

FACULTY SENATE MEETING
Mississippi/Illinois Room, Morris University Center
November 3, 2022 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:31 pm on Thursday, November 3, 2022 in the Mississippi/Illinois Room by President Jingyi Jia.

Present: Jingyi Jia, Barb McCracken, Duff Wrobbel, Maurina Aranda, Joaquin Florido Berrocal, Robert Bitter, Bob Blackwell, Alicia Cantebury, Wai Cheah, David Cluphf, Keith Edwards, Jennifer Erwin, Carole Frick, Valerie Griffin, Mitchell Haas, Michael Hair, Katie Hanser, Cedric Harville II, Keith Hecht, Heather Johnson, Tim Kalinowski, Theresa Kelly, Soondo Kweon, Yuliang Liu, Adriana Martinez, Cassandra Maynard, Shannon McCarragher, Kelley McGuire, Shadrack Msengi, Bhargav Patel, Jodi Patton-Jordan, Mary Anne Pettit, Ann Popkess (ex officio), Brad Reed, Nicola Schmidt, Johanna Schmidt, Debbie Sellnow-Richmond, Kamran Shavezipur, Michael Shaw, Chrissy Simmons, J.T. Snipes, Bernadette Sobczak, Jayme Swanke, Ralph Tayeh, Allison Thomason (for Christienne Hinz), Cinnamon VanPutte, Meredith Verocchi, Carrie Vogler, Suranjan Weeraratne, Andrew Wesemann, Susan Wiediger (ex officio), Elizabeth Wiemers, Amy Winn, Jie Ying, Xudong Yu, Julie Zimmerman (for Corey Ragsdale), Jennifer Zuercher

Absent: Ivy Cooper, Igor Crk, Chaya Gopalan, Jennifer Hernandez, Stephen Kerber (ex officio), Marie Klopfenstein, Joshua Kryah

Guests: James Minor, Denise Cobb, Gillian Acheson, Seran Aktuna, Dawn Aldrich, Lynn Bartels, Keith Becherer, Ari Belasen, Charles Berger, Olga Bezhanova, Stacey Brown Amilian, Beth Cady, Kevin Cannon, Kimberly Carter, Mike Crider, Josie DeGroot-Brown, Susan Dieleman, Cherese Fine, Thomas Foster, Sherry Goebel-Parker, Chris Gordon, Keqin Gu, Nicholas Guehlstorf, Candace Hall, Nancy Huyck, Janice Joplin, Cem Karacal, Jessica Kerr, Shane Kessinger, Erik Kirk, Bill Kolling, Timothy Lewis, Tianyu Li, Lindsey Loyd, Mark Luer, Sarah Luesse, Alison Lamothe, Lety Lara-Cassen, Nancy Lutz, John Matta, Tim McPherson, Ed Navarre, Marcelo Nieto, Trish Oberweis, James Panico, Chris Pearson, Mark Poepsel, Laurie Puchner, Howard Rambsy, Donavan Ramon, Alison Reeves, Melissa Ringer, Katie Ronald, Alli Sauerwein, Tim Schoenecker, Matt Schunke, Wendy Shaw, Greg Sierra, Walter Siganga, Jill Smucker, Laura Strom, Rebecca Swartz, Kevin Tucker, Erin Vanderbunt, Vicki Van Tuyle, Jerry Weinberg, Anne Werner, Angie White, Ron Worthington, Huaibo Xin, Bin Zhou, Jianpeng Zhou

Faculty Senate approved the request of Shannon McCarragher, Meredith Verrochi, and Carrie Vogler to attend the meeting via Zoom.

Consideration of Minutes:

The October 6, 2022 minutes were approved as written.

Public Comment:

There was no public comment.

Guests:

Grad Council Chair Michael Shaw gave a presentation, summarizing the council discussions on graduation and retention rates. Chancellor James Minor and Provost Denise Cobb gave presentations about enrollment and retention challenges, then took questions from the in-person and virtual audience. All three presentations are attached.

Reports from Standing Committees:

UPBC: see attached report.

IBHE Faculty Advisory Council: see attached report.

Reports from Council Chairs:

See attached reports from Curriculum Council and Faculty Development Council.

Adjournment:

The meeting adjourned at 4:50 pm.

Submitted by Michael Tadlock, University Governance

Retention and Graduation

Faculty Senate
November 3, 2022

Reminder: The SIUE Strategic Plan

- **Pillar 1: Access and Opportunity**

- Focus on enrollment and values, recruiting relationships, quality of our program offerings, student engagement and mentoring.

- **Pillar 2: Student Success and Inclusive Excellence**

- [High impact practices](#), reduce DWF rates, EDI and Anti-Racism initiatives, dashboards.

- **Pillar 3: Excellent and Diverse Faculty and Staff**

- Recruit, support, sustain diverse and accomplished faculty, staff and admins. Support pursuit of external funding for SIUE's core mission. Student centered faculty who value diversity.

- **Pillar 4: Change Agent**

- Focus on external partnerships, community relationships, and values.

- **Pillar 5: Sustainability**

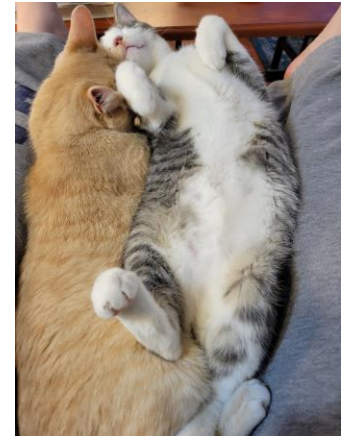
- Focus on finances and giving. Efficiency, philanthropy, leveraging and stewardship of resources.

Enrollment growth: The challenge before us.

- Work from U of Chicago:
 - [“Are GPAs an Inconsistent Measure of College Readiness across High Schools? Examining Assumptions about Grades versus Standardized Test Scores,” Allensworth, E. M.; Clark, K.](#)
- Students with 3.0 - 3.25 HSGPA have a 48% probability of graduating within 6 years.
 - We require 2.6 for admission.
 - 90% graduation rate is our goal.
- There is a disconnect here.

Areas to focus on:

- Data driven best practices.
- Student needs
- Faculty and staff buy-in and support



Gratuitous
picture of my
cats.

Expertise in best practices

- Many in admin have deep knowledge of current best practices in retention, recruiting, and graduation matters
 - Office of Enrollment Management
 - Director of Retention
 - Marketing
- Also tap expertise among individuals with Education backgrounds.
- Have offices cooperate with Departments to set goals through existing admin structure.
 - Provost ↔ Deans ↔ Departments
 - Streamline lines of communication.



Some Best Practices

- Foster mentoring relationships
 - This is a key best practice at grad level, see Mentoring website
 - SOAR, GAME, FAME
 - Need general program for struggling students.
- Foster Peer-to-Peer relationships
 - Peer Led Team Learning usually applied at freshman level, but team building is important for grad students, too
 - Cohorts can help
 - <https://pltlis.org/>
- Supports Pillars 2 and 3

Graduate Faculty		
Graduate Faculty Resources	<h2>Mentoring Graduate Students</h2> <p>Faculty Professional Development Resource</p> <p>The Graduate School has developed an interactive on-demand professional development tool for faculty to enhance the mentoring of graduate students. The online modules can be completed in any sequence and the included resources can be referenced at any time. The modules include information, resources, and case studies on the topics of connecting students with campus resources, supporting mentees, navigating mentoring challenges, and culturally-aware mentoring.</p> <p>Access the on-demand mentoring modules</p> <p>Graduate Student Mentoring Agreement</p> <p>The Graduate School created the Graduate Student Mentoring Agreement, an online tool designed to articulate the goals and plans of the unique mentoring relationships between faculty and graduate students. The Mentoring Agreement is customizable to fit the needs of a variety of mentoring contexts, including the ability to add as many of the below modules as desired:</p> <ul style="list-style-type: none">• Mentor & Mentee Profiles (<i>getting to know one another</i>)• Communication Plan (<i>to identify preferred contact info, meeting frequency & methods</i>)• Project Planner (<i>to develop goals, milestones, and target dates of a project</i>)• Mentoring Contract (<i>to clarify expectations of both parties</i>)• Individual Development Plan (<i>to articulate mentee's career goals and a collaborative plan for skill development</i>)• Document Review (<i>to facilitate review of professional documents such as a resume, cover letter, interview videos, portfolio docs</i>) <p>The Mentoring Agreement can be initiated by either the mentor or the mentee in the Kualu Build system. Once submitted, it will be routed to the other party for review, completion, and approval. Following a final approval by the mentor, both parties will receive a PDF copy of the Agreement via email.</p> <p>Helpful External Resources</p> <ul style="list-style-type: none">• Tips to Keep Graduate Students Motivated & Productive from the National Center for Faculty Development & Diversity (If you have not yet activated your NCFDD membership to view this article,	Forms
Overview		Graduate Catalog
Teacher-Scholar Philosophy		
Scholarly Impacts		
Graduate Program Director Resources		
Course & Program Revisions		
Graduate Faculty Status		
Emeritus Graduate Faculty		
Mentoring Graduate Students		
Graduate Council		
Research Center Faculty		

Apply EDI best practices

The Important Role of Chemistry Department Chairs and Recommendations for Actions They Can Enact to Advance Black Student Success

Jennifer Shalini Collins* and Susan V. Olesik

📄 **Cite this:** *J. Chem. Educ.* 2021, 98, 7, 2209–2220

Publication Date: June 23, 2021

<https://doi.org/10.1021/acs.jchemed.0c01329>

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843	7	1
LEARN ABOUT THESE METRICS		

- Such initiatives improve learning environment for everyone and specifically engage communities which have been traditionally marginalized.
- Example given here gives 5 recommendations + tools to achieve them
 - “disaggregate data to make publicly visible racial inequities”
 - “offer formal opportunities for Black students to candidly share their perspectives”
 - “conduct systematic assessment of course syllabus” (useful for P&T!)
 - “measure teaching practices” (useful for P&T!)
 - “create chemistry education research positions” (suggest “discipline specific”)

Apply Best Practices to Enrollment

Undertake general activities that provide more visibility:

- Better academic reputation, provide success stories of our graduates in different fields, submit reports to local/state/national news that reflect on our strengths and success of our students.
- Stronger presence in social media, where high school students get their information. Platforms such as YouTube, Facebook, Tik Tok, etc.
- Push our brand:
 - to be a “**cougar**”, support events that bring different generation of alumni and reflect it in media, like homecoming and bringing alumni families and potential new students’ families together. Many Departments have such events already.
 - Support activities that bring potential students to campus even years before they would enroll (community engagement, Pillar 4)

Student Needs

- Make potential students clearly understand that earning a college degree is a “marathon” process
 - Especially important for first generation college students with less prior experience in the family.
 - Some freshman students are overwhelmed by the workload and commitment and do not realize that if earning a college degree is difficult, it has its own rewards.
- Demonstrate education will make a significant difference in students’ lives
- Convince them that the time and money spent, and the challenges they face are worth it!
- Providing extra support for students from marginalized populations.

Student Needs...

The study — a partnership between Edge Research, HCM Strategists, and the Bill & Melinda Gates Foundation — reflects the responses of 1,675 people in seven states (California, Florida, New York, Ohio, Tennessee, Texas, and Washington) who were surveyed in the spring of 2022.

Audrey Williams June, in https://www.chronicle.com/article/some-high-school-grads-say-no-to-college-heres-why-and-what-might-change-their-minds?cid=gen_sign_in

- This article is about undergrads
- We have some of these features and can brainstorm others ... need to market what we have (Pillar 1 and 2)

More Than Just Money

Young adults say a wide range of supports — not just financial — would help them earn or complete a degree.

Share who view type of support as “extremely” or “very” helpful

→	Having more flexibility in programs to fit your life	76%
	Being able to get more education without additional debt	75%
→	Financial-aid adviser who can help with financial aid, scholarships, and questions about managing money	75%
→	Job counselor to help make connections, prepare for interviews, and find jobs	73%
→	Having opportunities to get real-world, hands-on experience while in school	72%
→	Having a free class for all new students on managing personal finances	71%
→	Counselor to help figure out what to study and what classes to take	71%
	Free laptop and <u>internet access</u> when enrolled	70%
	Assistance with costs of living, such as child care and free transportation	70%
	Knowing that all your classes will be in person	44%

Note: Data reflect a spring 2022 survey of 1,675 high-school graduates, ages 18 to 30, who didn't go to a two- or four-year college or dropped out.

Table: Audrey Williams June • Source: [Edge Research](#), [HCM Strategists](#), [Bill & Melinda Gates Foundation](#) • [Get the data](#) • Created with [Datawrapper](#)

Student Needs

- We must recognize and adapt to students' new needs,
 - e.g., group study environment, dual or multi-disciplinary majors, re-think Gen Ed curriculum, to provide the skills of strength and creativity for survival in the 21st century.
- Better align classroom teaching with practice.
 - Create a good research environment for students. Increase faculty/student direct interaction in research. (High impact practice: Pillar 2)
- Clarify the goal of college,
 - integrate faculty's traditional learning and hierarchical structure, and 21st century perspectives from students.

DWF rates?

- At risk students need small class sizes, instructor attention.
 - Go back to best practices at other institutions for success stories on reducing DWF rates for Gateway courses.
 - Work with departments rather than imposing a top-down strategy.
 - Withholding resources as “punishment” for DWF rates will backfire.
- Consider alternate techniques for grading, rather than point-based systems
- Better interventions...

Revise Intervention Strategy?

- Remediate basic college life skills:
 - FST, student success coaches, etc.
- Starfish
 - Data collection stops at week 8, when “gateway courses” are beginning to get difficult and start generating meaningful data.
 - SPA process this year meant grad assistants were not hired on time to play a role in generating this data.
 - Students who must work 40 hr/wk in addition to full time status will not be helped by a time management seminar.
 - What automatic interventions are in place for students who end up on DWF lists?
- Analyze and share assessment data please.
 - Decades of data collection! What does it tell us?!

Need faculty/staff buy-in and bottom-up strategies

- Work with stakeholders on fear of change,
 - including to curriculum, physical structure, teaching modes, etc.
- Suggest each department come up with ways to improve recruitment, retention, and graduation rates as appropriate using factbook data as a starting point.
 - https://www.siue.edu/inrs/factbook/Program_rates.shtml
- Offer faculty development workshops focusing on how we can help students with struggles in their courses (or their personal lives).

Faculty & Staff Compensation and Work Environment

- Improve morale:
 - Request recognition by admin. of the worth of faculty and staff.
 - Reduce turnover rate in advising positions.
 - If administration is going to ask us to extend grace to students, they should extend grace to faculty
- Salary adjustments to offset pay compression, compensation for increased work and unpaid responsibilities.
 - Acknowledge national financial situation and reality of inflation.
 - Starting salaries uncompetitive, cost of living increases inadequate. Losing faculty and staff. Review Pillar 3.
- Increase flexibility to offer online and in-person content
 - Allow option for some courses to remain online
 - Compensation (e.g., course release, overload, fellowship, etc.) to develop these courses
 - Decreased and equitable workloads to allow time for such things as increased innovation, research time, and develop experiential learning opportunities.

Faculty & Staff Compensation and Work Environment

- Record faculty development workshops,
 - Let faculty can attend asynchronously, provide more attendance options
- Improve Faculty Development Center
 - Copies of books for book club, study materials, etc.
- Summer Schedule
 - Faculty own the curriculum. Been told this for 24+ years.
 - Courses “suggested” for summer need to be consistent with pre-reqs and co-reqs, timely program completion/graduation in addition to revenue generation.
 - Need to clearly communicate with departments before unilateral changes.

Faculty Senate Concerns

- SPA process
 - Rollout has crippled important institutional functions
 - Need student-facing positions filled before classes start in Fall.
 - Hire advising staff, especially in Engineering!
 - Teaching assistants who teach actual classes need to be in place and trained before classes begin, not 2-3 weeks in. Affects grading and ability to fill out timely Starfish reports.
 - Staff shortages increase teaching staff workload, reduces focus on students.
 - Understaffing departments and offices causes active harm to strategic plan goals!
 - Example: Dental School staff can earn more at McDonalds, leads to reduced clinic hours and less service for the community. (Pillar 1 and Pillar 4)
 - Replace positions open due to retirements so as to maintain accreditations (Pillar 2).
 - Develop more nimble hiring policies.
 - Please revise and provide guidance as to how to navigate the process.
 - Don't ask for information that is not available to departments.

Support Relevant Activity

- The 2022 IEGE Program deadline just passed, with the theme of retention, recruitment and graduation.
- If there are worthy proposals but insufficient funds, admin could invest in this activity.
- Admin could provide extra funding to extend ideas that make sense to undergrad level.



*The Graduate School is pleased to announce
the call for proposals for the 2022-2023*

Innovation & Excellence in Graduate Education Program

The purpose of the program is to support innovation and improvements in graduate education at SIUE, and is supported by the Rosemarie Archangel, Ellen Sappington and Stephen & Julia Hansen endowment.

Proposal Theme for 2022-2023:

Strategic Improvements in Recruitment, Retention, & Degree Completion

Proposals are to focus on efforts that will support strategic advances in graduate student recruitment, retention, and/or degree completion. Collaborations across programs/departments are encouraged.

Funds Available:

One or more proposals will be funded up to a total of \$12,000

Salaries are not eligible for funding. See [online application](#) for details.

Who Can Apply?

Any SIUE faculty or staff member

How to Apply:

Complete the [online application](#) by the deadline of October 3, 2022

Application Timeline:

- Submission Deadline = Monday, 10/3/22
- Awardees Notified = Early November 2022

Conclusion

- Faculty Senate is happy to help but recognize we meet 90 minutes per month.
- Promote grace being shown between students, faculty and administration.
- Use data driven best practices and expertise in admin and among faculty to formulate rational policies to increase enrollment.
- Be aware that morale and workload will play into ability to succeed.



Charge originally included “Recruiting”

- Great discussion with Scot Belobrajdic and Jim Monahan in Grad Council 2022-10-20.
 - Analyzing enrollment patterns over last decade
 - Working through Deans with Departments to establish target enrollment sizes via data and negotiation rather than guesswork
 - Communication with Departments to “right size” recruiting efforts is vital
 - Can provide lists of a few potential good students “on the fence”
 - 1-on-1 Q&A with potential faculty mentor might be enough to recruit
- Summary: Professionals are working on this aspect of enrollment growth. Faculty Senate can support but need to not get in the way.

Appendix: Slides from Individual Council Presentations

- Curriculum Council
- Faculty Development Council
- Welfare Council
- University Budget, Finance and Operation Council
- Graduate Council

- Minor liberties taken with slides.

Undergraduate Curriculum Council Feedback

Curriculum Council Concerns

- Core curricular concerns regarding enrollment, retention, and graduation focus on having the personnel (faculty and staff) along with appropriate planning to implement the curriculum
 - Shared Governance and Communication
 - SPA Process
 - Faculty and Staff Compensation
 - Staffing Burden

Shared Governance and Communication

- Impact on curriculum
 - Historically, Curriculum is "faculty-owned"
 - Decisions on key issues such as determination of summer offerings best in hands of people directly involved with implementation of curriculum
 - Inadequate course offerings affect students ability to progress on time and to complete degrees
- Possible improvements / Desired changes
 - Improved communication from administration to faculty, not just reliant on Deans
 - Course offerings not determined based on how much revenue they generate, rather on program/student needs
 - Communication with faculty prior to changes in curricular matters such as course scheduling

SPA Process

- Impact on curriculum
 - Impacts ability to have adequate faculty to deliver courses and staff to support these courses
 - Significant delays in hiring needed assistants (such as serving as lab instructors)
 - Adds to an already lengthy onboarding process
- Possible improvements / Desired changes
 - Revision of process to enhance efficiency
 - Clear communication regarding how to increase likelihood of approval

Faculty and Staff Compensation

- Impact on curriculum
 - Base salary for new hires increasingly noncompetitive, making it hard to recruit new people
 - Salary increases not keeping up with cost of living increase, making it difficult to retain quality faculty and staff
- Possible improvements / Desired changes
 - Recognition by the administration of the worth of the faculty and staff of SIUE
 - Acknowledgement of the national financial situation including unprecedented inflation
 - Appropriate salary increases in recognition of increased cost of living

Staffing Burden

- Impact on curriculum
 - Staff are vital part of every department and essential to successful implementation of curriculum
 - Staff shortages directly result in increased workload on remaining staff as well as faculty
 - Staff shortages decrease the capacity of faculty members to teach
- Possible improvements / Desired changes
 - Increase number of staff positions
 - Streamlining the SPA process to allow for more timely hiring

Faculty Development Council Feedback

FDC: Issues to address

- Excellence in Undergrad Ed, Teaching Excellence Award funding cut?
- Course scheduling
 - Time to graduation
 - Revenue sharing for winter
 - Faculty/Department autonomy
- Faculty morale
 - Raises don't match inflation
 - Low faculty morale leads to less innovation in teaching, etc.
 - Junior faculty morale is particularly important for faculty recruitment (heavy teaching and research burden, in addition to other outside responsibilities [e.g., childcare, elder parent support, etc.]

FDC: Suggestions for action

- Match inflation for salaries
- Positive work culture IS faculty development and important for recruitment
- Scheduling must be collaborative; departments must be allowed to provide context to scheduling
- Smaller course sizes to help struggling students and increased teaching support for large classes
- Mental health support for faculty
- Alternative grading techniques (rather than point-based systems)

Wellness Report Suggestions

- More flexibility to offer online content (allowing the option for some courses to remain online) and compensation (e.g., course release, overload, fellowship, etc.) to develop these courses
- Record all faculty development workshops, so faculty can attend asynchronously or provide more attendance options
- Decreased and equitable workloads to allow time for such things as increased innovation, research time, and developing experiential learning opportunities
- If administration is going to ask us to extend grace to students, they should extend grace to faculty
- Salary adjustments to offset pay compression, compensation for increased work and unpaid responsibilities

Develop new ways of organizing the university on a basic level.

- Overcome the fear to change, including but not limited to curriculum, physical structure, teaching modes, etc.
- Further clarify the goal of college, with careful consideration and integration of faculty's traditional learning and hierarchical structure, and the 21st century perspectives from students.
- Adapt to students' new needs, e.g., group study environment, dual or multi-disciplinary majors, re-thought Gen Ed curriculum, to provide the skills of strength and creativity for survival in the 21st century.
- Incorporation of classroom teaching into practice. Create a good research environment for students. Increase faculty/student direct interaction in research.

- Invest in faculty and shared governance.
 - Departments decide summer course offering and scheduling.
 - Less direct influence from the administration, more consulting with faculty before decision being made.
 - University provides more funding and resources for Faculty Development Center, e.g., copies of books for book club, study materials, etc.



Faculty Senate

**Recommendations to improve Enrollment,
Retention and Graduation (ERG)**

University Budget, Finance and Operation Council

October 2022

Enrollment

General activities that provide more visibility:

- Better academic reputation, providing success stories of our graduates in different fields, having reports in local/state/national news that reflect on our strengths and success of our students (some of them can be paid for).
- Stronger presence in social media, where high school students get their information. Platforms such as YouTube, Facebook, Tik Tok, ...
- Creating our own brand: to be a “cougar”, organizing events that brings different generation of alumni and reflect it in media, like homecoming and bringing alumni families and potential new students families together ...

Enrollment

Activities for special group of students:

- The university as well as degree programs need to identify institutionalized policies and procedures (hidden rules) that might unintentionally keep prospective marginalized populations from applying.
- SIUE may want to consider providing funding for summer and weekend camps to provide more opportunities for potential students and their families in marginalized population.
- Advertising STEM degrees (specially engineering) for female students, and providing success stories about our female graduates.

Retention and Graduation

Retention and graduation numbers are usually analyzed separately, however, the improvement in both category has similar roots: demonstrating that education will make a significant difference in students' their lives, helping them to succeed in their courses, and make them believe that the time and money they spend for their degree and the challenges they face worth it!

- Creating a mentoring program of faculty and successful students to support the students who struggle in their study (similar to GAME and FAME programs).
- Faculty development workshops focusing on how we can help students with struggles in their courses (or their personal lives).
- Providing extra support for students from marginalized population.

Retention and Graduation

- Emphasizing and clarifying that earning a college degree is a “marathon” process, specially for first generation college students with less prior experience in the family. Some freshman students are overwhelmed by the workload and commitment and do not realize that if earning a college degree is difficult, it has its own rewards.

Welfare Council Feedback

Welfare Council

- Work from U of Chicago:
 - [“Are GPAs an Inconsistent Measure of College Readiness across High Schools? Examining Assumptions about Grades versus Standardized Test Scores,” Allensworth, E. M.; Clark, K.](#)
- Students with 3.0 - 3.25 HSGPA have a 48% probability of graduating within 6 years.
 - We require 2.6 for admission.
 - 90% graduation rate is our goal.
 - There is a disconnect here.

Current Interventions?

- Remediate basic college life skills:
 - FST, student success coaches, etc.
 - SPA and inadequate number of advisors.
- Starfish
 - Data collection stops at week 8, when “gateway courses” are beginning to get difficult and start generating meaningful data.
 - SPA process this year meant grad assistants were not hired on time to play a role in generating this data.
 - Students who must work 40 hr/wk in addition to full time status will not be helped by a time management seminar.
 - What automatic interventions are in place for students who end up on DWF lists?
- Share assessment data please.

- Faculty and staff compensation.
 - Fair and competitive compensation
 - Need to reduce turnover rate in advisors.
 - Need positive work environment
- Happy teachers are more effective and compassionate.
 - Student experience is better
 - Great student experience is an investment in future student philanthropy.

- SPA process for understaffed departments and offices is actively harming us!
 - Example: Dental School staff can earn more at McDonalds, leads to reduced clinic hours and less service for the community. (see Pillar 1 and Pillar 4)
 - Replace positions open due to retirements so as to maintain accreditations (Pillar 2).
 - Develop more nimble hiring policies.

Graduate Council Slides

Summary of recent Grad School Initiatives

- Innovation & Excellence in Graduate Education (IEGE) program theme in 2020-2021 was “Excellence in Graduate Student Mentoring,” and the program included:
 - Funded two grant proposals, including development of a comprehensive mentor training program in the School of Pharmacy and professional development for STEM faculty to enhance inclusive mentoring practices under the direction of the STEM Center.
 - Campus workshop in September 2021 open to all faculty where the above mentoring program design and outcomes were shared with the campus community
 - Hosted live virtual workshop in March 2021 by Dr. Laura Lunsford, mentoring researcher and expert, open to all faculty
- New [Graduate Student Mentoring](#) website with Graduate School generated content:
 - sent automatically to any faculty newly approved for graduate faculty status
 - Online modules on graduate student mentoring provide on-demand professional development resource. Includes information on campus resources, practical mentoring tools, culturally aware mentoring, and navigating mentoring challenges.
 - Online Mentoring Agreement available for a variety of mentoring contexts and purposes. Allow faculty and students to formalize their mentoring expectations and plans in a shared written agreement.
 - Links to helpful external resources on mentoring graduate students.
- IEGE program theme in 2021-2022 was “Enhancing Equity, Diversity, and Inclusion in Graduate Education,” and the program included:
 - Funded grant proposal in the School of Pharmacy to create a HBCU recruitment event and implement financial literacy modules for students.
 - Hosted live virtual workshop in February 2022 by Sara Xayarath Hernandez, Associate Dean for Inclusion & Student Engagement for the Cornell University Graduate School, on advancing equity and belonging in graduate education.

Focus on Best Practices

- Foster mentoring relationships
 - This is a key best practice focused on in Mentoring website
 - Works for undergrads too!
- Foster Peer-to-Peer relationships
 - Peer Led Team Learning usually applied at freshman level, but team building is important for grad students, too
 - Cohorts can help
 - <https://pltlis.org/>

Graduate Faculty

Graduate Faculty Resources

Overview

Teacher-Scholar Philosophy

Scholarly Impacts

Graduate Program Director Resources

Course & Program Revisions

Graduate Faculty Status

Emeritus Graduate Faculty

Mentoring Graduate Students

Graduate Council

Research Center Faculty

Mentoring Graduate Students

Faculty Professional Development Resource

The Graduate School has developed an interactive on-demand professional development tool for faculty to enhance the mentoring of graduate students. The online modules can be completed in any sequence and the included resources can be referenced at any time. The modules include information, resources, and case studies on the topics of connecting students with campus resources, supporting mentees, navigating mentoring challenges, and culturally-aware mentoring.

Access the on-demand mentoring modules

Graduate Student Mentoring Agreement

The Graduate School created the **Graduate Student Mentoring Agreement**, an online tool designed to articulate the goals and plans of the unique mentoring relationships between faculty and graduate students. The **Mentoring Agreement** is customizable to fit the needs of a variety of mentoring contexts, including the ability to add as many of the below modules as desired:

- Mentor & Mentee Profiles (*getting to know one another*)
- Communication Plan (*to identify preferred contact info, meeting frequency & methods*)
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- Mentoring Contract (*to clarify expectations of both parties*)
- Individual Development Plan (*to articulate mentee's career goals and a collaborative plan for skill development*)
- Document Review (*to facilitate review of professional documents such as a resume, cover letter, interview videos, portfolio docs*)

The Mentoring Agreement can be initiated by either the mentor or the mentee in the Quali Build system. Once submitted, it will be routed to the other party for review, completion, and approval. Following a final approval by the mentor, both parties will receive a PDF copy of the Agreement via email.

Helpful External Resources

- **Tips to Keep Graduate Students Motivated & Productive** from the 47 National Center for Faculty Development & Diversity (*If you have not yet activated your NCFDD membership to view this article,*

Forms

Graduate Catalog

Recruiting events

- Grad School Open Houses:
11 a.m. or 6 p.m.
 - Tuesday, Oct. 11 - School of Business and School of Engineering
 - Thursday, Oct. 13 - College of Arts and Sciences and School of Pharmacy
 - Thursday, Oct. 18 - School of Education, Health and Human Behavior and School of Nursing
- Can departments host their own?

<https://www.siu.edu/graduate-admissions/about-us/events-feed/graduate-school-open-house.shtml>

The screenshot shows the 'About Us' page for the Graduate School Fall Open House. The navigation bar includes links for Home, About Us, Graduate Programs, How to Apply, Admitted Students, Cost & Financial Assistance, and Contact Us. The 'About Us' section is active, with a sidebar menu containing Overview, Events, Graduate Viewbook, and Resources for Black and Latinx Students. The main content area is titled 'Graduate School Fall Open House' and provides the following details:

- Start Date/Time:** October 11, 2022 at 11:00 AM
- End Date/Time:** October 18, 2022 at 6:00 PM
- Location:** Zoom

Plan to attend our virtual open house and learn more about graduate programs at SIUE!

11 a.m. or 6 p.m. (CT), One-hour sessions

- Tuesday, Oct. 11**
 - School of Business
 - School of Engineering
- Thursday, Oct. 13**
 - College of Arts and Sciences
 - School of Pharmacy
- Tuesday, Oct. 18**
 - School of Education, Health and Human Behavior
 - School of Nursing

Each one-hour session will include:

- A brief overview of graduate studies at SIUE
- Information about financial support, including scholarships and graduate assistantships
- Breakout sessions to learn about specific programs
 - Hosted by the academic departments
 - Program overview
 - Q&A with the opportunity to talk to faculty
 - Participants may attend breakout sessions for multiple programs

Advance registration is required, and a Zoom link will be provided via email. There is no cost to attend the open house.

Students who attend an open house event will receive an application fee waiver!
(programs using the Centralized Application System are not eligible)

Useful!



Current Relevant Activity!

- The 2022 IEGE Program deadline just passed, with the theme of retention, recruitment and graduation.
- If there are worthy proposals but insufficient funds, admin could invest in this activity.
- Admin could provide extra funding to extend ideas that make sense to undergrad level.



The Graduate School is pleased to announce
the call for proposals for the 2022-2023
Innovation & Excellence in Graduate Education Program

The purpose of the program is to support innovation and improvements in graduate education at SIUE, and is supported by the Rosemarie Archangel, Ellen Sappington and Stephen & Julia Hansen endowment.

Proposal Theme for 2022-2023:
Strategic Improvements in Recruitment, Retention, & Degree Completion

Proposals are to focus on efforts that will support strategic advances in graduate student recruitment, retention, and/or degree completion. Collaborations across programs/departments are encouraged.

Funds Available:
One or more proposals will be funded up to a total of \$12,000
Salaries are not eligible for funding. See [online application](#) for details.

Who Can Apply?
Any SIUE faculty or staff member

How to Apply:
Complete the [online application](#) by the deadline of October 3, 2022

Application Timeline:

- Submission Deadline = Monday, 10/3/22
- Awardees Notified = Early November 2022

Need to work with current best practices

- Many in admin have deep knowledge of current best practices in retention, recruiting, and graduation matters
 - Office of Enrollment Management
 - Director of Retention
 - Marketing
- Have these offices cooperate with Departments to set goals through existing admin structure rather than via Faculty Senate
 - Provost ↔ Deans ↔ Departments
- Foster Faculty-Student relationships and student-student relationships

Need faculty buy-in, bottom up strategies

- Suggest that each department come up with ways to improve recruitment, retention, and graduation rates as appropriate using factbook data as a starting point.
 - https://www.siue.edu/inrs/factbook/Program_rates.shtml
- Suggest each department update the “optimal size of program” information... may have been a decade since the last update, and available faculty may have had an impact.

Chronicle Article...

The study — a partnership between Edge Research, HCM Strategists, and the Bill & Melinda Gates Foundation — reflects the responses of 1,675 people in seven states (California, Florida, New York, Ohio, Tennessee, Texas, and Washington) who were surveyed in the spring of 2022.

Audrey Williams June, in https://www.chronicle.com/article/some-high-school-grads-say-no-to-college-heres-why-and-what-might-change-their-minds?cid=gen_sign_in

- This article is about undergrads
- We have some of these features and can brainstorm others ... need to market what we have

More Than Just Money

Young adults say a wide range of supports — not just financial — would help them earn or complete a degree.

Share who view type of support as “extremely” or “very” helpful

→ Having more flexibility in programs to fit your life	76%
Being able to get more education without additional debt	75%
→ Financial-aid adviser who can help with financial aid, scholarships, and questions about managing money	75%
→ Job counselor to help make connections, prepare for interviews, and find jobs	73%
→ Having opportunities to get real-world, hands-on experience while in school	72%
→ Having a free class for all new students on managing personal finances	71%
→ Counselor to help figure out what to study and what classes to take	71%
Free laptop and <u>internet access</u> when enrolled	70%
Assistance with costs of living, such as child care and free transportation	70%
Knowing that all your classes will be in person	44%

Note: Data reflect a spring 2022 survey of 1,675 high-school graduates, ages 18 to 30, who didn't go to a two- or four-year college or dropped out.

Table: Audrey Williams June • Source: [Edge Research](#), [HCM Strategists](#), [Bill & Melinda Gates Foundation](#) • [Get the data](#) • Created with [Datawrapper](#)



ENROLLMENT

12,519 Students enrolled

1,865 First-Time, First-Year students

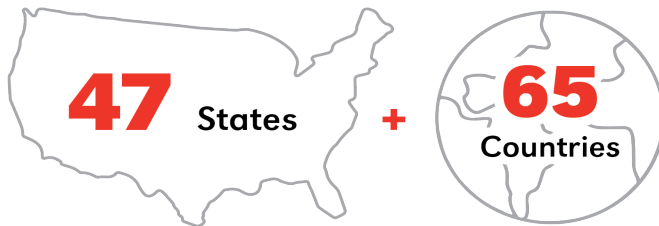
Undergraduate

Graduate/Professional

9,025

3,494

Students come from



898 Record International Enrollment
67% (362) from Fall 2021



STUDENT SUCCESS AND INCLUSIVE EXCELLENCE

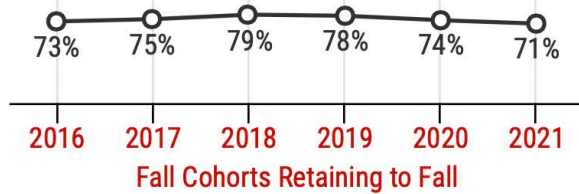


FALL 2021 COHORT

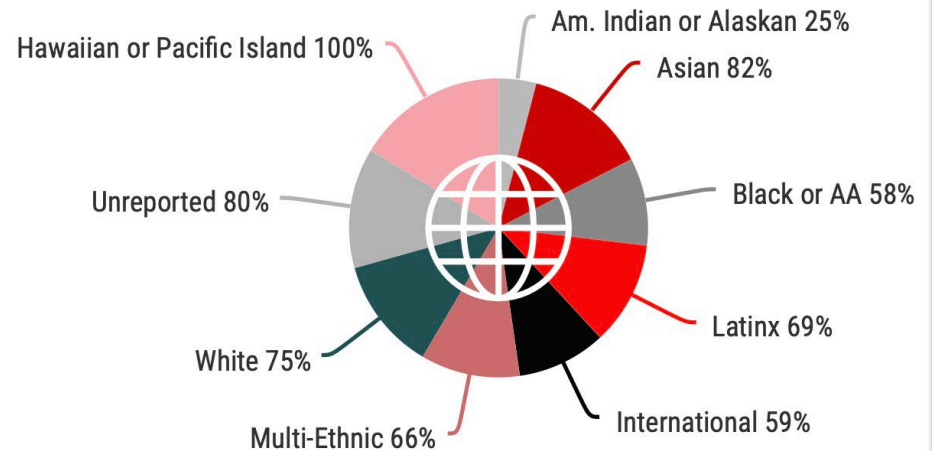
Full-Time Freshman Retention

71%

**Fall 2021 FTFR
RETENTION RATE**

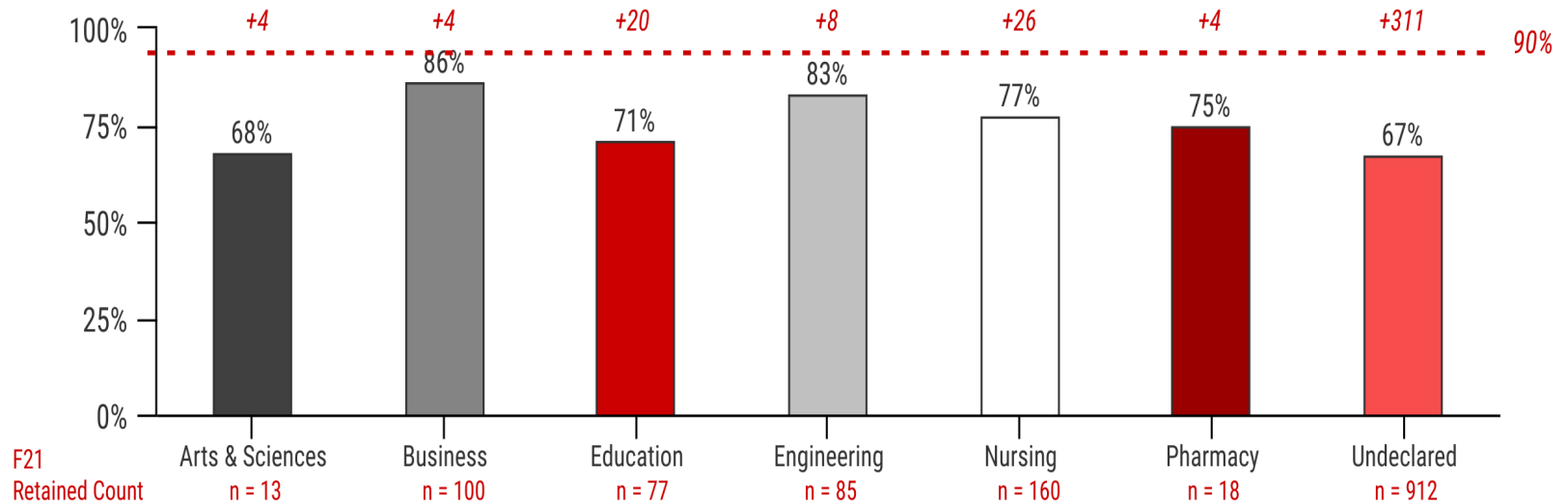


Race/Ethnicity Retention



Percent Cohort Retention by School Fall 2021 Cohort

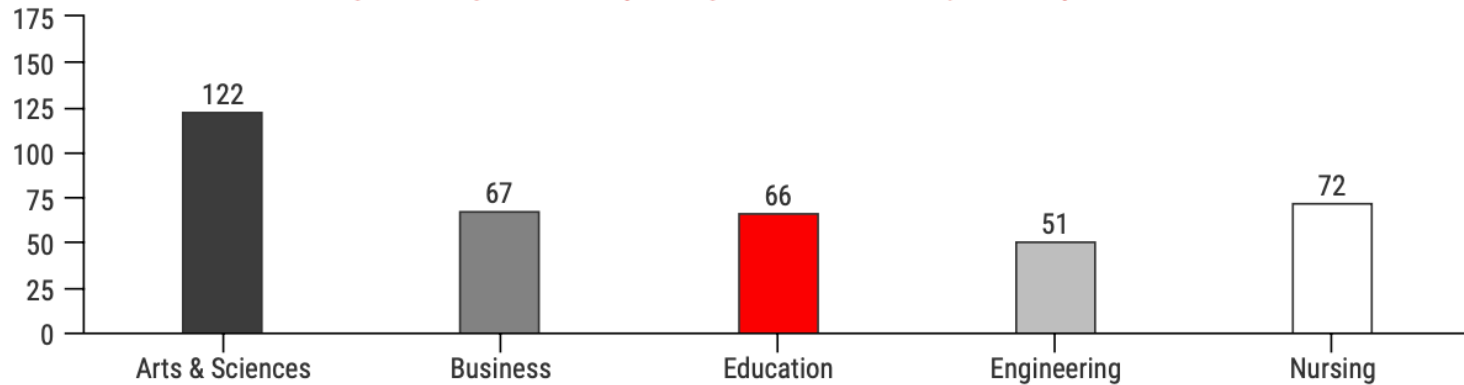
Additional students to successfully retain to reach 90%



Fall 2021 FTFR Cohort

Additional students to successfully retain to reach 90%, n=377

Distributing Direct Entry and Undeclared based on the average proportion of graduating students by college/school over the past five years



Enrollment Systems, Research & Analysis
Additional retention details found: sue.edu/inrs/factbook

Data as of September 2, 2022 Census

Original 202135 FTFR Cohort = **1,936**
Retained Fall 2022 = 1,365

2015 Cohort

	4 yr grad rate	6 yr grad rate
White	36%	56%
Asian	17%	46%
African American	10%	29%
LatinX	29%	45%
Total	30%	49%

—

A large, light-colored sign with the text "SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE" is mounted on a brick base. The sign is set against a backdrop of tall pine trees and a blue sky with white clouds. The foreground is a grassy field.

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Faculty Senate

Enrollment and Retention Conversation

11.3.22

Note: This presentation includes contributions from multiple offices (e.g. Enrollment Management), including slides and analysis from SIUE's ESRA team.

Sample Retention Initiatives

- Shared data about the **lack of availability of seats** in critical courses and **improved scheduling**
- Launched and it is now standard practice to conduct **pre-registration** in the Springboard/New Student Orientation sessions
- **Convened a scheduling group** to improve course offerings and seat availability
- Supported multiple **course redesign projects** that targets top 25 enrolled courses, particularly those with high DFW rates; Completed multiple rounds of this initiative; Brought Dr. David Laude to campus to focus on funded redesigns in STEM (faculty supported to develop TIES)
- Implemented New Math Placement and Placement Support (ALEKS-PPL) and transitioned all students in non-credit bearing AD MATH into **credit bearing scaffolded sections**
- Implemented new self-directed placement for Reading and English; Expanded enhanced English sections; Developed reading supplements around credit-bearing courses in English, Sociology, History, Anthropology, and Psychology
- Increased support for NTT faculty through new on-boarding processes
- Leveraged analysis from **CPAN and ESRA** to improve retention efforts
- Developed a more robust **Honors Program**; Expanded enrollment and access; Broadened representation
- Changed policy 111 and built additional supports
- Added HIPs (e.g. SSCC)
- Piloted and continued the **Cougar Connector Program** (students supporting students and integrated the program with FST)

Retention: Scholarship and Aid

- Implemented institutional need-based aid
- Reduced students' unmet need
- Created the SIUE Commitment

Retention: Academic Support Units

- Created and hired two new Student Success Coach positions
- Supplemental education ~**30,000** usages
- Addressing registration roadblocks
- GRASP sessions required for students on academic probation
- SASS programs
- CORE Summer Success Program
- CORE Pre-Collegiate Pathways
- CORE E-Plugs



Build on what works

- Expanded access to **FAME/GAME** and added resources to SOAR
 - developed the **BSE**
- Supported the launch of **CODES (Dr. Jessica Despain's leadership)**
 - Integrated and Appreciative Advising
 - Cohorting
 - Mentoring
 - Academic Support
 - High Engagement
 - Inclusive and equitable access to HIPs



Top 25 Highest Enrollment - DFW Rates

Top 25 Highest Enrolled Courses w 

CourseID	DFW Grades	Total Grades	% of Total
MATH150	113	196	57.7%
MATH120	235	463	50.8%
MATH125	100	231	43.3%
CS140	58	135	43.0%
BIOL140	186	464	40.1%
AD070	61	169	36.1%
BIOL240A	55	153	35.9%
ECON112	87	263	33.1%
ECON111	94	288	32.6%
CMIS108	130	441	29.5%
QR101	176	625	28.2%
SOC111	69	254	27.2%
PSYC111	185	694	26.7%
AD116	68	277	24.5%
ACS101	267	1089	24.5%
MUS111	78	321	24.3%
CHEM120A	97	404	24.0%
ENG102	88	382	23.0%
CHEM121A	67	314	21.3%
ACCT200	52	266	19.5%
ART111	58	308	18.8%
RA101	186	1077	17.3%
CHEM124A	66	401	16.5%
ENG101	123	782	15.7%
FST101	256	1769	14.5%

Graded Term

202135

Entry Term & Type

All

Academic Standing

All

Metamajor

All

Is SOAR

All

Student Major By College

All

Last Enrolled Term

All

Degree Award Status

All

Race Category

All

Gender

All

First Generation

All

Pell Eligibility

All

Is Honors

All

Course College, Subject, CourseID

All

Instructional Method

All

Enriched Indicator

All

Top 25 with Highest # of DFWs

Top 25 Courses with Highest Number of DFWs

CourseID	DFW Grades	Total Grades	% of Total
ACS101	267	1089	24.5%
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ACCT200	52	266	19.5%

Graded Term
202135

Entry Term & Type
All

Academic Standing
All

Metamajor
All

Is SOAR
All

Student Major By College
All

Last Enrolled Term
All

Degree Award Status
All

Race Category
All

Gender
All

First Generation
All

Pell Eligibility
All

Is Honors
All

Course College, Subject, CourseID
All

Instructional Method
All

Enriched Indicator
All

Top DFW Courses In Each Metamajor

Graded Term	202215		
Metamajor	DFW	All Grades	% of Total
<input type="checkbox"/> No Metamajor	4228	31514	13.4%
<input type="checkbox"/> BT - Business & Technology	367	1030	35.6%
<input type="checkbox"/> SM - Natural Science & Medical Prof	289	1406	20.6%
<input type="checkbox"/> SB - Social & Behavioral Sciences	229	900	25.4%
<input type="checkbox"/> UX - Undecided	207	946	21.9%
<input type="checkbox"/> AH - Arts & Humanities	180	626	28.8%
<input type="checkbox"/> NH - Nursing & Health Professions	156	528	29.5%
<input type="checkbox"/> EM - Engineering-Math & Sciences	134	499	26.9%
<input type="checkbox"/> ED - Education-Teaching & Learning	61	249	24.5%
<input type="checkbox"/> PA - Performing Arts	25	96	26.0%

Graded Term

202215

Academic Standing

All

Enriched Indicator

All

Last Enrolled Term

All

Race Category

All

Is Honors

All

Is SOAR

All

Gender

All

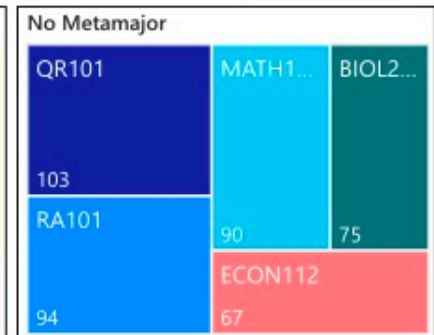
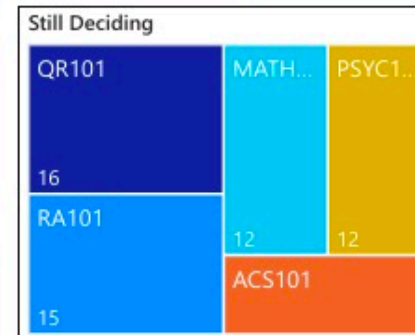
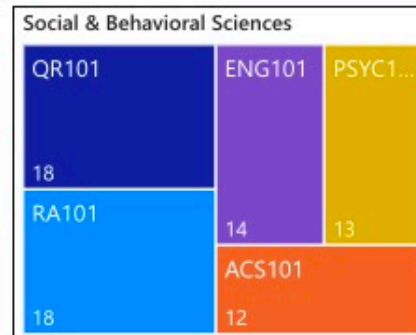
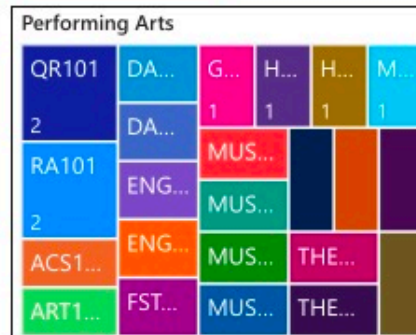
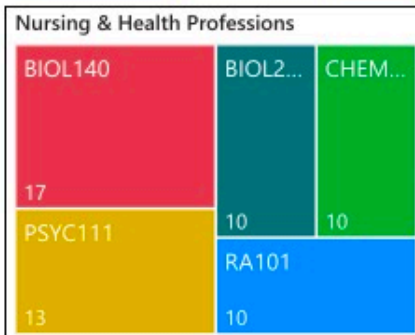
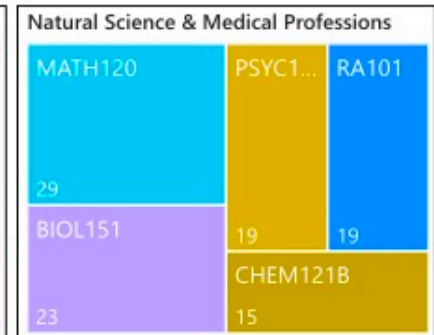
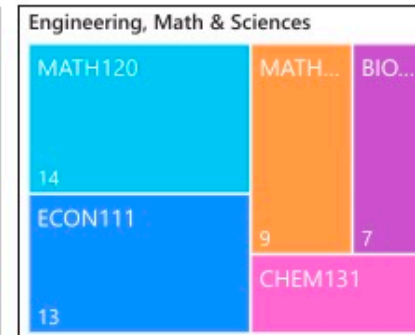
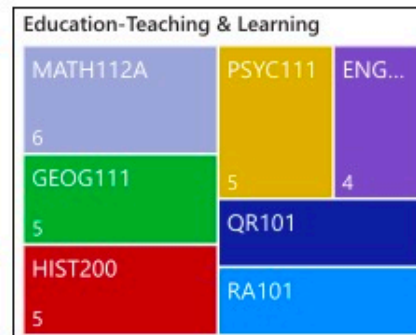
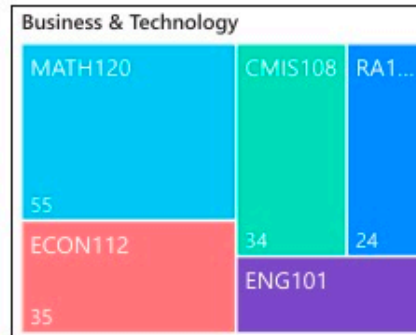
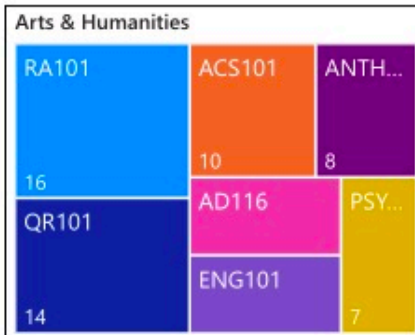
First Generation

All

Pell Eligibility

All

Top 5 DFW Courses By Metamajor



From our ESRA team....

- On average, 80% of students who received a DFW did not have a flag raised
- We need greater attention to raising flags, and we have changed the collection period and population.



Starfish EASE Progress Surveys

(from ESRA and Retention and Student Success)

- Expanded initiative to all undergraduates as of Fall 2020
- Activated three times per semester to identify concerns during accelerated parts of term (eight-week sessions) as well as full term classes
- Students, success coaches, and advisors are alerted
- Outreach is attempted and the loop is closed
- **Fall 2022 focus:** Encourage faculty to utilize flags for timely intervention at *any* time and for *all* students throughout the semester, not just during progress survey time



Starfish Institutional Retention Index

- ESRA and ITS mapped student data for anyone enrolled since 2016
- Starfish data science team built predictive model of undergraduate student retention using random sample of 80,009 term registrations
 - Positive outcome = student graduates or begins another term of study within one year
- Represents **likelihood** of retaining, based on **historical** patterns
 - Example: if student has a retention index value of 80, may be interpreted that about 80% of similar students went on to retain
- Started with over 50 factors considered for every partner school
 - Removed factors that did not have sufficient coverage
 - **38 Factors used in the predictive model for SIUE**

What can you do to help?

- Work with your department and Dean's Office to **improve course scheduling and seat availability.**
- **Reduce DFW rates;** Support course redesigns and ensure student-centered pedagogy in your departments; Utilize local assessment data to improve learning; Encourage participation in faculty development events that will help promote student learning, increase success, and close equity gaps (e.g. the upcoming Continuous Improvement Conference)
- **Complete Starfish reports** (not just for athletes or SOAR students)
- Design curricula to ensure that every student will participate in at least two well-designed and intentional **high impact practices** embedded in the curriculum – early and often, if possible
- Join upcoming conversations about how we might envision reasonable changes to an SIUE education that could yield positive outcomes for students – **Change Makers Proposal**

FS Report
11/3/2022

UPBC

UPBC Met October 7 2022

Chancellor Minor led a discussion on the current budget and the status of the Strategic Plan. A handout in draft form was distributed from Enrollment Management which included information about the fall 2021 cohort as related to retention and student success, as well as data received by IBHE yesterday during the SIU System meeting. A discussion about the Faculty and Staff SPA processes was had, and the Council members encouraged progress reports on the number of jobs approved through the processes to be released to help stop any misinformation spreading on campus.

Next meeting November 4 2022

IBHE-FAC report for the SIUE Faculty Senate meeting on 3 November 2022

The IBHE-FAC met on 21 October 2022 at Benedictine University in Lisle (Zoom option).

Shawn Schumacher, FAC Chair, is now meeting each month with Stephanie Bernoteit, (Executive Deputy Director of Academic Affairs, IBHE) to improve communication and coordination between the FAC and IBHE.

Jen Delaney, faculty representative on the IBHE, highlighted some issues related to the current funding commission, particularly the potential application of adequacy models to higher education, about which she has some concerns. She encouraged people to participate in public meetings during these types of formative phases – she has been attending commission meetings and making comments during the public comment period.

Jaimee Ray, IBHE Legislative Liaison, highlighted the student federal loan forgiveness program. Due to the election season, there is not much legislative action at any level likely until January. Starting in January, IBHE meetings will go back to being in-person; they are starting to have physical locations as well as Zoom in November.

Dr. Ken Newbold, Provost and Chief Academic Officer, Benedictine University, discussed how Benedictine has approached issues of diversity, equity, and inclusion. In particular, he incorporated three of the Benedictine Hallmarks (hospitality, community, and listening) as examples of how his institution has developed in this area in ways consistent with their identity as a Catholic institution in the Benedictine tradition. He closed the discussion with the comment that we (higher education institutions) are all mission-driven – if we cannot tie things back to our mission, we shouldn't be doing it, so it matters that diversity, equity, and inclusion work tie back to the mission.

U.S. Representative Sean Casten (D-6th District), talked informally with the FAC. He talked about the U.S. being first to provide universal education, which led to the most educated populace, which was a great advantage...until other countries first copied, then surpassed us. Other countries have expanded access and affordability further than we have. We should look at what's possible versus what's necessary. Look at quality, access, affordability, and addressing any equity issues in current models; we may not want to be restricted to current views. He described the source of the student debt crisis as a combination of cost of education increasing (tied to increases in cost of healthcare) and accounting issues in how loan defaults are handled. Responding to several questions about specific initiatives, such as the American Rescue Plan, expanding free higher education, Promise program, etc., he included that it depends on what happens after the election. In response to a question about DEI issues, particularly in STEM, Rep. Casten disclaimed expertise outside of areas in which he has hired, but stated that in his experience, if you seek diversity but insist on expertise, you find a deeper pool of talent due to underemployment of the underrepresented. Another theme in several of his responses was that always seeking the cheapest option is not always the best choice for the country as a whole; this is a factor in manufacturing, but also in terms of supporting suitable wages for workers.

Working groups and caucuses met. Most of the working groups are in data and information gathering phases, whether equity plans, survey results, or arranging for conversations with experts. The Private caucus continued their discussion of faculty workload. The Public caucus discussed dual credit, academic freedom, faculty burnout and workload, and whether universities are engaging in emergency planning based on pandemic experience. The Two-year caucus talked about a recent amendment (HB 5506) to the Dual Credit Quality Act as well as the HOUSE liaison issues for community colleges.

The next IBHE-FAC meeting will be November 18th, exclusively via Zoom.

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

Curriculum Council Report, November 2022

JT Snipes was appointed chair of the Academic Standards and Policies and Student Success Committee.

The 2022-2023 roster for the Committee on Assessment was approved.

The Council considered revision to policy 1N1 – Retention of Courses and approved the proposed changes. These changes will be brought to Faculty Senate for consideration at the December 2022 meeting and are attached to this report.

1N1 – Rationale for Policy Revision

GR2223-04

GC

ERP 10/13/2022

Registrar's Office request to facilitate the efficient review of inactive courses. Per the Registrar: "The policy has not been strictly followed historically and as a result, we currently have over 600 courses in our catalog/course inventory that have not been offered in more than six years. In some cases, we have no record of ever offering the course. This presents problems for several reasons. I have named a few below:

- It falsely represents our course offerings to prospective and current students
- It causes course numbers to be inappropriately reserved. Course numbers may not be reused within any five-year period (policy 1C12). Options for numbering new courses are limited by the assignment of numbers to inactive classes.
- It may cause a situation in which course content becomes outdated and inappropriate with no current vested interest in using time or resources to update the content.

It is our hope that establishing procedures that allow departments to essentially cross courses off the list rather than submitting forms through the curricular review process when deactivation is appropriate will increase the likelihood that we can maintain a course inventory that more accurately reflects current content and active offerings."

1N1 – Current Policy

Retention of Courses in Catalogs - 1N1

1. After consultation with the Curriculum Council, Graduate Council and those responsible for production of the catalogue, the Provost will establish a deadline by which final decision must be reached regarding retention of courses in the forthcoming catalogue.
2. The Registrar will then request the departments concerned to review all courses that have not been offered during the previous four academic years. This may result in the department requesting that a course be dropped, modified, or recommending that the course be retained. Form 90's should be submitted as appropriate.
3. If the department recommends any action other than inactivation of a course, that recommendation should be forwarded to the dean or director and appropriate school, college or unit committee for review and recommendation to the Faculty Senate Curriculum Council for undergraduate courses and/or Graduate Council for courses with graduate credit.
4. The Curriculum Council and/or Graduate Council will review the case that has been made for retention of the course and will make a final decision.
5. If the Curriculum Council and/or Graduate Council votes to retain the course, then that course shall be retained. Retained courses will be subject to annual review.

Approved by Chancellor effective 3/22/22

This policy was issued on March 23, 2022, replacing the February 1, 1996 version.

Document Reference: 1N1

Origin: CC 4-81/82; OP 11/5/90; OP 8/2/95; GR 21/22-02

IN1 – Revision with “track changes”

Retention of Courses in Catalogs - IN1

1. ~~At the beginning of each fall term, the Registrar will provide a list of courses that have not been offered during the previous six academic years to the deans or designees for review. Following consultation with the departments, the deans or designees will authorize removal of courses from the active course inventory that are not needed for upcoming program changes or to support curricular innovation (e.g. special topics courses). Upon deactivation, the course will be removed from any reference in the catalog to include elective lists and requisite requirements.~~
2. If the department ~~wishes to retain an inactive course,~~ that recommendation ~~is~~ forwarded to the dean or director and appropriate school, college or unit committee for review. ~~Recommendations will be forwarded~~ to the Faculty Senate Curriculum Council for undergraduate courses and/or Graduate Council for courses with graduate credit.
3. The Curriculum Council and/or Graduate Council will review the case that has been made for retention of the course and will make a final decision ~~by May 1.~~
4. If the Curriculum Council and/or Graduate Council votes to retain the course, then that course shall be retained. ~~Courses that have not received approval to retain by May 1 will be removed from the active course inventory.~~ Retained courses will be subject to annual review ~~if they continue in inactive status.~~

Deleted: After consultation with the Curriculum Council, Graduate Council and those responsible for production of the catalogue, the Provost will establish a deadline by which final decision must be reached regarding retention of courses in the forthcoming catalogue.

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Retention of Courses in Catalogs - 1N1

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FDC Report 10/20/22 for 11/3/22 meeting

Co-Chairs: Adriana Martinez and Shannon McCarragher

- 1) Teaching Excellence Award Committee being reformed. Still need rep from School of Engineering (dean has not provided name).
- 2) No EUE funding this year
- 3) Continuous Improvement Conference: Friday, March 17, 2023, 9-12, Conference Center, MUC: working on speaker selection
- 4) Lead Teaching Peer Consultant—Sorin Nastasia: If you want a GIFT or observations contact Sorin