grievable dispute exists, whether a Board of Trustee or University policy cited within the
Statement of Grievance is applicable to the issue(s) presented in the grievance, whether
other avenues of resolution are appropriate, whether the complaint has met the time
requirements, whether sufficient evidence exists to move forward to a formal hearing,
whether the proper respondent(s) has/have been named, and whether any other
circumstance exists to warrant a conclusion that the complaint is not subject to this
Faculty Grievance Policy.

B. Membership and Composition

1. The FGC shall comprise 22-28 members, with one member elected by the faculty
from each of the Southern Illinois University Edwardsville academic units
(Schools/Colleges) elected by the faculty pursuant to the Faculty Grievance
Committee Operating Papers, except as provided below.

   a. If the Chair has appointed alternates as members, or has appointed
temporary members, then the Chair’s decision to make these
appointments must occur in a manner that follows the Faculty Grievance
Committee Operating Papers.
2. All Units shall have representation on the FGC proportionate to the Units' representation on the Faculty Senate, except if alternate or temporary members have been appointed.

3-2. The members shall serve for a term of three years. No member may serve more than two successive terms.

4-3. The FGC shall select a Chair-Elect from its membership at the first meeting of each year. Notification of the election of the Chair and Chair-Elect of the FGC shall be provided to the Faculty Welfare and Governance Council and the Provost. The Chair of the FGC shall not serve on any Hearing Panel.

5-4. A member of the FGC shall be excused from all FGC activities and responsibilities during the duration of any grievance filed by or against such member.

C. The Faculty Grievance Committee shall receive training and advice from the Office of General Counsel.

VI. Hearing Panel

A. The Hearing Panel shall consist of three members, two selected from the membership of the FGC, and who will chair the panel including any alternate or temporary members, and one-two selected from the Faculty Panel.

B. Faculty employed in the same unit as a party to a grievance shall be deemed to have a potential conflict of interest in that particular grievance and shall not serve on a Hearing Panel for that grievance.

C. Faculty participants in a prior grievance in any capacity (grievant, respondent, advocate, witness, etc.) involving a party to a current grievance shall be deemed to have a potential conflict of interest and shall not serve on a Hearing Panel for the current grievance.

D. Faculty with a professional or personal relationship with a party to a grievance that creates an appearance of a conflict of interest shall not serve on a Hearing Panel for that grievance. It shall be the obligation of the faculty member to immediately disclose such a potential conflict of interest.

E. Faculty selected for a hearing panel must serve unless they can show good cause as to why they should be excused from such service. Faculty must petition the FGC in writing within three working days of notification of selection to be excused for good cause from participation in a particular grievance. Workload issues are typically not grounds for being excused from service on a Hearing Panel. The FGC shall issue a final decision to such petition within five working days.

F. The chairperson of the FGC shall be responsible for the selection of members to a Hearing Panel.
1. Select five persons by lot from the Faculty Panel and choose seven persons by lot from the FGC including any alternate or temporary members. Selection by lot means taking the first five eligible persons from the randomized list that are not in the unit of the grievant(s).

2. Advise the selected persons from the Faculty Panel and the FGC of the rules for potential conflicts of interest and disqualify those persons, if any, with such conflicts. Additional names shall be drawn, as necessary, from the respective pools. Steps (1) and (2) should be completed within ten working days.

3. Send the list of five names from the Faculty Panel and the list of seven names from FGC (including any alternate or temporary members), to the grievant and respondent who shall, within five working days, select three persons from the Faculty Panel list and five from the FGC list (that may include alternate or temporary members) and notify the Chairperson of their identity. Any persons they would like to exclude from consideration for the panel.

4. Upon receipt of the respondent’s selections, send the lists to the grievant who shall, within five working days, select one from the three remaining persons on the Faculty List and two from the five remaining persons on the FGC list and inform the Chairperson of his/her selections. The Chairperson will randomly select the final panel members from the remaining lists.

5. Steps (1) through (4) should be concluded within twenty working days.

6. If either party fails to meet the deadlines for selecting the Hearing Panel, or making a response as prescribed herein, the FGC chair shall make the selections for the defaulting party and the grievance procedure shall proceed regardless of the failure.

7. Notify the persons selected from the Faculty Panel list and the two persons selected from the FGC list (including any alternate or temporary members) of their appointment to the Hearing Panel and select one of the two members drawn from the FGC to serve as chair of the Hearing Panel. The person selected from the FGC shall serve as chair of the Hearing Panel. Provide each member with a copy of the Grievance and the formal reply by the respondent to the Statement of Grievance. Concurrently, notify the grievant and the respondent of the composition of the Hearing Panel and the designation of its chair.

VII. Formal Hearing Procedure

A. The chair of the Hearing Panel shall be responsible for conducting the Hearing in conformance with this Faculty Grievance Policy. The chair shall have the authority to allocate hearing responsibilities to the members of the Hearing Panel, decide questions of relevance of evidence, and to seek counsel from the chair of the FGC, the Office of General Counsel, and the Office of Provost on any matter pertaining to the grievance.
B. The Panel chair shall within ten working days of the notifications of the grievant and the respondent specified above in section VI.(F)(7) convene an organizational meeting of the Hearing Panel to receive procedural training by the Chair of the FGC. A member of the Office of General Counsel may also train and advise the Hearing Panel.

C. The Hearing Panel shall also schedule the date of the Hearing. The Hearing must be held between fifteen to twenty working days within 30 calendar days subsequent to the organizational meeting and, if feasible, shall be at a time when participants are free of classroom and other University assignments. When such scheduling proves impossible, departments/units shall make every reasonable effort to assume the responsibilities of the participants at such times as their presence may be required at hearings. It is the responsibility of the grievant and respondent to cooperate with the Hearing Panel to schedule and attend the hearing. Notwithstanding the above, the Hearing Panel, in its sole discretion, shall have authority to establish the Hearing date. The Panel chair shall notify the parties of the hearing date as soon as that date is determined.

D. The parties shall deliver to the Panel chair a complete witness list and all exhibits pertaining to the case no less than ten working days prior to the scheduled hearing. Each party must provide sufficient photocopies of these materials for distribution to each member of the Panel and to the other party. Exhibits not received and witnesses not identified ten working days prior to the hearing may not be allowed at the hearing as determined in the sole discretion of the Hearing Panel.

E. At the discretion of the Hearing Panel, and based on the circumstances of a particular grievance, a pre-hearing meeting of the Hearing may be held with the parties, including advocates, to discuss scheduling, proposed time allotments for the hearing, procedural matters, evidentiary matters, issues, confidentiality or any other topics relevant to the hearing.

F. The Hearing Panel chair shall convene and preside over the Hearing. The chair shall preliminarily explain the proceedings to the parties and resolve procedural issues, if any. The parties shall be advised of their responsibilities regarding attendance, testimony, honesty, rights, confidentiality, and the maintenance of order and decorum. The grievant and the respondent(s) must be invited to all testimonial hearings. If a party is absent or refuses to participate or cooperate, the hearing shall proceed regardless.

G. The Hearing procedural rules to be observed are as follows:

1. The Hearing shall be closed except for the parties, advocates, legal counsel, witnesses while giving testimony, and the Hearing Panel.

2. Everyone in attendance shall exhibit civil and professional behavior throughout the hearing. It is the duty of the Hearing Panel to ensure that each party receives the same opportunity to be heard in a civil environment. Therefore, it is at the Hearing Panel's discretion to remove from the hearing any individual who is disruptive.
3. All witnesses including the parties shall be under oath when testifying.

4. The burden of proof remains on the grievant at all times.

5. A member of the Hearing Panel shall be responsible for audio recording the entire hearing.

6. Strict or formal rules of evidence need not be followed. Evidence deemed by the Hearing Panel to be irrelevant or immaterial may be disallowed. A party may challenge the admission of evidence if the party believes there is a good reason the evidence should not be admitted. The Hearing Panel should generally defer to the parties in allowing reasonable testimony and evidence to be presented at the hearing. However, the Hearing Panel shall make the final decision in all cases regarding the relevance and admissibility of evidence.

7. Advocates must be allowed to participate directly in the Hearing including conferring with the relevant party, making opening and closing statements, and questioning witnesses. Legal counsel may not act as an advocate, as that term is used herein, and may not directly address witnesses or the Committee. A client’s attorney, however, may confer with his or her client during the course of the hearing so long as the Hearing Committee does not determine that this practice obstructs the proceedings.

8. The Hearing Panel shall retain its right to deliberate with neither party present.

9. Faculty members are expected to provide leadership and service, with responsibility increasing commensurate with rank, to the department, school, and University in matters of curriculum and governance. Such leadership and service can take the form of active service on the Faculty Senate, special committees, program review bodies, and standing committees. Source: Normative Scholarship and Service Expectations of Faculty, Provost Memorandum, 5/12/02, SIUE Faculty Handbook.

Faculty members are expected to meet their obligations to participate willingly, professionally, and throughout the duration of the faculty grievance process as such obligations arise. If a faculty member wishes to request to be excused from the obligation to serve, for example as a member of the Faculty Hearing Panel or as a Respondent, that person may do so by submitting a written statement of unwillingness to participate to the Provost and Vice Chancellor for Academic Affairs and to the Chair of the FGC and the Chair Elect of the FGC. Having once declared unwillingness to participate, the faculty member may not choose to re-enter that specific grievance process at a subsequent stage (see section V.11(e) for the portion of this section that pertains to service on a Hearing Panel).

10. The burden shall be on the grievant and respondent to inform the Hearing Panel as to the existence and probable location of information bearing upon the
grievance. A party's refusal to cooperate to provide evidence, or unduly delay providing evidence which the Hearing Panel, grievant or the respondent requests, may be grounds for finding against the uncooperative or dilatory party, if the Panel so decides.

11. The parties shall be permitted to present any and all evidence which the Hearing Panel deems to be relevant to the grievance.

12. Each party shall be solely responsible for locating, assembling, photostating, and delivering all documents and exhibits to support its case to the Panel chair as detailed above. Documentary evidence to be used by a party must have been in existence at the time of the events in dispute. Exhibits created specifically for the hearing shall not be admissible and shall not be considered as evidence.

13. Either party shall have the right of access to all evidence presented.

14. The Hearing Panel shall make its findings of facts and conclusions based solely on the evidence presented and shall determine recommendations supported by a preponderance of the evidence.

15. The Hearing Panel shall report all problems obstructive to the fair and expeditious review of the grievance to the Provost, with a request for such intervention as may lie within the authority of the Provost.

16. Any situation, question, rule, point, issue, or matter not directly provided for in this policy but which arises under this policy will be resolved by the Hearing Panel in consultation with the FGC whenever possible. The FGC may consult with the University's Office of the General Counsel and/or the Office of the Provost.

17. The Grievance Process should be completed as rapidly as possible while ensuring a fair and equitable hearing of the evidence.

18. Ex parte communications by the grievant and respondent with members of the Hearing Panel shall be strictly prohibited. Requests by the grievant or respondent to communicate with members of the Hearing Panel outside the formal Hearing shall be directed through the chair of the FGC.

H. The Hearing shall be conducted as follows:

1. An opening statement of a general overview of the case by the grievant or their advocate followed by an opening statement by the respondent or their advocate. Opening statements shall be limited to thirty minutes for each party. During the opening statements, only the Hearing Panel may ask questions or interrupt the speaker. After the completion of both opening statements, each party will be given an opportunity to present their case.
2. The grievant or their advocate presents his/her case to the Hearing Panel by calling and soliciting testimony from his/her witnesses and presenting the documentary evidence submitted earlier. The respondent may cross examine the grievant's witnesses. The Hearing Panel may question the grievant's witnesses at any time during the proceedings.

3. The respondent or their advocate presents his/her case to the Hearing Panel by calling and soliciting testimony from his/her witnesses. The respondent may cross examine the respondent's witnesses. The Hearing Panel may question the respondent's witnesses at any time during the proceeding.

4. After the grievant and respondent have presented their witnesses and evidence, the Panel chair shall ask all parties to present any further information pertaining to the case, if any. The evidentiary phase of the hearing shall be deemed complete by the Panel chair after the taking of all evidence.

5. A closing statement shall be made by the grievant summarizing the evidence, followed by a closing statement by the respondent. Closing statements shall be limited to thirty minutes for each party.

6. The Hearing Panel shall deem the hearing complete and shall retire to deliberate and prepare a Hearing Panel Report for submission to the Provost.

VIII. Hearing Panel Report

A. The Hearing Panel Report, all exhibits presented at the Hearing, and the audio recording of the Hearing shall be submitted by the Hearing Panel to the Provost within fifteen working days after completion of the hearing. If the Hearing Panel is divided, majority and minority reports may be submitted. Copies of the Hearing Panel Report, without exhibits and audio recordings, shall simultaneously be sent by the Hearing Panel to the grievant, respondent(s), Welfare and Governance Council Chairperson, chair of the FGC, and the head of the faculty unit in which the grievant holds rank. The Hearing Panel may extend the time for making its Report for good cause after consultation with the chair of the FGC and Provost. A final decision on the extension of time shall rest with the Hearing Panel. The grievant and respondent shall be provided notice of any extension.

B. The Hearing Panel Report shall include the following:

1. A summary of the charges and evidence.

2. A clear statement of the finding of the facts.

3. The conclusions and recommendations of the Hearing Panel.

4. The rationale for such recommendations.
5. Other pertinent comments.

IX. Decision and Appeal

A. Within fifteen working days after receipt of the Hearing Panel report, all exhibits, and the audio recording of the hearing, the Provost shall, after consultation with the Chancellor, inform the FGC chair, members of the Hearing Panel, Welfare and Governance Council chair, grievant, and respondent(s) in writing as to the Provost’s decision in the case. The Provost can extend the fifteen-day period for a reasonable period of time, but such extension shall not exceed an additional thirty calendar days.

B. The Provost has the authority to accept or not to accept the Hearing Panel report. If the Provost rejects a Hearing Panel’s report, including its recommendations, the Provost shall provide, in writing, a detailed rationale to grievant, respondent, and members of the Hearing Panel.

C. The Provost’s decision on the Hearing Panel Report and the grievance shall constitute the final institutional decision.

D. In accordance with Bylaw VI. (2) of the Board of Trustees of Southern Illinois University, the grievant may appeal the institutional decision to the Board of Trustees. However, it should be noted that faculty upon faculty grievances may not be subject to appeal to the Board of Trustees.

X. Disposition of Records

A. Once a written recommendation is submitted by the Hearing Panel, the Office of the Provost shall be responsible for the custody, security, and confidentiality of all records, including the audio recording of the hearing, pertaining to grievances under this policy. The grievant and respondent(s) may have access to hearing records in the presence of a representative of the Provost’s Office. Upon a final decision by the Provost, access to the record of the case must be approved by and arranged through the Office of the Provost.

B. Once the official Hearing Panel Report for a grievance, plus all exhibits and the audio recording of the hearing, have been submitted to the Office of the Provost, all members of the FGC and the Hearing Panel will immediately return all other working copies of documentation from the grievance activity in their possession to the Secretary Chair of the FGC. The Secretary Chair of the FGC will forward all such documents to the Office of the Provost, for placement with the other grievance materials.

XI. Report of Grievances

By no later than September 15 of each academic year, the chair of the FGC shall prepare and submit a report for the Faculty Senate Executive Committee outlining all outstanding grievances with the date the grievance was filed and the current status, but omitting the names of the grievant and respondent for the purpose of confidentiality. With respect to grievances concluded during the past fiscal year, the FGC chair shall prepare a report to the Faculty Senate Executive
Committee outlining the date the grievance was filed, the date the hearing was held, the Hearing Panel Report and the decision of the Provost, but omitting the names of the grievant and respondent for the purpose of confidentiality.

XII. Confidentiality

Confidentiality of all matters pertaining to a grievance under this Faculty Grievance Policy is imperative in order to preserve and protect the privacy interests of the parties. Except as authorized by law or by operation of this Policy, or as granted by the consent of both parties to a grievance, disclosure to third parties of the content or subject matter of a grievance proceeding is not authorized. This restriction applies to the grievant, respondent, advocates, legal counsel for the parties, Hearing Panel, FGC, and Faculty Welfare and Governance Council. A breach of confidentiality of a grievance proceeding by a party to a grievance may result in a finding against the breaching party, as determined solely by the Hearing Panel. A breach of confidentiality of a grievance proceeding by a member of a Hearing Panel, FGC, or Faculty Welfare and Governance Council may be grounds for removal from the relevant Panel, FGC, and/or Council, or other consequences, as determined by the membership.
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Huntington-Hill Method

https://math.libretexts.org/Bookshelves/Applied Mathematics/Book/ASA Math in Society (Lippman)/34/ASA Apportionment/4.05/ASA Huntington-Hill Method

Quotas = exact proportion based on share of all faculty
Mean = geometric mean of lower quota and one value higher
Initial/Revised = if quota is larger than the geometric mean, round up the quota; if the quota is smaller than the geometric mean, round down the quota
Modified = if initial sum more than the total number of representatives, increase the divisor and recalculate the quota and allocation (and vice versa) until revised sum equals number of seats
This proposal to modify the Rules and Procedures Council’s operating papers does two things:

1) It makes our operating papers reflect our actual operating procedures. The Office of Institutional Research and Studies does not apportion our seats for us. They send us a list of voting faculty and then we use that to apportion our seats.

2) Our council’s operating papers are very vague on how we should apportion Faculty Senate seats. This year that led to a conflict where proportional allocation was ambiguous as to whether one or another academic unit should receive one particular seat. We did not have clear guidance on what to do. The council unanimously decided to use the Huntington-Hill Method this year, which gave us an objective way to proceed, and we are now requesting to amend our operating papers to clarify that this is the method we will use going forward. This gives us an objective and spelled out method to apportion faculty senate seats. The Huntington-Hill Method, also known as the Method of Equal Proportions, is used by the House of Representatives and by SIUC Faculty Senate. One goal of the method is to minimize the percentage differences in how many faculty members each senator is representing. More can be read about the method at https://en.wikipedia.org/wiki/Huntington%E2%80%93Hill_method. A spreadsheet showing how it was used this year is also on SharePoint, with a link as well to an open-source math textbook that walks through how to do the apportionment.
Appendix #1. Process for the Election of Faculty Senators

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

Proposed:
3. During the 1st week in February, the Chairperson of the R&P Council shall request from the Office of Institutional Research and Studies a list of the apportionment of seats based on the number of voting faculty at the beginning of the spring semester. The Personnel Committee will then apportion Faculty Senate seats among the academic units, using the Huntington-Hill Method.

Proposed (clean):
3. During the 1st week in February, the Chairperson of the R&P Council shall request from the Office of Institutional Research and Studies a list of voting faculty at the beginning of the spring semester. The Personnel Committee will then apportion Faculty Senate seats among the academic units, using the Huntington-Hill Method.
UPBC Faculty Senate Exec Report

May 6, 2021

UPBC met April 16th and April 30th 2021

April 16th Meeting:

President Mahony attended and presented an overview of the following:

- VP Search update – Hired Dr. Sheila Caldwell as Chief Diversity Office for SIU system hired. Currently at Wheaton College in Chicago area. Will join us July 1

- Budget insights: Budget is the responsibility of the BOT. No increase in tuition and fees at SIUE. Continues to have discussions with Dr. Pembroke about housing fees at SIUE

- Budget allocation and the SIU System Strategic Plan. Governor has named a commission to review the overall state allocation process for all public higher ed. SIU is hoping to have 2 reps on this commission. Plan to have a recommendation in 3 years which aligns with BOT timeline to have a decision on SIUE/SIUC allocation adjustments

- Significance of the CHAPA (Committee for Higher Administrator Performance Appraisal) Supports this process and encourages 360 reviews of all administrators and identification of each constituency concerns/feedback in report.

April 30th meeting:

Scott Belobrajdic, Enrollment Management provided an overview of the current and forecasted enrollment of UG and Grad students for summer and fall 21. Summer enrollment credit hours are up by 10% over last year and enrollment head count is up. Fall 21 enrollment projections are about 1% ahead of last year, same time. Graduate enrollment is largely the reason. Projected net tuition revenue is slightly less than last year, due to graduate students taking fewer credit hours and having more scholarships dollars. GPA average for incoming class is trending nearly identical to last year, indicating test optional may have not had much impact on quality of admitted students. Students with lower incomes and unmet needs: Tuition and Fees will be covered by SIUE with no out of pocket costs as a result of the AIM high match grant.

CARES Act: Chancellor presented the projected funds that will be available to reimburse COVID associated costs to the units. A total of approx. 30 million was received and 20 million has been allocated. Of the remaining 9.9 million – 2.3 million could be allocated to Academic Affairs. Chancellor will solicit feedback from a committee on how to distribute.

Chancellor proposed three versions of revised CHAPA review schedule. Discussed benefits and challenges of each. Chancellor will bring proposal to Faculty Senate Executive as there could be opportunities to collaborate on these evaluations (Chancellor/Provost) and reduce some duplicative work.

Unfinished business:
The Operating Policies: Student and Staff senate and Graduate Council have confirmed approval. Awaiting FS and BFSA approval.

Chancellor Pembroke is scheduling a town hall to discuss the findings of the Carnegie Classification Committee.

CHAPA evaluation was sent to Dr. Cobb on April 19th. Discussed a short survey at a midterm point for each administrator. Dr. Pembroke, Popkess and Huyck will draft process/ review CHAPA policy and form over summer for review by UPBC in fall.

Next meeting will be May 14th 2021

Thank you.
IBHE-FAC report for the SIUE Faculty Senate meeting on 6 May 2021

The IBHE-FAC met on 16 April 2021 via Zoom.

There was discussion of legislative bills and their status; of particular interest: amending the textbook affordability bill to include a task force; creating a bachelors of applied science in early childhood education at community colleges; amending the university uniform admission bill, setting aside MAP for late applicants, and offering dual credit at community colleges for students with intellectual disabilities. Several people shared updates on the Illinois higher education strategic planning process, which is rapidly drawing to a conclusion. A recurring topic in FAC discussions has been whether scholarly work in the liberal arts and humanities is supported, and how such work is affected by expansion of dual credit. Even once the plan is submitted, there will still be development aspects relating to how progress will be evaluated.

Dr. Ray Schroeder, Associate Vice Chancellor for Online Learning: University of Illinois Springfield (UIS), shared his perspective on Mental Health and Wellness in Covid Times. He highlighted a range of articles (full presentation viewable at https://sites.google.com/view/ull-covid-care-online/home) and referred to the dark epidemic of mental health issues that will shadow the Covid pandemic – suicides, drug and alcohol abuse and overdose, and much more. Yale has released a MOOC on managing emotions during uncertainty and stress (https://www.weforum.org/agenda/2020/12/yale-mooc-managing-emotions-uncertainty-stress/).

There is some evidence accumulating, but so much is still not known. He also discussed some things that faculty can do, whether to assist and support their students or colleagues and themselves. Knowing referral locations and who needs to know about potential concerns is a key feature. People are welcome to use and re-arrange his materials freely.

John Atkinson, Chair of the IBHE, Chair of SURS, Executive Vice President and Managing Director of Willis Towers Watson in Chicago joined the FAC for more discussion of the strategic plan. The foremost issue is closing equity gaps. Once the strategic plan is finalized, and as we move past the pandemic, IBHE hopes to become more active in policy and advancing an agenda to support higher education.

Working groups and caucuses met and reported out. Working groups are in various stage of producing documents and analyzing data. Caucuses had general discussions but also worked on membership and leadership for the next year.

The next IBHE-FAC meeting will be May 21st 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.
New FDC Council Chairs: Kim Carter and Alison Reihe will serve as co-chairs for FDC starting this Fall ’21.

TEAC: Tim Jacks sent a note to all the Deans on April 22 requesting representatives for the Teaching Excellence Award Committee in the Fall. Half have responded. A reminder will be sent on May 12.

Upcoming virtual workshops: Tenure & Time Management: How to Manage Your Time So You Can Publish Prolifically AND Have a Life Beyond the Ivory Tower (Wednesday, May 12, 9:00am-11:00am) and Post-Tenure Pathfinders: How and Why to Chart Your Own Path After Winning Tenure (Thursday, May 13, 9:00am -11:00am)

Textbook Services and Courseware Crisis: The Provost has found a band-aid for the coming academic year to fund all faculty courseware needs and is currently working on a longer-term solution. FDC expressed concern that this is merely putting off the crisis until the Spring when Faculty will have to start preparing for the following Fall. The group wants to keep this item on future agendas so that it can be closely tracked.

New Faculty Fellow position: Members of FDC will be assisting Lynn Bartels in reviewing applications for a new position to lead Midweek Mentor and Peer Consulting.

Faculty Senate re-organization discussion:

The group discussed the document titled “FDC:040121.DraftProposal” created by the re-org working group. The FDC did not take a formal vote but there was a consensus that the draft would be rejected if it were presented in its current form for a vote. Reasons for rejection included increased workload and potentially decreased personnel on FDC.

Thanks go to our outgoing senators, Yadong and Tim, for their service as well as gratitude to our incoming co-chairs, Kim and Alison!
Curriculum Council Report, May 2021

The Council met for its regularly scheduled meeting on April 15, 2021. The Council heard reports of its standing committees.

Program review was conducted for Philosophy. The Council voted to assess the program in "good standing" and "sustainable at present enrollment."

The Council discussed the proposed Faculty Senate reorganization plan. The Council expressed support for the addition of non-tenure track faculty as described in the proposal. The Council is concerned about the proposed division of the Curriculum Council into two separate Councils. Particular concern was raised that the division does not achieve the goal of decreasing Council workload as most of the labor-intensive responsibilities fall under the same new council. Concern was also expressed regarding ad hoc membership and decreased communication opportunities across different aspects of the council (for example General Education Committee and Undergraduate Programs/Courses Committees)

The Council is putting forward Keith Hecht to serve a second term as Council Chair. Debbie Selnow-Richmond and John Foster will serve as chairs of Undergraduate Courses and Undergraduate Programs standing committees, respectively.

Respectfully submitted,
Keith Hecht
Chair
April 16, 2021

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

Dear Chancellor Pembrook,

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

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

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

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

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

Sincerely,

Jared Sheley  Chair, Evaluation & Liaison Committee  jashele@siue.edu
School of Pharmacy

Ezra Temko  Chair, Rules & Procedure Council  etemko@siue.edu
Evaluation & Liaison Committee
College of Arts and Sciences

Kamran Shavezpur  Evaluation & Liaison Committee  mshavez@siue.edu
School of Engineering

Yun Lu  College of Arts and Sciences  yulu@siue.edu

Carole Frick  College of Arts and Sciences  cfrick@siue.edu

Vincent Rapini  School of Dental Medicine  vrapiini@siue.edu

James Hanlon  College of Arts and Sciences  jhanlon@siue.edu
Section 1: Summarized Report from Rules and Procedures Council

To: Randy Pembroke, Chancellor
Re: Final Summary Report

Chancellor Pembroke:

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

Ninety-one faculty responded to this year’s survey (16.9% response rate).

Your scores averaged 3.78 (Neutral to Good) overall, with a standard deviation of 1.26. Your highest scores were in effective communication specifically surrounding COVID-19 related issues effecting the university (M = 4.27), concern for and action in support of the health and well-being of students (M = 4.23), effective leadership in responding to the COVID-19 pandemic (M = 4.10), communication (interacting on regular and open basis with the University community on all issues of interest) (M = 4.09), and actions in fostering open dialogue and consensus building with external constituencies such as alumni, state and federal officials and agencies, the media, and community leaders (M = 4.05).

Your lowest scores highlight some areas for improvement. These include effectively supporting fair compensation for faculty expectations (M = 3.12), effectiveness in supporting the implementation of collective bargaining agreements (M = 3.28), actions in advocating for equitable fiscal resources for SIUE among the SIU system (M = 3.30), effectiveness in supporting faculty not represented by collective bargaining agreements (M = 3.35), and effectively providing necessary fiscal resources for teaching lines and staff positions to support faculty and staff positions in delivery of high quality educational experiences (M = 3.36).
Overall qualitative comments can be summarized in 5 major areas.

1. **Compensate and invest in faculty and SIUE workers**

   Faculty are concerned about fair compensation, from salary equity to faculty, staff, and GA pay. Additionally, faculty expressed concerns that they are overworked and expected to do work that is under-resourced or uncompensated. Faculty expressed concern for lack of support for implementation of the collective bargaining agreement, and faculty not represented by the collective bargaining agreement feel treated unfairly and unjustly.

2. **Position SIUE for a sustainable financial future: advocate for fair state funding and proactively plan for future enrollment challenges**

   Faculty are concerned about SIUE’s financial sustainability. In particular faculty feel that more needs to be done to address the funding and workload disparities between SIUE and SIUC, and that there needs to be an intentional plan to adapt to growing future enrollment challenges.

3. **Ensure SIUE has an excellent study body**

   Faculty raised enrollment and attracting students as a quantitative and qualitative concern. Faculty expressed support for increasing high-quality students, international students, and support for underrepresented students.

4. **Support for diversity, inclusion, and anti-racism initiatives**

   Many faculty believe the Chancellor has effectively supported both diversity and inclusion initiatives and anti-racism initiatives, while others believe that not enough has been done in these areas and offer thoughts on how this can be improved.

5. **Response to University’s needs during COVID-19 pandemic**

   With the effects of the COVID-19 pandemic on University operations a major adjustment for everyone in higher education, faculty had a wide range of responses in regards to leadership and response to the pandemic. Many faculty noted appreciation for the leadership and communication of the Chancellor, while some feel faculty’s needs were adequately addressed and not placed at the same level as students.
The Rules and Procedures Council wishes to be helpful and encouraging in this feedback and thanks you for your courtesies. Per Senate policy, you have ten working days to officially respond. Please do not hesitate to contact me directly if you require additional information, or have questions, I am eager to be of service.

Sincerely,

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

Faculty were asked, “What do you see as the most pressing concern facing SIUE?” and “What do you see as the most pressing concern facing the Chancellor?” Below are a sample of comments pulled directly from survey responses:

Compensate and invest in faculty and SIUE workers

Funding for faculty / staff lines and appropriate compensation to attract and retain high performing faculty.

I believe the largest issue facing the chancellor in the coming year(s) will be equitable allocation of funding within the SIU system. The new president says he would like more integration and coordination within the system. That's good, but it must also involve treating students, staff, and faculty between the campuses equitably. Right now, faculty at SIUC get paid more and teach less than faculty at SIUE. This isn't a partnership of equals.

Funding disparities and workload disparities with SIUC.

Retention of faculty and staff due to low pay. Lack of advocacy for fair funding between SIUE and SIUC. Lack of advocacy for state resources. Inability to recruit high-quality graduate students due to low pay for students.

Almost all of SIUEs problem is tied to lack of funds. When decisions are constantly made to with this singular thing in mind (how it impacts budget), it affects many other part of the operation, administration, and creates low morale. This has been a chronic problem…. There are plenty of opportunity for growth but all these will require investment. One cannot keep running additional programs with zero budget. That has become the norm and the expectation.

Faculty - Chancellor seems more interested in making sure student affairs is taken care of and forgetting that faculty are watching his decision-making and keeping that in mind when they see other jobs opening up. Academics are at the core mission of the university. Faculty have been incredibly overworked as they shifted to online, hyflex, etc. and need to be compensated accordingly.

It would also be nice if staff could be paid more.

Inability to recruit high-quality graduate students due to low pay for students.

I really love SIUEs commitment to addressing systemic oppression but I was very, very uncomfortable that Faculty of Color did tremendous amount of work this summer without pay. This actually perpetuates the problem. Faculty of Color need more resources not less and the University should pay for them.
Comments specifically about supporting implementation of the collective bargaining agreement:

Admin has not made it a priority to see through the faculty CBA workload pay. They are making the departments cancel classes rather than pay faculty for mentoring student.

Lack of support for fair, negotiated policies on compensation for faculty overload (e.g., Senior Assignments, Thesis and Research Projects).

Unpaid work such as course overloads and thesis work should be paid. We don't have an economy if you don't pay people for their work.

Looking ahead, the university must figure out how to pay faculty for the work it is actually doing. Trying to force faculty to continue to do added work for free now that we have a contract is not going to work. None of this, not the buildings, the food service, housing, student services, none of it happens without delivery of courses and development and constant re-development of curriculum. Don't forget that, please.

Comments specifically about supporting faculty who are not represented by collective bargaining agreements:

There is not salary equity for all faculty at SIUE. Some faculty saw a salary increase July 1, 2020, others saw no increase. How was the increase not planned in the budget? You knew this was coming.

Non represented faculty feel betrayed. We were promised the same raise as the unionized represented faculty and that has not happened.

Funding for faculty / staff lines and appropriate compensation to attract and retain high performing faculty. As a non-represented faculty member (clinical faculty) who has not received even a cost of living raise while continuing to provide both education and clinical care at a hospital during the COVID-19 pandemic as well as knowledge of compensation of equivalent positions at other universities as well as positions outside academia in the field there is significant reason to be concerned for loss of faculty and difficulty in recruiting retaining high performing faculty.

Election results … should not be the reason there was not salary increase equity for some faculty. This includes faculty that went to work in direct patient contact during the Covid most dangerous time prior to vaccines.

The Chancellor has not upheld his commitment to fair and equitable pay for the dental school faculty. He has not communicated effectively to the Board of Trustees and has allowed them to hide behind the Covid-19 issue preventing any salary increase. We, the faculty, has been on the front line of dental health care with extra PPE in order to serve the patients … and teach the students. We have been asked to put in extra hours in the evenings and weekends to tutor the
students .... The faculty with union representation all received their pay increase but are not in
direct patient care. Yet there has been no pay increase for the dental faculty...

**Position SIUE for a sustainable financial future: advocate for fair state
funding and proactively plan for future enrollment challenges**

We will have another mini state budget crisis in the coming years and instead of leading the fight
to get us on equal footing with SIUC, our Chancellor continues to have us playing second fiddle.
We need to be dueling pianos not lead fiddle, second fiddle.

Funding disparities and workload disparities with SIUC.

Carrying SIU Carbondale's financial troubles.

Competition for students is going to get tougher and tougher. How are we going to continue to
compete with other universities? What is the plan?

Two issues, tied together: budget and enrollment

Financial weakness to be prepared for the evolution in education system and competitive market
to increase enrollment.

Maintaining adequate enrollment growth.

**Ensure SIUE has an excellent study body.**

Budget challenges and decline in student quality.

Addressing the needs of underrepresented students, staff, and faculty

Improve attraction of quality students. Increasing of international graduate students in light of
recent decrease. Can be done with more scholarship funding for excellent students.

**Support for diversity, inclusion, and anti-racism initiatives**

We are definitely making diversity and inclusion a priority

Very effective here in support of DEI initiatives--lots of resources provided for campus
initiatives here.

The Chancellor has been effective in supporting diversity and inclusion in a number of ways,
including placing qualified individuals into leadership positions addressing this.

Given the addition of administrative personnel and faculty hiring initiatives, I think he has
supported diversity and inclusion initiatives well.
He is doing everything he can in an environment with limited resources.

He seems to have devoted much energy and resources to the planning. I hope with the new DEI VC we can move forward with implementation and not stall.

Poorly. There has been a lot of talk and little in the way of substantive action. It is hard to attract diverse faculty without wanting to pay faculty a fair wage and while raising barriers to the implementation of collective bargaining agreements.

Fair - lots of discussion of policy changes and recommendations, but no action. We need less committee work and free labor and more policy to enact change (even just mandating diversity trainings - that is a simple thing we can do but we just keep talking about it).

I really love SIUE's commitment to addressing systemic oppression but I was very, very uncomfortable that Faculty of Color did tremendous amount of work this summer without pay. This actually perpetuates the problem. Faculty of Color need more resources not less and the University should pay for them.

Hiring new admin does not help. Hiring diverse faculty and recruiting diverse students does.

He plays too much politics by putting African Americans in those positions.

Continue internationalizing SIUE for more diversity

**Response to University’s needs during COVID-19 pandemic**

I am very impressed by the strong and effective leadership provided by Chancellor Pembrook in response to the COVID-19 pandemic. I’m proud of how well SIUE is doing under his leadership.

The Chancellor's work with regard to COVID and all of its associated challenges has been absolutely outstanding in my opinion. I am very thankful for his calm leadership and for the strategic, informed, safety-first approach he has taken. Despite all of the havoc COVID is wreaking, I feel that SIUE is in very good hands.

I'm not convinced the ACTF was useful and took a lot of work. We need to be more strategic in how we use faculty for service. Make sure their work is used well.

It's disheartening to get a lot of flowery emails and the occasional video from the chancellor about the good work faculty and staff are doing, how much we are appreciated, etc., but get dismissive or derogatory comments from the chancellor's representatives when faculty and staff need assistance or resources. These emails and videos are becoming insulting when there's nothing behind them which would actually help us.

Lack of planning or address of service learning, community engaged partnerships, practicums, and internships as it relates to ensuring student safety. No protocols, guidelines, or department
support. Disciplines who do this need help and this has never been adequately addressed by the Academic Continuity Taskforce.

Put people the faculty and staff at the same level of importance as with client the students.
### Section 3: Quantitative Data

#### Q2 - General Performance:

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### Q6 - Additional Job Specific Performance Issues:

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Q17 - COVID-19 Specific questions on the Chancellor:

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Section 4: Chancellor’s Response

First, thanks for taking the time and for making the considerable effort to do my annual evaluation. I know it is a time-consuming task and is very helpful to me each year. As always, I would like to see us continue to explore ways to increase the response rate but it has been an extraordinary year so I understand if many people aren’t able to reply.

In general, I perceive that there are some areas where my performance has been seen as Good to Excellent. Examples include COVID communication, concern for the health of students, responding to COVID, communication overall and external dialogue.

There are also areas that fall in the Neutral to Good category. Almost all of these address issues pertaining to funding (salaries, additional compensation or load relief in areas associated with the collective bargaining agreement, SIUE/SIUC allocation split, compensation for non-represented units, providing new positions).

There were no areas that were rated in the poor or fair zone with the lowest total category 3.12 (slightly above Neutral).

Second, let me share that I too am concerned about areas of the budget. Flat state allocations, flat tuition and fee policies and enrollment declines (even if small) are not the formula elements for generating more revenue. Fortunately, at this juncture, we are predicting an increase of about 300-400 students for Fall, 2021. Salaries need to be addressed, particularly regarding the non-represented units which weren’t altered in 2020-21. The state allocation split continues to be a topic of discussion. President Mahony shared with UPBC that he believes there will be a re-working of the formula at the state (IBHE) level in the next year or two. I hope so. Portions of academic loads that are academic but not tied directly to coursework (e.g., theses) have always been a challenging topic. Let me discuss this issue with the Provost and see what we can do.

There were a few other comments that I wanted to address:

Thank you for the positive comments regarding progress that we are making relating to Equity and Diversity. I think we have seen major initiatives, policy changes, and budgeting relating to making progress in these areas.

We are trying to do as much as possible to create a COVID safe campus for Fall including following the recommendations of the ACTF, IDPH, CDC, MCHD, and Phase 4 mitigations. There have been many days in the last year when I have received notes from SIUE individuals as well as the public saying that we are not conservative enough in our approach and that we are too conservative in our approach. I understand why people are concerned. I nearly lost my father to COVID this year, so I assure you that the seriousness of the situation is not lost on me.

This past year has been like no other that I know of in my nearly 40 years in higher education. Please pass along my thanks to all of the Faculty Senators and faculty members in general for all of the efforts in continuing quality education at our institution.
April 16, 2021

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

Dear Provost Cobb,

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

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

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

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

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

Sincerely,

Jared Sheley  
Chair, Evaluation & Liaison Committee  
School of Pharmacy  
jasheley@siue.edu

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James Hanlon  
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Section 1: Summarized Report from Rules and Procedures Council

To: Denise Cobb, Provost  
Re: Final Summary Report

Provost Cobb:

The summarized report below is based on survey responses and open-ended comments. This report addresses data from main areas including academic leadership, service leadership, communication, decision making, diversity, equity & inclusion, and leadership during the COVID-19 pandemic. It also includes four open-ended questions and an opportunity for other comments. The ranking system was a 1.0 – 5.0 scale with 1 being poor, 2 fair, 3 neutral, 4 good, and 5 excellent. Therefore, based on this year’s ranking system, the highest numerical data is associated with the highest rating.

One hundred and five faculty responded to this year’s survey (19.5% response rate). Your scores averaged 3.79 (Neutral to Good) overall, with a standard deviation of 1.28. Your highest scores were in concern for and action in support of the health and well-being of students during COVID-19 (M = 4.14), effectively support inclusion and equity for the university community (M = 4.09), commitment to academic excellence, including quality teaching, research, and service (M = 4.06), keeping abreast of changes in education and the need for new programs in the University (M = 4.05), interpersonal and communication skills (M = 4.04), demonstrating a commitment to collegial governance (M = 4.03), and effectively promotes minority participation in the University community (M = 4.03), with each of these averaging over 4.0 on the 5 point ordinal scale.

Your lowest scores highlight some areas for improvement. These include making decisions in a timely manner (M = 3.02), making and following through on commitments in order to provide sufficient support to departments (M = 3.45), effectively provide necessary fiscal resources for teaching lines and staff positions to support faculty and staff positions in delivery of high quality educational experiences (M = 3.52), effectively supporting the implementation of collective bargaining agreements (M = 3.52), and effectively supporting faculty not represented by collective bargaining agreements (M = 3.54). These mostly cluster on providing sufficient financial resources to support departments, faculty, staff and the delivery of high quality academic programs.
Overall, qualitative comments can be summarized in five major areas:

1. **Shape the identity of SIUE after COVID-19 pandemic**

   After a year of significant changes to academic delivery, the way SIUE shapes its identity in the upcoming year(s) will be critical for SIUE’s success. The Provost’s leadership in the near future will be extremely important for the future of the university.

2. **Support faculty needs during COVID-19 pandemic**

   With the effects of the COVID-19 pandemic on University operations a major adjustment for everyone in higher education, faculty had a wide range of responses in regards to leadership and response to the pandemic. Many faculty appreciated the response of the Provost, including the focus on safety and flexibility in academic delivery, through concerns for not enough actions for faculty support and concern for safety and well-being remain important for the future.

3. **Improve faculty morale and provide equitable faculty salary**

   Similar to prior years, faculty feel that after numerous years of sacrifice, due to the budget crisis in the state of Illinois and unfair allocation of resources among the SIU system, low faculty morale and inequitable salary continue to be the issues of concern among the faculty. The overworked, underpaid, and undervalued faculty are asking the Provost to find ways to improve faculty morale and increase faculty salary. Faculty are also concerned with fiscal resources not being available to support the collective bargaining agreement (CBA) terms.

4. **Support for diversity, inclusion, and anti-racism initiatives**

   The majority of faculty believe the Provost has effectively supported both diversity and inclusion initiatives and anti-racism initiatives. Some faculty believe that not enough has been done in these areas and offer thoughts on how this can be improved.

5. **Communication of the work of the Provost office with faculty**

   Faculty have noticed an improvement in the overall communication as well as the timeliness of communication from the Provost. However, this is still noted as an area for additional improvements, particularly with relaying details of the work of the Provost office and the speed at which decisions and actions are completed.
The Rules and Procedures Council wishes to be helpful and encouraging in this feedback and thanks you for your courtesies. Per Senate policy, you have ten working days to officially respond. Please do not hesitate to contact me directly if you require additional information, or have questions, I am eager to be of service.

Sincerely,

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

Shape the identity of SIUE after COVID-19 pandemic
Responses to “What do you see as the most pressing challenge for SIUE’s academic mission? How can the Provost help address this challenge or concern?:

- Rebuilding confidence in "in person" classes, particularly for programs most dependent upon F2F instruction, including providing a good balance of F2F, blended, and online only courses (both synchronous and asynchronous) to effectively deliver courses and attract new students to SIUE. Enlist the help of the Academic Continuity Taskforce in this stage of the process. Leverage resources offered by various Schools and Units and other campus assets (e.g. people, land, skills) to build renewed Cougar spirit, pride, and united purpose.
- Competing ideas for the identity of SIUE, both on campus and within the SIU system.
- We have had healthy enrollment historically and more students are coming even during the pandemic, so we don't have the existential problem of survival. Our challenge is to improve, quality control and strive for more recognition and reputation beyond our region. The market driven efforts to recruit such as those with AP need to slow down. It is a dangerous move that will lead us nowhere.
- The most pressing challenge for SIUE will be what our identity is after COVID. Are we about degree completion? Health sciences sandwiched between urban and rural settings? High-level research? Great teaching? Also, I would say that we NEED to address the inequity in funding within the SIU system.
- I feel as though SIUE--like most regional public universities--is at a tipping point of sorts. Do we continue trying to pursue moving up the academic food chain by promoting research, more grad programs, etc.? Or do we lean into the public mission via undergraduate teaching? There are pros and cons to each approach, but the Provost will need to decide which way SIUE should go.
- A clear vision of the future direction of the university is critical. What are we doing? If we are to be a traditional institution, fostering a college experience for on-campus students the focus needs to be on strengthening existing programs which are best executed on-ground. If we are to support online learning as well, we cannot do both with existing resources, but must instead make a significant investment in faculty lines.
- Facilitating the return of undergraduate teaching towards more of a traditional mode of instruction (that doesn't mean a 100% return, but something much more like what happened pre-pandemic)
- Keeping everyone's focus on academics (especially when student affairs seems to be having so many issues). To address this issue - I suppose to just keep pushing the Chancellor to make decisions based on the core mission of the university

Support of faculty needs during COVID-19 pandemic
- I think the Provost's approach to the challenges of this past year - particularly those posed by COVID - has been absolutely outstanding. I have very much appreciated the calm, thoughtful, strategic, and safety-driven approach that has consistently been taken.
- The COVID-19 response and policies has proven to be highly effective. Ongoing communication to alert faculty, students and parents has contributed to this success and is needed to continue through this pandemic period.
- The Provost in my opinion has done an outstanding job in seeking input from faculty on the optimal response to the pandemic challenges.
- As a faculty member, I really appreciate the autonomy the Provost supported for us to determine our course delivery when possible.
- I just want to say how much I appreciate everything the Provost and her office have done to keep up safe and fully functional from day one of the pandemic. No one expected what is to come and the fact that we managed to make it through the way we have speaks volume to the caliber of her leadership.
- It has been made clear throughout this pandemic that the last priority is always faculty and staff. The provost sends heartwarming emails sometimes, but these are notably not supported by action (especially if there is cost).
- I wish there was more action taken at Provost (and Chancellor) level to support faculty and staff well-being, rather than kicking a lot of this back down to the School levels for resources and decision.
- Would like to see initial and on-going supports for faculty parents. Lots of accommodations offered for Spring 2020, but not much thereafter. Now we are back to "business as usual" in many regards, but things are not "usual" for parents whose children are home most of the time. I think the university should work to provide some sort of child care, tutoring, and respite care for faculty parents. I would love to see some of the empty classrooms used to offering tutoring and socially distanced opportunities for faculty children whose school is closed.

**Improve faculty morale and provide equitable faculty salary**
- Campus Morale. Faculty are exhausted and burned out, having to recreate the wheel three semesters in a row, with no consideration of any kind: overload pay, future course release, service release, etc. We're tired of being thanked but told no when we ask for tangible support.
- I, and others, feel disengaged from the administration and the Provost is a part of this. They have their agenda, and we are being pulled along while having the expectation of increased work load. I am tired.
- Funding to attract and retain faculty (most pressing challenge)
- Resources. We continue to receive less system resources than is fair. (most pressing challenge)
- Fair and equitable salaries for all faculty (most pressing challenge)
- Lack of resources for teaching and research (most pressing challenge)
- More support for following the CBA, especially in terms of fair compensation for work beyond teaching a normative load.
- Administration needs to make a priority what they agreed to the in the CBA: to support faculty work. Insisting that the departments bear the load of course equivalencies is wrong. Admin said they would allow mentorship to be part of a faculty members load and now they don't want to pay for it.
Support for diversity and inclusion and anti-racism initiatives

Diversity and Inclusion:

- It is clear the Provost values diversity and inclusion and has pushed and supported us to hire, support, and retain a diverse faculty and staff. Glad to see this.
- Extremely supportive. Advocates to the fullest.
- The Provost has been very vocal in her support for the ARTF and is deeply committed to making the changes we know are needed to support our black faculty and staff.
- Given the resources, I believe that everything that can be done is being done.
- Seems like there is a strong effort at many levels including the Provost's office, but it is way too soon to know about effectiveness.
- It is ridiculous to implement a Strategic Hiring Initiative that does not plan for keeping strategic hires on campus after their first two years.
- There is exclusive focus on African Americans. I am not aware of any diversity and inclusion initiatives that goes beyond.
- Pretty good overall, but some of the things such as the strategic hiring are producing backlashes. The terms are too good for the new hires but existing faculty, minority included, are feeling alienated or left out. You are creating new inequalities with these initiatives! Plus, these hiring initiatives leave certain minority groups, such as Asians, out, and have become exclusively, tools to benefit African Americans. Yes, even in the era of BLM, equality and justice for all is important.

Anti-racism:

- Extremely supportive. Listens and pushes for positive action/change.
- Wonderfully supported these efforts! I look forward to seeing the outcomes.
- I think she has put her heart into this and comes from a place of genuine, personal care when thinking about how anti-racism can shape the institution's mission.
- She has always been at the table participating in the discussions and supportive of the initiatives.
- Considering the conservative and sometimes racist nature of our student body, nothing has been done to educate them.
- Not effective, lot of talk, no action.
- Anti-racism refers to more than only blacks.
- These efforts are okay, but we need further recognition of the fact that much of the leadership knows nothing about racial justice, and that too much of the burden for these initiatives is placed on people not paid for the work who have to spend time and energy educating the people who are paid for the work but who won't do it because they don't understand it and don't care.

Communication of the work of the Provost office with faculty:

- Communication is still a weak point. The Provost's office is working to advance a lot of important initiatives and doing a lot of good work behind the scenes tackling a variety of issues but most faculty would never know this.
- Working with deans needs to be more effective. Decision making needs to be more efficient.
• Given that I have no clue about most of what the Provost does, maybe we need more communication or they need to provide us with a yearly report of all the good stuff they have done or something before we do this survey.

• I'm consistently amazed at what the Provost's office does despite having very, very little staff support. But I think the Provost and her staff could do a better job of communicating timing and delays. I think most faculty understand that things will move slowly given staffing levels, but being upfront about those delays would probably help.

• There is a dire need to staff fully the Provost's Office to ensure that work is being completed in a timely manner and that good people are retained rather than burnt out. Use some funds for that rather than giving them out to others; in the end, the results will be better.
### Section 3: Quantitative Data

1. **General Performance:**

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<tr>
<td>1</td>
<td>Academic leadership (allocating resources for faculty in a manner promoting excellence in teaching, research, and service).</td>
<td>10.53%</td>
<td>7.37%</td>
<td>12.63%</td>
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<td>2</td>
<td>Service leadership (fostering an institutional climate conducive to achievement of University goals and mission).</td>
<td>7.37%</td>
<td>8.42%</td>
<td>12.63%</td>
<td>33.68%</td>
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<td>3</td>
<td>Communication (interacting on regular and open basis with the University community on all issues of interest).</td>
<td>9.71%</td>
<td>10.68%</td>
<td>12.62%</td>
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<td>4</td>
<td>Decision making (identifying, understanding, and addressing issues of significance to the University).</td>
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<td>12.77%</td>
<td>12.77%</td>
<td>25.53%</td>
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<td>5</td>
<td>Keeps abreast of changes in education and the need for new programs in the University.</td>
<td>4.40%</td>
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<td>Keeps abreast of changes in education and the need for new programs in the University.</td>
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<td>1.10</td>
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<td>Makes decisions in a timely manner</td>
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<td>Effectively communicates prioritized goals for the University.</td>
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<td>8</td>
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<td>30</td>
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<td>Demonstrates a commitment to collegial governance.</td>
<td>9</td>
<td>4</td>
<td>11</td>
<td>25</td>
<td>49</td>
<td>98</td>
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<td>3</td>
<td>Inspires confidence in approach to decision-making.</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>24</td>
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<td>Fosters positive morale by establishing a working climate conducive to the achievement of faculty goals.</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>34</td>
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<td>5</td>
<td>Optimally manages fiscal resources.</td>
<td>8</td>
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<td>12</td>
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<td>6</td>
<td>Effectively provide necessary fiscal resources for teaching lines and staff positions to support faculty and staff positions in delivery of high quality educational experiences</td>
<td>11</td>
<td>14</td>
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<td>7</td>
<td>Effectively support inclusion and equity for the university community</td>
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<td>5</td>
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<td>Inspires confidence in approach to decision-making.</td>
<td>1.00</td>
<td>5.00</td>
<td>3.61</td>
<td>1.45</td>
<td>2.09</td>
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<td>Fosters positive morale by establishing a working climate conducive to the achievement of faculty goals.</td>
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2. Specific Performance Issues:

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<td>Provides substantive community service and leadership.</td>
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<td>3</td>
<td>Shows an understanding of the mission and academic goals of departments.</td>
<td>9</td>
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<td>8</td>
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3. Supervision and Support of Units and Directors

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<td>Supports the functions of the Schools of Dental Medicine and Pharmacy.</td>
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<td>1.64</td>
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April 30, 2021

Dear Faculty Senators and Colleagues,

I want to begin by thanking the Rules and Procedures Committee for modifying the instrument, and for collecting, analyzing and summarizing feedback to support my work to improve my leadership and service to our academic mission. I recognize that sustaining our continuous improvement efforts during the pandemic was particularly challenging, and I remain grateful for the feedback and opportunity to respond. I continue to use these annual reviews to improve my efforts to enhance academic quality and support for our students, faculty, and staff.

It’s important that I acknowledge that the last year has been challenging, to say the least. After navigating the last 14 months, I am even more grateful to be at this institution and to serve with our faculty and staff. The work that faculty members have done over the past year in transitioning courses and experiences to alternative formats along with the support provided to our students by staff and faculty has been remarkable. The evaluation calls on me to provide leadership, collaborative support and vision as we navigate this transition and to a new post-pandemic world, and I am anxious to do so. We will be changed by our experiences, as will our current and future students. I look forward to working with the campus as we plan for the next academic year, but more importantly for our long-term future.

Generally, I focus my responses on the areas for improvement, but I appreciate the positive feedback, particularly on the following items:

- “concert for and action in support of the health and well-being of students during COVID-19 ($M = 4.14$),
- effectively support inclusion and equity for the university community ($M = 4.09$), commitment to academic excellence, including quality teaching, research, and service ($M = 4.06$), keeping abreast of changes in education and the need for new programs in the University ($M = 4.05$),
- interpersonal and communication skills ($M = 4.04$),
- demonstrating a commitment to collegial governance ($M = 4.03$), and
- effectively promote minority participation in the university community ($M = 4.03$).”

I am encouraged to see that my efforts in supporting anti-racism, equity and diversity are recognized by our community. We have work to do together, and I am committed to achieving our goals. The members of the Anti-Racist Task Force have laid a foundation that will set the stage for our work. Change will be disruptive and critically important to fulfilling our vision.

I will now turn to the most pressing areas noted for improvement. In general, these areas of improvement fall within two major categories: resources and communication. Specifically, the items include:

- “making decisions in a timely manner ($M = 3.02$),
- making and following through on commitments in order to provide sufficient support to departments ($M = 3.45$),
- effectively provide necessary fiscal resources for teaching lines and staff positions to support faculty and staff positions in delivery of high quality educational experiences” ($M = 3.52$),

Office of the Provost and Vice Chancellor for Academic Affairs
Rendleman Hall, Room 3102, Box 1021, Edwardsville, Illinois 62026-1021, 618/650-3772 Fax: 618/650-3633
• effectively supporting the implementation of collective bargaining agreements \( (M = 3.52) \),
and
• effectively supporting faculty not represented by collective bargaining agreements \( (M = 3.54) \).

For several years, salary issues have been at the forefront of faculty concerns, and I have advocated and demonstrated a commitment to improving salaries. With the support of the Chancellor, the institution has taken significant actions to bolster support. Nevertheless, the concerns regarding faculty salaries, morale, and resources remain.

While this is not my four-year review, I do want to note that the University has put significant effort in improving faculty salaries and support. As noted last year, in FY 19, faculty received a 1% general salary increase. In addition, many faculty members whose base salaries by rank fell below contract stipulated minimums had their base salaries adjusted. The collective bargaining agreement, which was mutually agreed to by the Faculty Association and the University, set in motion a number of steps over the next few years that will make a positive difference in faculty salaries. For FY ’20, faculty received a 2.75% general salary increase, including non-represented faculty. Additionally, in FY 20, we concluded a faculty equity study and distributed adjustments to the base salaries for those individuals in salary ranks/disciplines suggested by the agreement. In FY 21, there was another 2.75% for represented faculty, as well as adjustments to begin addressing salary compression. In addition to these actions, I have been working closely with deans to offer initial salaries more in keeping with CUPA or market salaries, and I believe we are making progress on this front. Importantly, I have worked closely with the chancellor to advocate for support for non-represented faculty as well. Of course, I recognize there is still work to do.

Salary alone will not be sufficient for improving morale, and I hope that some of the steps taken during the last year are indicative of other ways we can support faculty. We made temporary adjustments to policies to support faculty during the pandemic. Some of these changes will have an impact beyond the immediate timeframe (e.g. adjustments to promotion and tenure timelines, emergency research and creative activities support, etc.). I also supported a new captioning effort that I believe addressed concerns brought forward by a wide range of faculty. For Fall ’21, we have strategically reduced some course sizes, enhanced TA support, and made other modifications to support instruction and student learning. Additionally, over the last few years, we have reduced the student-to-faculty ratio, reduced average and median class sizes, and increased full-time faculty numbers, even while student headcount and FTE declined. I hope that all of these changes demonstrate our commitment to improving conditions so that our students can thrive, academic quality can flourish, and our impact can be fully realized. Supporting faculty teaching, research and service are critical to those efforts.

Regardless, it seems clear that there is work to do to ensure that the budget and resource allocation models are aligned with our priorities and needs. We have secured greater support for faculty and online programs through Educational Outreach, and the Chancellor and I have worked to expand revenue sharing opportunities with units. We will also need to continue to work to replace necessary support positions and explore new staffing opportunities that best serve our evolving needs. The addition of 4 instructional designers and three student success coaches are indicative of staffing investments that are critical to academic quality.

Relatedly, I will once again reassure the faculty that the University will honor the CBA. As I have stated previously, we may not always agree on how we achieve some elements of the CBA, but we will continue to work together to find solutions. I hope that revisions to departmental operating papers will be able to resume and move forward as environmental conditions improve. I will continue my work in advancing our progress in this area and my efforts to work with stakeholders to align our budgets with our most-pressing needs and priorities.

Office of the Provost and Vice Chancellor for Academic Affairs
Rendleman Hall, Room 3102, Box 1021, Edwardsville, Illinois 62026-1021, 618/650-3772 Fax: 618/650-3633
Communication and Timeliness

I had hoped that this year’s evaluation would yield more positive results in the areas of communication and timely decision-making. These are two areas on which I focused my improvement efforts. The pandemic called on me to think of new ways to communicate with faculty, staff, and students. I believe that the regular Town Halls, Q and A’s, weekly leadership messages, and periodic individual messages would create greater knowledge and awareness of key issues. Regardless, I will continue to try to improve communication, so that we all have a greater understanding of the vast array of activities occurring in the units and supported or launched with the Office of the Provost. I have learned a great deal from the communication experiences of the past year, and I am committed to leveraging those lessons.

My goals for the Office of the Provost include supporting and meeting the needs of the constituency groups we serve, facilitating the work of departments and units, and working collaboratively to advance our academic goals and mission. While we have restructured the Provost’s Office, we have not yet filled all vacancies. As we become fully staffed, I believe it will serve our collective goals. On a more personal note, I have worked with intentionality to improve my response time and efficiency in decision-making, but there is clearly more to do. When the decision faculty may have hoped for is delayed, I will do a better job of communicating why there is a delay.

Before closing, I want to acknowledge that my commitment to this institution, our collective well-being and our potential is only stronger. I will be forever grateful to Dr. Josie DeGroot and Dr. Eric Rudder and all members of the ACTF for the work that they did to support our campus planning in the last year. This collaborative approach reflects my values and honors the power of shared governance. My resolve to prioritize safety and academic quality remain, and I will continue to serve the institution in a student-centered and humanistic way. We have important work to do as we move forward. I am committed to growing enrollment with innovative programs that meet the needs of traditional undergraduates, graduates and the region’s 400,000 plus adults with some college and no degree. We have good reason to anticipate strong enrollment in the Fall, but it will require sustained attention and effort. I am excited about the gains we have made in improving retention and student success and addressing equity gaps. There is more to do. I am deeply committed to our anti-racism work. So many of the recommendations are at the heart of Academic Affairs, and I look forward to advancing our efforts in supporting anti-racism, equity, diversity, and inclusion. Our community engagement activities continue to expand, and there are exciting opportunities ahead that build on so much good work that we have sustained and built together in recent years. Next academic year, we will also launch another phase of academic planning by building on the work of the Carnegie Classification committee. There is a great deal to be excited about.

I want to thank everyone who provided feedback and express my gratitude for the kindness and support that I have received over the past year. I am excited about the future for our campus community, and I look forward to our next steps.

Sincerely,

[Signature]

P. Denise Cobb
Provost and Vice Chancellor for Academic Affairs

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Graduate Council Report (meeting on April 15, 2021) to Faculty Senate on May 6th, 2021
By Yuliang Liu, Chair of the Graduate Council

I. System Strategic Planning, Faculty Advisory Committee
   - Gireesh Gupchup attended the meeting to discuss the formation of strategic planning goals groups and present the Faculty Advisory Committee’s progress. A strategic plan is being developed for the SIU system and the committee is working towards finding the common why and what the separate systems can do together to make the Universities better. President Mahony set up eight working groups that developed recommendations for the strategic plan. The system has received that feedback and goal committees have been developed for each of these goals to operationalize what the goals mean and what objectives need to be met to meet those goals. The plan is to have these objectives by June 15th, 2021. The goals and objectives will be reviewed by the strategic planning committee and then approved by President Mahony to go into effect for a five-year period.

II. Announcements
   a. Graduate School Announcements
      - Kevin Dial, the Graduate School’s Director of Award Management has decided to resign. The GS hopes to have the posting for this position up shortly.
      - The Research and Equipment Tools Program received 24 applications that were all funded for upwards of $392,000.
      - Dr. Susanne DiSalvo from the biology department has been awarded an NSF CAREER Award, which is only the second CAREER award in the University’s history.
   b. Other Announcements
      - Walter Siganga announced that the Dean’s evaluation process is ongoing, and the committee is in the process of finishing the report.
      - Yuliang Liu announced that the Faculty Senate has discussed reorganization of the Councils, names and responsibilities will be changed. Dean Weinberg recommends that the Graduate Council does not need to make changes.

III. Approvals
    1. Report of the Programs Committee
       a) Form 92B: Teaching and Learning
          - Literacy Education (Master of Science in Education)
          - Specialist (Post-Master’s Certificate)
          - Due to low enrollment, the department and school has decided to terminate these programs but retain the Reading Teacher
Endorsement. Students will still be able to take 6 courses to receive the Endorsement or go into the Master's program and use those courses towards their Master's. The program in the department is requesting terminate are not in high demand.

b) Form 91A: Social Work
- The department would like to change the programs classification by converting their Professional Development Sequence into a Post-Master's Certificate. The PDS limits financial aid opportunities due to the students being listed as unclassified graduate students. The change to the Post-Master's Certificate classification would increase financial aid opportunities, potentially attract more students to the program.

c) Kinesiology – Combined Accelerated B.S. in Exercise Science and M.S. in Exercise Physiology
- The department would like to create an accelerated program where undergraduate students could enroll in graduate level courses and receive dual credit. The accelerated program would allow students to save time and money and increase recruitment potential. The department would also like to change the course number for KIN 496 to KIN 511 to ensure that the programs courses are all 500-level courses or higher.

d) Form 91A: Integrative Studies, Capstone Changes
- Integrative Studies would like to decrease the maximum credit hours for INTG 593 (Final Research Paper) and INTG 599 (Thesis Research) from 6 to 5. The reduced-credit combined with the 1-credit INTG 500 (Proposal Development) would form a 6-hour Capstone requirement that is consistent with most other graduate programs.

e) Form 91A – Nursing
- Nurse Educator (Master of Science)
- Health Care & Nursing Administration (Master of Science)
- The department would like to eliminate NURS 500 (Theoretical Foundations of Nursing) and make NURS 600 (Theory Guided Practice) the core theory course for the graduate program. The assignments and textbook are the same and the courses objectives are very similar, causing consolidation to be smooth and eliminating redundancy.

f) Healthcare Informatics – Abbreviated Review
- The review team highlighted five strengths of the program, including the rigorous curriculum, faculty & student satisfaction, and leadership. The review committee had three recommendations; 1) balance between academic advising, program rigor, and personal growth; 2) information consistency in the program's website and graduate catalog; 3) communication and collaboration between faculty and students.
The second recommendation has already been resolved. The program has been recognized nationally as one of the Top 5 Healthcare Informatics online programs in the nation. The Programs Committee sent a memorandum to the department recommending that the director have a back-up/more support as they are currently driving everything for the program. The committee voted that the program was sustainable at present level and in good standing.

2. Report of the Educational and Research Policies (ERP) Committee
   a. Policies
      a) GR2021-16 – Review of Compensation Charged to Sponsored Projects – 1M11
         • Regular review of policy. Input was received from ORP Post-Award. One minor change was made for clarity.
      b) GR2021-17 – Policy Governing Sponsored Projects – 1M2
         • Regular review of policy. Changes were made with feedback received from the Office of Technology Transfer and Legal Counsel.
      c) GR2021-18 – Graduate Degree Culminating Projects – 1L8
         • The policy was updated due to the new process in place for what happens when graduate students complete their degree. The policy has been updated to reflect the new process and reviewed by Registrar.
   b. RPAB Nominee
      • Annie Imboden is running unopposed to represent the School of Nursing on RPAB. The candidate was approved by ERP and Graduate Council voted on the new RPAB committee member.
   c. UPBC Operating Papers
      • Updates were shared for informational purposes via SharePoint. The operating papers were corrected to reflect that a member is appointed to UPBC by the Graduate Council, as previously they stated that the Chair serves on UPBC.
   d. Programs Committee Chair Elect
      • Michael Hair agreed to continue to serve as Chair of Programs Committee for FY22.
   e. ERP Chair Elect
      • Prior to the meeting, Jen Zuercher stated she was willing to serve as Chair of ERP for FY22.
   f. GCOA Chair Elect
      • Shelly Goebel-Parker is the Chair Elect for GCOA for FY22.
President's Report to Faculty Senate
May 6, 2021

FSEC letter to the governor regarding gender imbalance on the board (see attached).

Meetings Included

April 13: Constituency Heads with Chancellor
Townhall regarding the work of the R2 committee and 5 committees will be forming based on their findings. Student vaccinations will be available on campus. A short version Chapa midterm review will happen every three years for Vice Chancellors. SIUE has a lot of representation on the system work modalities working group. We’re switching to University of Illinois shield testing now that it has FDA approval – it is free to us (paid for by state). Commencement ceremonies May 1 and May 6-9.

April 15: Phone Call with Gireesh Gupchup and Marcus Odom
Topics discussed included identifying wellness needs of faculty, communicating with faculty on each campus, and inviting faculty to an event hosted by the School of Medicine.

April 27: Diversity Council
Social Justice scholarship needs additional donations. Standing reports related to diversity, equity, and inclusion.

April 29: Board of Trustees
Recently appointed Trustee Tonya Genovesi was welcomed to the Board and will serve on the Academic Affairs committee, will replace Gilbert on the audit committee, will replace Hightower as SIUE alumni liaison and will serve as the alternate liaison to the SIUE Foundation. In Board committee meetings, student Trustee Graham voted no on SIUE flat tuition and fees after asking question about SIUE student government’s support of a fee increase.
In the SIUC Chancellor report: new freshman apps up 14.5%; new freshman admissions up 15.7%; new freshman new student orientation up 13.6%; Saluki commitment for 286 new freshmen and 77 transfers
In the SIUE Chancellor report: Summer registration up 8.5%; fall registration up 1%; applications significantly up; freshman admits up 16%; springboard deposits up 25%; housing deposits up 20%; admitted transfers down 4%; Graduate apps up 50%; graduate admits up 40%; when offering both in person and online, students enrolling more in online (but some variation across disciplines). January 1-March 24 Office of Research and Projects reports 41 awards, totaling approximately $3.5 million dollars.
Sheila Caldwell will start in the middle of July as system Vice President for Antiracism, Diversity, Equity, and Inclusion.
For those interested in specific agenda items, board items H-R, T-V, Y, and Z passed in an omnibus item unanimously. Separate votes on items F, G, W, and X (all passed). Item S (approval of salary and appointment for a Vice Chancellor for Diversity, Equity, and Inclusion at SIUC) was withdrawn and the search is ongoing.
May 6: Meeting with Provost
Topics discussed included plans for CARES Act funding, items on Faculty Senate agenda, and Spring 22 planning. The Provost indicated that the Chancellor has committed to forming a working group that will look at compensation for faculty and staff for work during the pandemic. Will need a Faculty Senate liaison for each working group related to the Carnegie Classification committee report.

Upcoming Meetings Include:
May 13: University Quality Council
May 18: Constituency Heads
May 6, 2021

Dear Governor Pritzker,

We write to you as members of the Faculty Senate Executive Committee at Southern Illinois University Edwardsville to thank you for your recent appointment of Tracy Gomervish to the Southern Illinois University System Board of Trustees. However, we would also like to point out that prior to her appointment, we went through a period with no women on the Board of Trustees. Her appointment now makes her the lone woman on this body.

Given your commitment to gender equality, we are confident this extreme imbalance was not intentional on your part. However, we find the gender composition of the board troubling and respectfully request that you make the gender balance of the Board a high priority when making future appointments to our Board of Trustees. Not only would this send a powerful signal to the members of our system and the communities our system serves, it would also lead to more representative outcomes and make the Board consistent with the sentiments of the Gender Balanced Appointments Act (SB 310).

Thank you for your attention to this important matter.

Sincerely,

Dr. Louis L. Rice
President, Faculty Senate
Southern Illinois University Edwardsville

Dr. E. Duff Winkler
President Elect, Faculty Senate
Southern Illinois University Edwardsville

Dr. Ann Prohaska
Chair, University Planning and Budget Committee
Southern Illinois University Edwardsville

Dr. Tim Jasko
Chair, Faculty Development Council
Southern Illinois University Edwardsville

Dr. Erika Temko
Chair, Rules and Procedures Council
Southern Illinois University Edwardsville

Dr. Yuliang Liu
Chair, Graduate Council
Southern Illinois University Edwardsville

Dr. Joedyn M. DeGroat
Past President, Faculty Senate
Southern Illinois University Edwardsville

Dr. Keith Hoelt
Chair, Curriculum Council
Southern Illinois University Edwardsville

Dr. Steve Kuehn
Co-Chair, Faculty Welfare and Governance Council
Southern Illinois University Edwardsville

Dr. Nancy Janik
Co-Chair, Faculty Welfare and Governance Council
Southern Illinois University Edwardsville

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