

FACULTY SENATE MEETING
Mississippi/Illinois Room, Morris University Center
February 29, 2024 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:30 pm on Thursday, February 29, 2024 in the Mississippi/Illinois Room by President Barb McCracken.

Present: Barb McCracken, Marcus Agustin, Jingyi Jia, Jerrica Ampadu, Undrah Baasanjav, Leah Baecht, Robert Bitter, Wai Cheah, David Cluphf, Theresa Comstock, Ivy Cooper, Igor Crk, Stephen Duda, Jennifer Erwin, Mitchell Haas, Michael Hair, Katie Hanser, Keith Hecht, Mary Kaemmerer, Tim Kalinowski, Marie Klopfenstein, Susan Kooiman, Erik Krag, Joshua Kryah, Soondo Kweon, Jill LaFreniere, Yuliang Liu, Mary Macharia, Shannon McCarragher, Lynne Miller, Bhargav Patel, Jodi Patton-Jordan, Mary Anne Pettit, Anne Powell, Beidi Qiang, Catherine Santanello, Nicola Schmidt, Johanna Schmidt, Kamran Shavezpur, Michael Shaw, Chrissy Simmons, J.T. Snipes, Bernadette Sobczak, Jason Swagler, Gloria Sweida, Ralph Tayeh, Melissa Thomeczek, Kevin Tucker, Cinnamon VanPutte, Carrie Vogler, Suranjan Weeraratne, Andrew Wesemann, Susan Wiediger (ex officio), Amy Winn, Duff Wrobbel, Jie Ying

Absent: Joaquin Florido Berrocal, Bob Blackwell, Alicia Canterbury, Carole Frick, Chaya Gopalan, Adriana Martinez, Shadrack Msengi, Jason Stacy, Xudong Yu

Guests: Denise Cobb, Miriam Roccia, Gireesh Gupchup, Andrew Gavin, Cherese Fine, Tom Foster, Eddie Caumiant

Consideration of Minutes:

The February 1, 2024, minutes were not considered, as they were not included on the Teams page in error. For the April meeting, both the February 1 and February 29 meeting minutes will be considered.

Public Comment:

Eddie Caumiant, AFSCME Council 31, spoke to Faculty Senate. Eddie thanked Faculty for their continued solidarity during contract negotiations. As of Monday, February 26 at 9 pm, AFSCME Clerical has a tentative agreement. As there is still work to be done with the AFSCME building service contract, Eddie asks for your continued support. SIUE is a better place to work and a better place to learn when we have contracts in place.

Guests:

Provost Cobb and Interim VC for Student Affairs Miriam Roccia spoke. Provost Cobb spoke about Changemakers and said an email will be sent to the campus with information about introductory meetings regarding Changemakers. Roccia gave a presentation about the results of the 2023 Student Basic Needs Survey, and the efforts Student Affairs is taking regarding food insecurity and mental health.

SIU System Vice President for Academic Affairs Gireesh Gupchup provided updates on the System Faculty Advisory Committee, the System Strategic Plan, and NASH Curricular Flexibility Course Sharing.

Director of Athletics Andrew Gavin and Faculty Athletic Representative Dr. Cherese Fine introduced themselves. Andrew shared recent achievements within SIUE Athletics, and shared opportunities to engage.

Announcements:

None.

New Business

Igor Crk went over the first read changes Policy for Retired and Emeriti Faculty, which clarified that: a retired faculty member is any full-time faculty member, including tenured and tenure-track faculty, **and instructors**, who qualified for retirement under the State Universities Retirement System.

The results from the Faculty Senate President-Elect election are in! Wai Cheah will serve as President-Elect next Academic Year and will be Faculty Senate President for the 2025-26 Academic Year.

Action Items:

The SET Policy changes had its second read, and Tom Foster answered questions from Senators who were concerned that the phrasing of the questions places more expectations on faculty from students. The changes to the SET were ultimately approved with 1 opposed and 1 abstention.

Unfinished Business

The Letter from the SIU System President regarding the Faculty Senate's annual evaluation of the Chancellor was discussed. It was mentioned that these annual reviews have been taking place since 1978, and as Faculty Senate is tasked with doing this, it will continue to do so. Should President Mahony be invited to the April or May Faculty Senate meeting? The Faculty Senate Executive Committee will discuss this at its next meeting.

Reports from Standing Committees:

IBHE Faculty Advisory Council: see attached report.

Reports from Council Chairs:

Graduate Council: see attached report.

Faculty Development Council: see attached report.

Rules & Procedures Council: see attached report.

President-Elect: see attached report.

Adjournment:

The meeting adjourned at 4:36 pm.

Submitted by Michael Tadlock-Jackson, University Governance

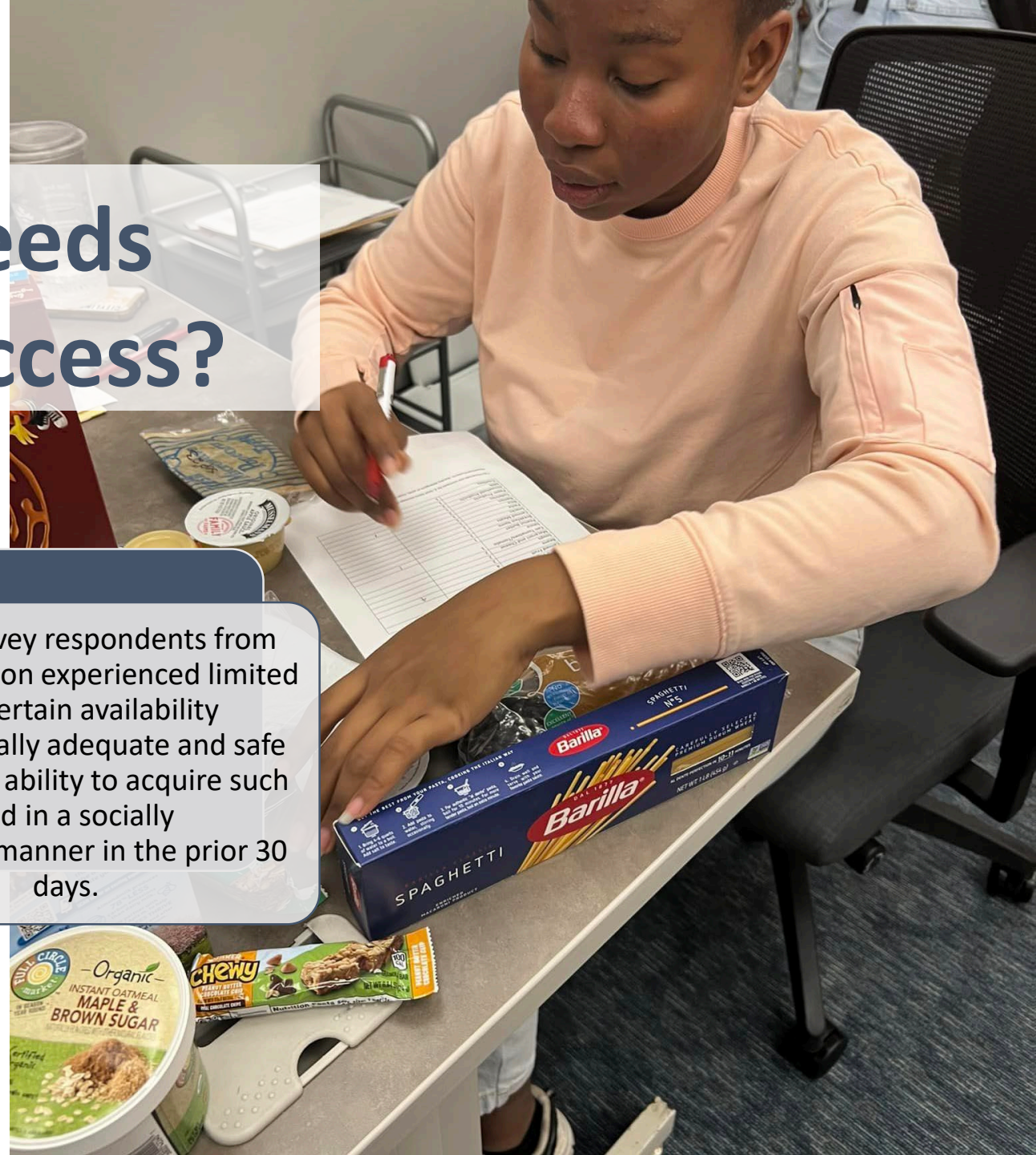
Supporting Basic Student Needs: A Critical Driver of Student Success



Why Student Basic Needs Matter to Student Success?

52% of survey respondents from your institution experienced at least one of the following: food insecurity, housing insecurity, or homelessness.

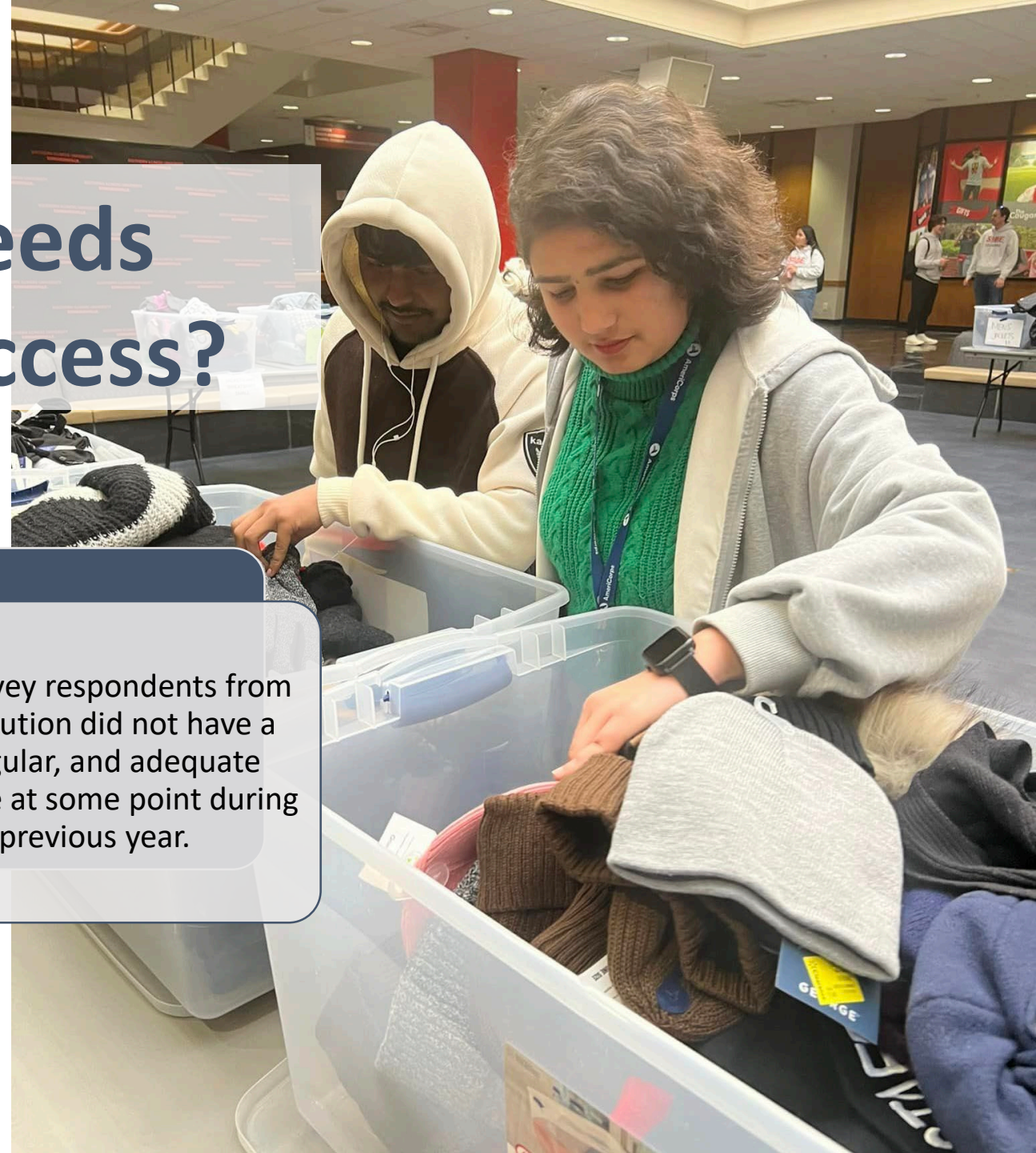
37% of survey respondents from your institution experienced limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner in the prior 30 days.



Why Student Basic Needs Matter to Student Success?

37% of survey respondents from your institution experienced one or more challenges that prevented them from having a safe, affordable, and consistent place to live in the previous year.

10% of survey respondents from your institution did not have a fixed, regular, and adequate place to live at some point during the previous year.



“

Getting an education is great. I have learned a ton. Yet, this has not come without hardships. It is hard to find housing, let alone affordable housing. It is hard to concentrate when you are undernourished. It is hard to find time to drive to a grocery store because there is not one walkable near your campus.

”

“I really appreciate this
initiative that helps relieve the
heavy burden of expensive life in
U.S.A.

--SIUE International Student

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

2023 Student Basic Needs Survey

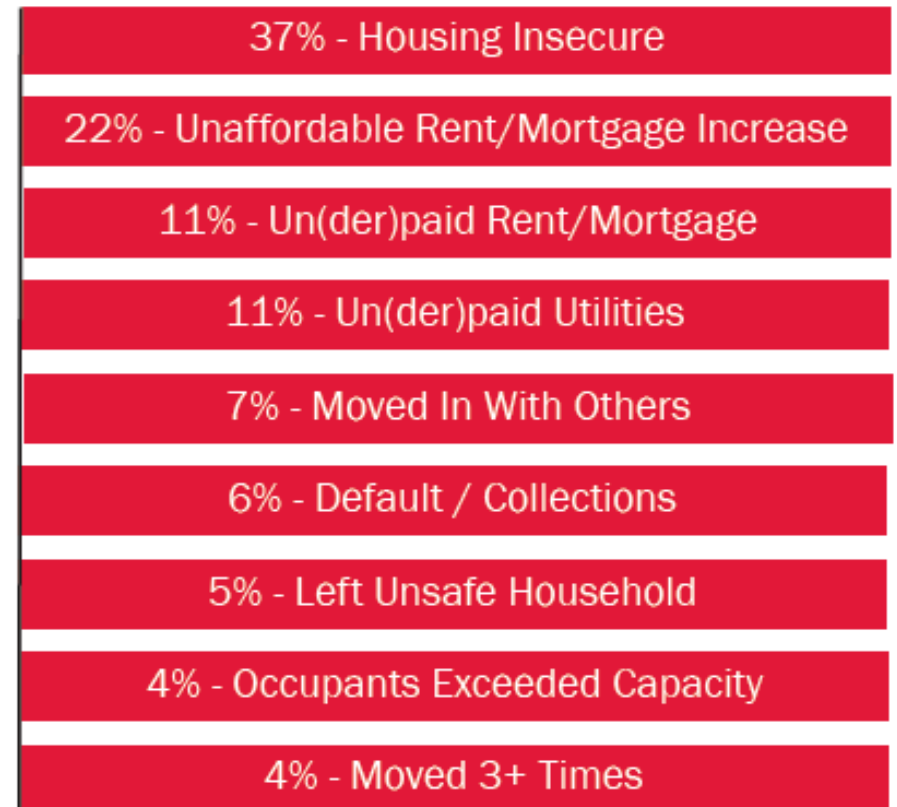
Experiences with Food Insecurity

in the previous 30 days



Experiences with Housing Insecurity

in the previous 12 months



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

2023 Student Basic Needs Survey

49%

of surveyed students experienced anxiety and/or depression.

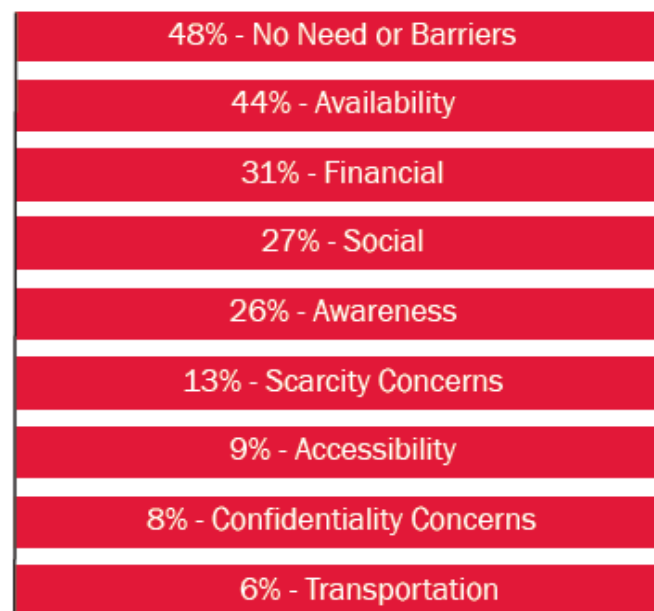
43%

of surveyed students said mental health affected academic performance.

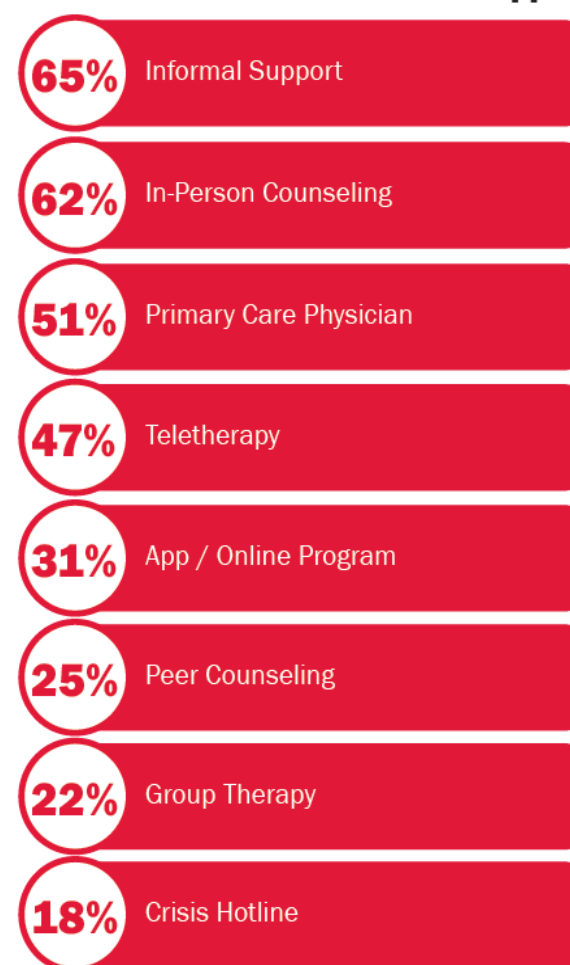
25%

of surveyed students had unmet mental health needs.

Barriers for Mental Health Service Use



Preferences for Mental Health Support



In Response: Expanding Basic Needs Support

- Expanded Basic Needs Support
- Cougar Cupboard Expansion
- Student Mental Health/Well-being
- Child Care Access Means Parents in School
- Student Care and Advocacy Coordinator
- Student Care and Advocacy Network

Accessing Basic Student Needs Support YTD

	Basics in a Bag	Hygiene Kits	Pantry	Clothing/ Apparel	Thanksgiving Boxes	Produce Pop-Up	Total Users
Summer	100						100
August		104	52			31	187
September			127			69	196
October			174	137		81	392
November			158		144		302
December			163				163
January			319				319
February			348	153			377
FY24 Totals	100	104	1341	290	144	181	2160

275

**Avg. Annual Cougar Cupboard Visits
FY19-23**

192

**Avg. Monthly Cougar Cupboard Visits
FY24**

Cougar Cupboard

- No appointment needed
- No longer limited to once per month
- Expanded hours
 - Mondays 4-6pm
 - Tuesdays 11am-1pm
 - Thursdays 4-6pm
 - Fridays 11am-1pm
- Staffed by trained campus volunteers
- Expanded offerings
 - Non-perishables
 - Diapers
 - Toiletries
 - Housewares (when available)



BASICS IN A BAG
 TODAY 3:30 - 5:30 PM
 KIMMEL STUDENT INVOLVEMENT CENTER


WHAT IN THE BAG?
 - PANTRY STAPLES (PASTA, SEASONING, BROTH, ETC.)
 - LIMITED SUPPLY OF FRESH VEGETABLES AND FRUIT

HYGIENE KITS
 TUES. August 22nd
 4:00 PM - 6:30 PM
 KIMMEL BELONGING AND ENGAGEMENT HUB
 MUC 1st Floor

- Basic Hygiene kits for those experiencing need.
- Open to all students - 1 bag/student
- Items include: Shampoo, Body Wash, Toothbrush, Toothpaste, etc



- Basics in a Bag
- Hygiene Kits
- Produce Pop-ups
- New-to-You Clothing
- Winter Essentials
- Holiday Boxes
- Winter Clothing Drive



Sharing the Warmth at SIUE

How it works:

- Bring your own reusable shopping bag.
- Drop off a non-perishable item to donate to the Cougar Cupboard (if you are able).
- Grab items that will keep you warm!



Trick or Treat for New-to-You Clothing



How it works:

- Bring your own reusable shopping bag.
- Drop off a non-perishable item to donate to the Cougar Cupboard (if you are able).
- Shop for new-to-you items and take them home for free!

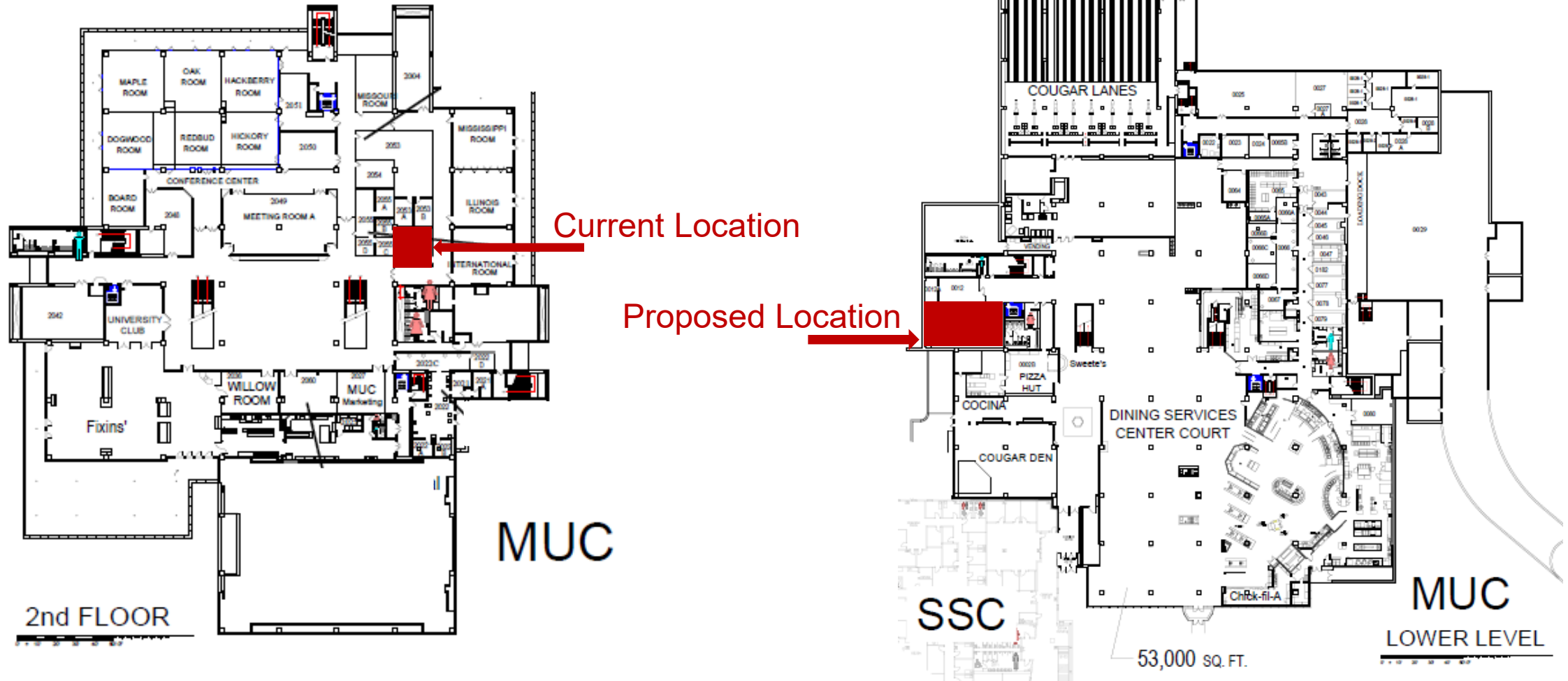
Thursday, October 26, 2023 | 9 am - 5 pm
 GOSHEN LOUNGE

Mini Cougar Cupboards

- Just in time access to non-perishables, hygiene products, etc.
- Overseen by a department who helps keep stocked
- Adopt-a-Box Initiative
- 3 launched at the end of November
 - Morris University Center
 - Lovejoy Library
 - Student Fitness Center
- 3 More coming soon
 - Engineering Building
 - Rendleman Hall
 - School of Dental Medicine



Relocation and Expansion of Cougar Cupboard



Why?

- Relocation provides nearly double the space currently available, adding shelving, tables, display shelving, floor scale, etc. will provide for greater efficiency and ability to serve more students.
- Addition of commercial grade refrigeration will permit Cougar Cupboard to provide produce, dairy, and other foods essential to a balanced diet.



Expanding Student Access to Mental Health and Care Resources


Care Anytime, Anywhere



Download the TimelyCare app or get started at timelycare.com/SIUE.



*9 visits per year

Student Care

Assisting with basic needs, personal concerns, health issues, or student concerns

- Care Report
- Basic Needs Navigation
- HOUSE Liaison
- Students in Care
- Medical Leave of Absence
- Absence Letters
- Non-Clinical Case Management

Expanding Child Care Access for Students

- Child Care Grants
 - Infant-5th Grade
 - Licensed Provider
 - Includes before/after-school care, summer camps, etc.
- Emergency Assistance Grant
 - Facing a sudden, unforeseen financial emergency may apply.
 - Funds may help students overcome temporary financial crises



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

2023 Student Basic Needs Survey

Basic needs are the fundamental resources that students need to fully engage in higher education. Basic needs include access to a wide range of resources, such as food, housing, transportation, technology, childcare, health, and healthcare. 52% of surveyed students indicated that they had basic needs insecurity with 37% stating they had food insecurity, another 37% stating they had housing insecurity, and 10% stating they had experienced homelessness.

Experiences with Food Insecurity

in the previous 30 days:

46% Could not afford balanced meals

38% Worried food would run out

31% Cut size of or skipped meals

30% Food did not last

30% Ate less than they should

23% Did not eat

21% Cut size of or skipped 3+ meals

14% Lost weight

09% Did not eat for a day

04% Did not eat for 3+ days

Experiences with Housing Insecurity

in the previous 12 months:

37% - Housing Insecure

22% - Unaffordable Rent/Mortgage Increase

11% - Un(der)paid Rent/Mortgage

11% - Un(der)paid Utilities

7% - Moved In With Others

6% - Default / Collections

5% - Left Unsafe Household

4% - Occupants Exceeded Capacity

4% - Moved 3+ Times

9% stayed with friends or relatives.

2% were truly homeless

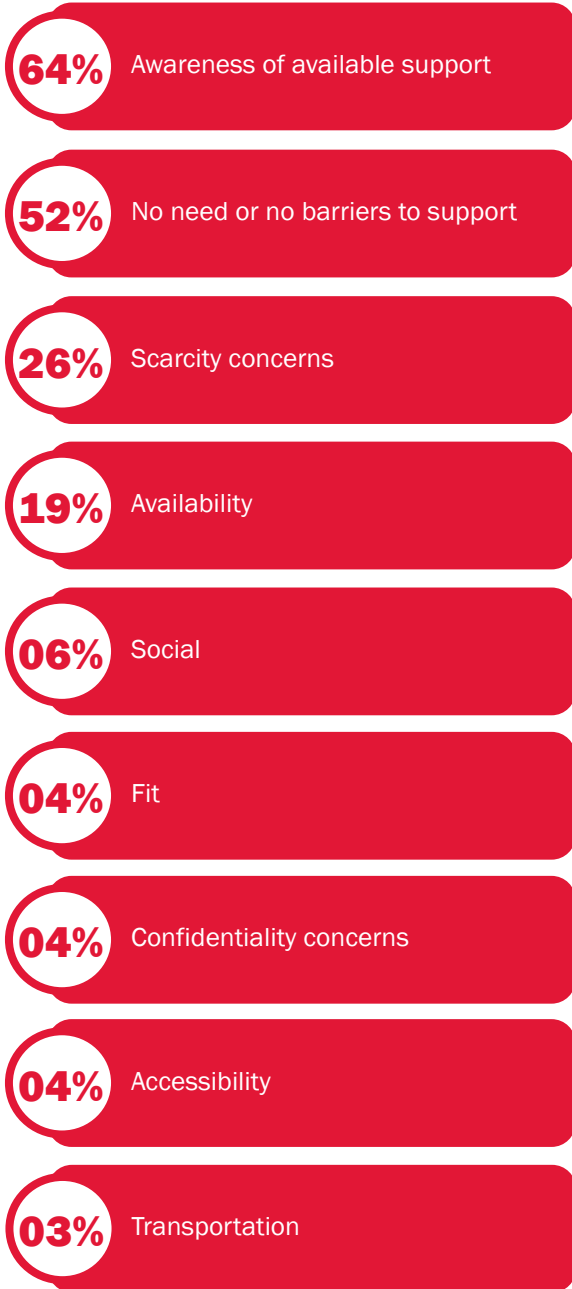
1% either stayed in a hotel or motel; or stayed in an abandoned building, car, or tent.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

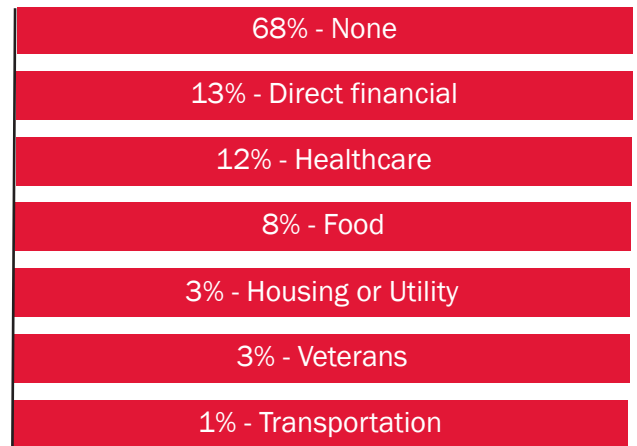
2023 Student Basic Needs Survey

Basic needs are the fundamental resources that students need to fully engage in higher education. Basic needs include access to a wide range of resources, such as food, housing, transportation, technology, childcare, health, and healthcare. On average, only 41% of students were aware of the campus resources available to them, but only 7.6% of students actually used the resources.

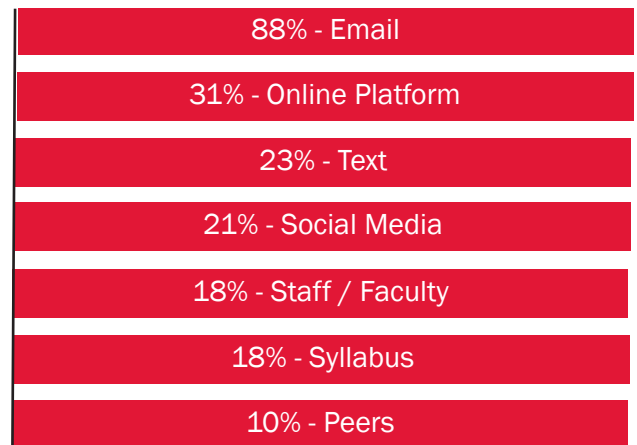
Barriers to Use of Campus Supports



Use of Public Benefits at SIUE



How Students Prefer to Learn About Available Resources



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

2023 Student Basic Needs Survey

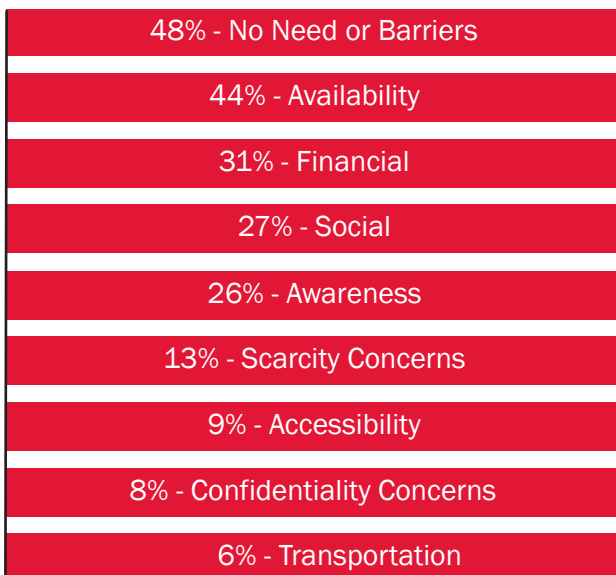
Health and well-being are multifaceted. Institutions have a role to play in promoting and protecting all aspects of student health and helping to ensure access to healthcare. As we face a mental health crisis, colleges are concerned about student mental health. The Hope Center survey assessed students' symptoms of depression and anxiety, use of mental healthcare, academic impacts, barriers to care, and preferences for support.

49% of surveyed students experienced anxiety and/or depression.

43% of surveyed students said mental health affected academic performance.

25% of surveyed students had unmet mental health needs.

Barriers for Mental Health Service Use



Preferences for Mental Health Support

65% Informal Support

62% In-Person Counseling

51% Primary Care Physician

47% Teletherapy

31% App / Online Program

25% Peer Counseling

22% Group Therapy

18% Crisis Hotline

Faculty Senate SIUE

Gireesh Gupchup
February 29, 2024

- **Update on System Faculty Advisory Committee**
- **Update on System Strategic Plan**
- **NASH Curricular Flexibility Course Sharing**

Faculty Advisory Committee for the SIU System (FACSS)

Concept developed in 2020

What is FACSS?

The FACSS is an advisory body that serves as a collaborative channel between the faculty associated with SIU Carbondale (SIUC), including SIU School of Medicine, and SIU Edwardsville (SIUE). The FACSS advises on, and monitors elements of the SIU System strategic plan that pertain to faculty. Additionally, the FACSS advises the SIU Board of Trustees and System Administrative Offices through the System president to realize the full potential of the SIU System.

<https://siusystem.edu/academic-affairs/SystemPartnerships.shtml>

Faculty Advisory Committee for the SIU System (FACSS)

FACSS Successful Activities

- Spring 2021 - FACSS Wellness Survey
- Spring 2022 – Discussion of Faculty Wellness Workshop
(SIU Medicine's Center for Human & Organizational Potential (cHOP))
 - ❖ Conversation to Understand and Address the Needs of our Learners & Faculty
 - ❖ Overview of stressors
 - ❖ Overview of open-ended data from FACSS Wellness Survey
 - How pandemic is impacting faculty
 - Type of support faculty would find most helpful
 - ❖ Tools to assist both students and faculty
 - ❖ Breakout sessions by campus
- Annual request of System Committees-letter of support for SIU budget

Faculty Advisory Committee for the SIU System (FACSS)

FACSS Successful Activities

- Spring 2023 – Faculty “Suggestion Box”
 - Results were summarized and shared with President
 - Three most cited themes: compensation/benefits; communication/response time; Administrative barriers
 - Annual request of System Committees-letter of support for SIU budget
- Fall 2023 – System-wide Faculty Collaboration Award: Winners Dr. John Matta (SIUE and Dr. Koushik Sinha – Estimating the burden of HIV in Semi-Urban and Rural Illinois.
 - This will be an annual award to recognize faculty for impactful collaborative endeavors across campuses in the areas of teaching; and/or scholarship and creative activities; and/or service; and/or antiracism, diversity, equity and inclusion (ADEI). This award has been created to foster continued collaborations among faculty members across SIU System campuses in support of the SIU System Vision and Mission. The award will be presented at the September SIU Board of Trustees Meeting. Each team will receive an Award Plaque (each individual on the team will receive a plaque) and \$1,000 cash prize (monetary award will be equally divided among team members - routed through the payroll system).

Faculty Advisory Committee for the SIU System (FACSS)

FACSS Successful Activities

- Fall 2023 – Both Faculty Senates supported System DEI prepared guidelines to be used by departments at their discretion in creation of P and/or T guidelines.

Faculty Advisory Committee for the SIU System (FACSS)

Moving Forward

- Spring 24: Retention of Diverse Faculty : Dr. Candace Hall SIUE and Dr. Sheila Caldwell SIUS.
Pilot being planned to identify how we can help retain diverse faculty.
- Continue to assess needs of system faculty

SIU System Strategic Plan

System plan, SIUC, SIUE, SIU SOM and IBHE plans crass-walked for commonalities.

Fifteen implementation teams: System dashboard
<https://siusystem.edu/about/strategic-plan/StrategicPlanDashboardOverview.shtml>

SIU System Online

- National Association of System Heads (NASH) Grant for Network Improvement Community (NIC) funding initial work
- Initial work – create an infrastructure for sharing courses across SIUC and SIUE campuses
- 1st step – build and test a prototype for a select and small number of courses

Participating Systems:

- Montana University System
- Southern Illinois University System
- Texas State University System
- The University of Hawai'i System

What did we accomplish?

“Where you're headed is more important than how fast you're going.”

Spring & Summer 2023

As a prototype, we shared one (1) course in spring and two (2) courses in summer.

A total of four (4) students were enrolled in those courses.

Fall 2023

There were a total of 20 courses offered in fall.

We had ten (10; 7-SIUE, 3-SIUC) students take eight (8) of



Fall 2023 - Intercampus Course Sharing Totals

SIUE SHARED COURSES	# courses	SIUC Students Enrolled
Accounting	5	
Applied Communication Studies	3	3*
Finance	1	1
Geography	1	
Management	1	
Marketing	1	
Public Health	2	

*one of the students is counted twice as they are taking two separate courses (CMST 497Z-95A & CMST 397Z-95A)



SIUC SHARED COURSES	# courses	SIUE Students Enrolled
Communication	1	
Criminal Justice	2	2
History	2	4
Psychology	1	1



the **POWER** of **SYSTEMS**

Spring 2024

28 courses are identified for sharing in Spring 2024.

SIU System Online: Spring Update and Future Direction

- 26 students enrolled (15 SIUE; 11 SIUC)
- Creation of certificate/degree pathways: Grant received NASH/Dell Foundation: **create and implement meaningful undergraduate and graduate degree and certificate pathways through online course sharing at the SIU System by Fall 2026.**

Announcements

- 2024 Faculty Collaboration Award – Deadline May 10, 2024:
<https://siusystem.edu/academic-affairs/FacultyCollaborationAwardPoster.pdf>
- 2024 SIU System Distinguished Student Service Award – Deadline March 18, 2024:
<https://siusystem.edu/academic-affairs/2024DistinguishedStudentAward.pdf>

Thank you

“Good, better, best. Never let it rest. Till
your good is better and your better is best.”

unknown

Faculty Advisory for the SIU System (FACSS)

Accepting Applications

2024 FACULTY COLLABORATION AWARD

The Faculty Advisory Committee for the SIU System (FACSS) is now accepting applications for their Faculty Collaboration Award. This is an annual award to recognize faculty for impactful collaborative endeavors across campuses in the areas of teaching; and/or scholarship and creative activities; and/or service; and/or antiracism, diversity, equity and inclusion (ADEI). This award has been created to foster continued collaborations among faculty members across SIU System campuses in support of the SIU System Vision and Mission.

The award will be presented at the September SIU Board of Trustees Meeting. Each team will receive an Award Plaque (each individual on the team will receive a plaque) and \$1,000 cash prize (monetary award will be equally divided among team members - routed through the payroll system).

The application deadline is **May 10, 2024**. To apply for the award please complete the following application by clicking the following link: <https://www.surveymonkey.com/r/2024FacultyCollaborationAward> or by using the QR code.

Information on award criteria and eligibility is available on the SIU System VPAIPP webpage at the following link: <https://siusystem.edu/academic-affairs/CriteriaSIUSystemCollaborationAward.pdf>.

Inquiries about the award can be directed to Gireesh Gupchup, Vice President for Academic Innovation, Planning and Partnerships at gireesh.gupchup@siu.edu or Penny Moon at 618-536-3465 or pmoon@siu.edu.





Southern Illinois University System
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

2024 SIU Student Distinguished Student Service Award

The Southern Illinois University System, SIU Board of Trustees, and the Student Advisory Committee for the SIU System (SACSS) seek applications of outstanding students (undergraduate, graduate, or professional) that have demonstrated an outstanding commitment to service benefiting their campus, their community, and the SIU System.

The 2024 SIU Student Distinguished Service Award will recognize, honor, and celebrate the efforts and contributions of students whose acts of service are demonstrative of excellence and exemplary commitment to the support, advancement, and achievement of fellow students, their campus, and their community.

The SACSS will select one (1) undergraduate student and one (1) graduate student from both the SIU Edwardsville and SIU Carbondale campuses. In addition, the SACSS will select one (1) student from each of the following schools: School of Medicine, School of Dental Medicine, School of Law, and the School of Pharmacy.

Recipients will be honored at the **Thursday, April 11, 2024** Board of Trustees meeting and will receive a plaque of recognition plus a \$100 award.

Applications will be accepted through **Monday, March 18, 2024 4 at 11:59pm**

To access the application form please click here:

https://siue.co1.qualtrics.com/jfe/form/SV_23rj8Y2hIVSzdqK

Office of the President

Stone Center • Mail Code 6801 • 1400 Douglas Drive • Carbondale, Illinois 62901
Phone: 618/536-3331 • Fax: 618/536-3404



ANDREW GAVIN
DIRECTOR OF ATHLETICS

DR. CHERESE FINE
FACULTY ATHLETIC REPRESENTATIVE



COMMITMENT • OPTIMISM • UNITY • GROWTH • APPRECIATION • RESILIENCE



INTRODUCTIONS/BIOS
ATHLETICS QUICK HITTERS
STUDENT-ATHLETE ACADEMICS
FAR ROLE
OPPORTUNITIES TO ENGAGE



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ANDREW GAVIN, DIRECTOR OF ATHLETICS

STARTED TENURE IN APRIL 2023

MORE RECENTLY DIRECTOR OF ATHLETICS AT UW-PARKSIDE

PREVIOUSLY AT CENTRAL FLORIDA, UW-GREEN BAY

BACHELOR'S: CENTRE COLLEGE

MASTER'S: CONCORDIA UNIVERSITY IRVINE



DR. CHEREESE FINE, FACULTY ATHLETIC REPRESENTATIVE

ASSISTANT PROFESSOR, EDUCATIONAL LEADERSHIP/HESA

STARTED AT SIUE IN 2020; FAR ROLE IN 2023-24

PREVIOUSLY AT CLEMSON AND NEW MEXICO

BACHELOR'S/MASTER'S: UNIVERSITY OF NEW MEXICO

DOCTORATE: CLEMSON UNIVERSITY





COUGAR CORE

COMMITMENT

OPTIMISM

UNITY

GROWTH

APPRECIATION

RESILIENCE



COMMITMENT • OPTIMISM • UNITY • GROWTH • APPRECIATION • RESILIENCE



NOTES AND NUMBERS



16



1



2008



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STUDENT-ATHLETE ACADEMIC SUCCESS



DEPARTMENTAL
GPA

3.276

35

STRAIGHT SEMESTERS
OVER 3.0



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FACULTY ATHLETIC REP ROLE



PART OF NCAA GOVERNANCE

INVOLVEMENT NATIONALLY AND OVC

LIAISON ROLE

CERTIFICATION OF STUDENT-ATHLETES



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OPPORTUNITIES TO ENGAGE



FACULTY AND STAFF SURVEY

MENTORING PROGRAM

CHEER ON THE COUGARS

RED & BLACK BENEFIT - APRIL 26



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- Current SIUE Policy

www.siu.edu/provost/fhb/emeritus.shtml

- SIUE NTT CBA

siuenttfa.wordpress.com/contract_2019_2022/

NTT CBA

11.6 EMERITI STATUS

An Instructor who retires from SIUE may be granted Emeriti status upon retirement. The initial recommendation for such status will be made by full-time faculty (NTT as well as TT) of the Department. If the Instructor has a split appointment, it is sufficient that one Department make such a recommendation. To be considered for Emeriti status, the Instructor must hold Tier II status. Upon conferral, Emeriti status continues through the remainder of a faculty member's lifetime consistent with standards of professional behavior.

University Emeriti Policy

- A "retired faculty member" is defined as a tenured or tenure-eligible faculty member who qualified for retirement under the State Universities Retirement System.

Proposed Change to University Emeriti Policy

- A "retired faculty member" is defined as any full-time faculty member, including tenured and tenure-track faculty, and Instructors, who qualified for retirement under the State Universities Retirement System.

OLD

- A "retired faculty member" is defined as a tenured or tenure-eligible faculty member who qualified for retirement...

NEW

- A "retired faculty member" is defined as any full-time faculty member, including tenured and tenure-track faculty, and Instructors, who qualified for retirement...

Policy for Retired and Emeriti Faculty Members

WC #01-13/14, as approved by Chancellor Furst-Bowe on 12/18/2013, WC#14-07/08, as approved by Chancellor Vandegrift on 10/19/2010; Faculty Senate on 10/07/2010, Faculty Senate Executive Committee on 10/08/2009, and the Welfare Council on 09/15/2009

A. Retired Faculty Members

A "retired faculty member" is defined as a tenured or tenure-eligible faculty member who qualified for retirement under the State Universities Retirement System. Retired faculty members continue to receive some of the University benefits to which they were entitled prior to retirement.

Retired faculty members continue to receive parking privileges, a faculty ID card, an "e-ed" for access to email, and some library privileges (i.e., retired faculty typically have access to library items in circulation such as books, audio/visual materials, and inter-library loan materials, but will not have remote access to electronic databases, e-books, or other electronic media). Retired faculty members also may elect to participate in University service or in a University "talent pool" if mutually agreeable to the retired faculty member and the University entity of interest.

Retired faculty members and their immediate family members receive discounts for on-campus events. They also have access to recreational facilities and influenza vaccinations through health services, both with fees similar to those for active faculty and their family members.

B. Emeriti Faculty Members

A retired faculty member may be granted Emeritus or Emerita status upon retirement. The granting of such status originates within the faculty of the Department. Upon conferral, Emeritus or Emerita status continues through the remainder of a faculty member's lifetime consistent with standards of professional behavior.

Retired faculty members who are granted Emeritus or Emerita status receive further privileges. Emeriti faculty members continue to receive parking privileges, a faculty ID card, an "e-id" for access to email, and remote access to other library resources as permitted. Emeriti faculty members also may elect to participate in University service or in a University "talent pool" if mutually agreeable to the retired faculty member and the University entity of interest.

Emeriti faculty members and their immediate family members receive discounts for on-campus events. They also have access to recreational facilities and influenza vaccinations through health services, both with fees similar to those for active faculty and their family members.

Emeriti faculty are named as emeriti members of the Department, are listed on Department websites with contact information, and have the right to use Department stationery for official SIUE-related purposes only and to cite affiliation with the Department.

Emeriti faculty who were members of the Graduate Faculty upon retirement are eligible, but not required, to serve as a member of thesis committees in accord with the Graduate School policy.

Upon request from an Emeritus/Emerita faculty member, the Department will seek to make available: 1) a faculty mailbox and reasonable access to clerical services, 2) reasonable use of mailing privileges, and 3) office space with telephone extension, computer, and other appropriate office equipment. These resources are subject to budget limitations and limited to official SIUE-related purposes.

Policy for Retired and Emeriti Faculty Members

WC #01-13/14, as approved by Chancellor Furst-Bowe on 12/18/2013, WC#14-07/08, as approved by Chancellor Vandegrift on 10/19/2010; Faculty Senate on 10/07/2010, Faculty Senate Executive Committee on 10/08/2009, and the Welfare Council on 09/15/2009

A. Retired Faculty Members

A "retired faculty member" is defined as any full-time faculty member, including tenured and tenure-track faculty, and Instructors, who qualified for retirement under the State Universities Retirement System. Retired faculty members continue to receive some of the University benefits to which they were entitled prior to retirement.

Retired faculty members continue to receive parking privileges, a faculty ID card, an "e-id" for access to email, and some library privileges (i.e., retired faculty typically have access to library items in circulation such as books, audio/visual materials, and inter-library loan materials, but will not have remote access to electronic databases, e-books, or other electronic media). Retired faculty members also may elect to participate in University service or in a University "talent pool" if mutually agreeable to the retired faculty member and the University entity of interest.

Retired faculty members and their immediate family members receive discounts for on-campus events. They also have access to recreational facilities and influenza vaccinations through health services, both with fees similar to those for active faculty and their family members.

B. Emeriti Faculty Members

A retired faculty member may be granted Emeritus or Emerita status upon retirement. The granting of such status originates within the faculty of the Department. Upon conferral, Emeritus or Emerita status continues through the remainder of a faculty member's lifetime consistent with standards of professional behavior.

Retired faculty members who are granted Emeritus or Emerita status receive further privileges. Emeriti faculty members continue to receive parking privileges, a faculty ID card, an "e-id" for access to email, and remote access to other library resources as permitted. Emeriti faculty members also may elect to participate in University service or in a University "talent pool" if mutually agreeable to the retired faculty member and the University entity of interest.

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Student Evaluation of Teaching

Moving Forward

Elements



Process followed
since the start



Policy 1J7 revised to
accommodate changing
landscape and focus on
student learning, and
addressing ARTF
recommendations



Insights from SES
Evaluation

- SET vs SES
- Group Differences

Process

Policy

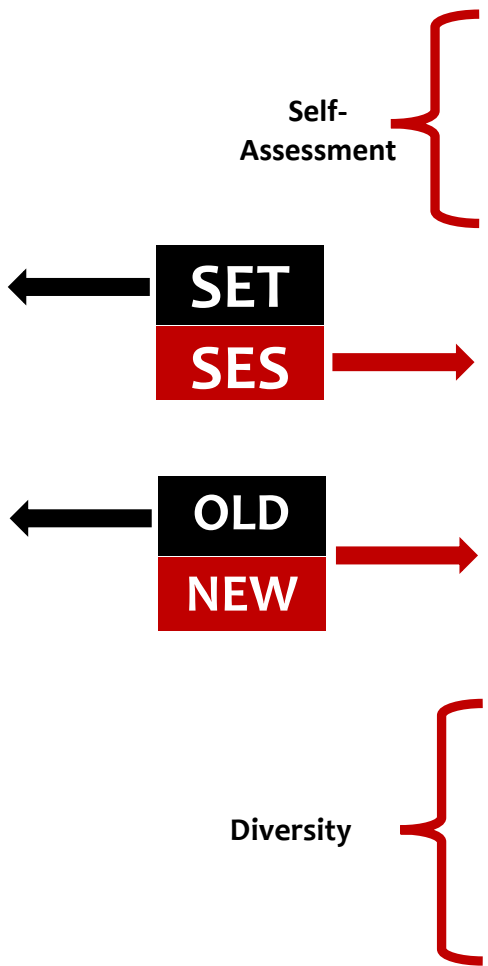
**SES Data
Insights**

- 2020-2021 -> SET Evaluation committee was formed to review SET with a goal to focus on recommendations laid out by the ARTF to reform, replace or even potentially eliminate the SET
- First met in January 2021 to examine the recommendations
- Evaluated present instrument and reports. To shift the focus from how much students like an instructor to what they learned and their experiences in classes, we recommend changing the instrument from SET to new SES.
- New SES encompasses more of the learning environment, with special attention to engagement and diversity issues.
- In Spring 2022, the committee solicited feedback from constituency groups (Faculty Association, Non-tenure track association, Faculty Senate, ACCESS, Black Faculty and Staff Association). Incorporated their feedback into SES
- Fall 2022 – Pilot test
- Present research shows that student evaluations can be biased, specifically against female faculty, non-white faculty, international faculty, and older faculty.
- Pilot test indicates NO STATISTICAL DIFFERENCE across different genders. LIMITED DIFFERENCE between domestic and international faculty.
- Native English speaking faculty, Younger faculty, and White faculty scores are significantly higher than Non-native English speaking faculty, Older and Non-white faculty respectively.

Old Policy Element	New Policy Element	Rationale and Comments
Student Evaluation of Teaching	Student Experience Survey	Since student evaluations of teaching don't measure what they're intended to measure (Baldwin & Blattner, 2003; Boring & Ottoboni, 2016; Gormally, et al., 2014; Linse, 2017), we recommend changing from Student Evaluation of Teaching (SET) to Student Experience Survey (SES).
NO Student Engagement Questions	Three questions measuring Student Engagement questions	<ol style="list-style-type: none"> 1. I consistently prepare for this course. 2. I consistently attend this course. 3. I interact with the instructor outside of class (online or face-to-face). <p>They are included so that students recognize that they are partners in the learning process.</p>
NO ADEI related questions	Four questions measuring ADEI aspects in instruction	<ol style="list-style-type: none"> 1. The course content is readily accessible to me. 2. The learning environment is welcoming for all students. 3. I am learning to evaluate diverse ideas and perspectives. 4. The course includes content from people with diverse backgrounds.

Old Policy Element	New Policy Element	Rationale and Comments
10 questions for effective instruction	7 questions for effective instruction	
1 Overall effectiveness question	NO Overall effectiveness question	We recommend dropping the overall question because it doesn't provide detailed feedback about specific aspects of teaching (Boring, et al., 2016). Global ratings are more likely to be influenced by non-teaching factors (e.g., instructor gender, ethnicity, attractiveness (Spooren, et al., 2013)).
Policy on use of SET – Emphasis on use of additional measures of teaching effectiveness	More emphasis on using additional measures of teaching effectiveness	The existing policy asserts that SETs shall not be the sole measure of teaching effectiveness. We recommend emphasizing use of additional measures of teaching effectiveness and provide several examples of alternative measures of teaching effectiveness.

STATEMENT
The course requirements were clearly communicated in the syllabus.
The instructor is available to help students.
The instructor provides timely feedback on student work.
The instructor provides useful feedback on student work.
The course is well-organized.
Technical information, assignments, and resources have been available when I have needed them.
The instructor is responsive to student questions.
The instructor explains difficult material clearly.
The instructor uses teaching strategies that enhance my understanding of course content.
The activities/assignments are useful in helping me learn.
Overall, the instruction in this course has enhanced my learning of the course content.



STATEMENT
I consistently prepare for this course.
I consistently attend this course.
I interact with the instructor outside of class (online or face-to-face).
Expectations for graded work are explained clearly.
Feedback on assignments for the course helps me learn from the experience.
The course assignments have helped me learn.
The course material is explained clearly.
Help is available if I have questions or difficulties.
The course content is readily accessible to me.
There are opportunities for student-to-student interactions.
I am learning to evaluate diverse ideas and perspectives.
This course encourages me to consider new ideas.
The course includes content from people with diverse backgrounds.
The learning environment is welcoming for all students.



SET → SES

(Student Evaluation of Teaching → Student Experience Survey)

Insights

Insights



Performance of the
new Student
Experience Survey
Instrument against old
Student Evaluation of
Teaching



Differences in Student
experience responses
among different
instructor groups



Differences in Student
experience responses
across different student
demographics

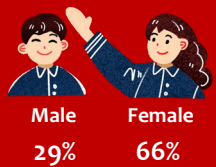
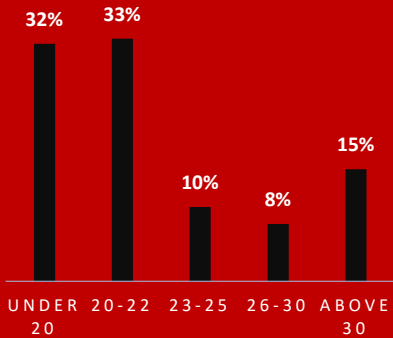
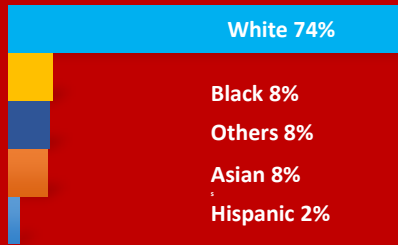
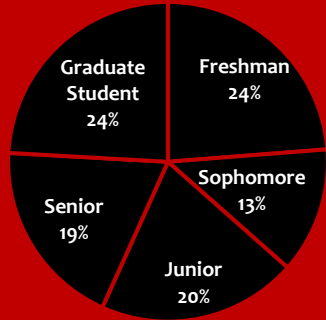
SET
vs.
SES

GROUP
DIFFERENCES

STUDENT
DIFFERENCES

- Overall, the student responses are consistent across instruments.
- SES ratings are mostly consistent
 - Across the schools in all areas
 - Across different instruction modes
 - Different Faculty Genders
 - Across different instructors' races (Student perception of faculty race)
 - Across Student Genders
 - Across different students' races
- Respondents rated General education courses lower than others
- Older instructors are rated lower than younger instructors
- Ratings of Non-white (perceived) instructors are significantly lower than those of White instructors
- Foreign instructors received lower ratings than native instructors
- Instructors with difficult to understand accent received lower ratings than otherwise
- Freshmen students gave the lowest ratings, whereas graduate students gave the highest ratings

STUDENTS

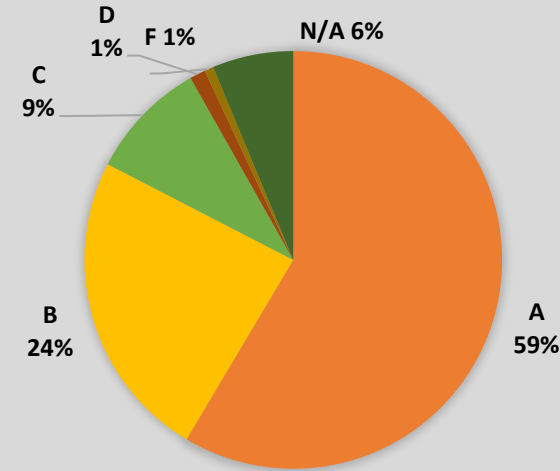


Transfer Students
25%

Total Responses **670**

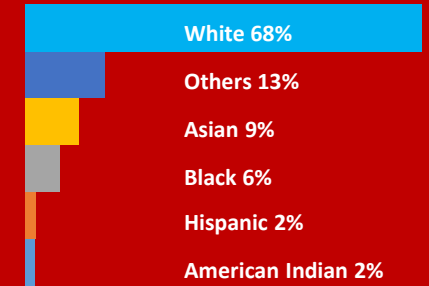
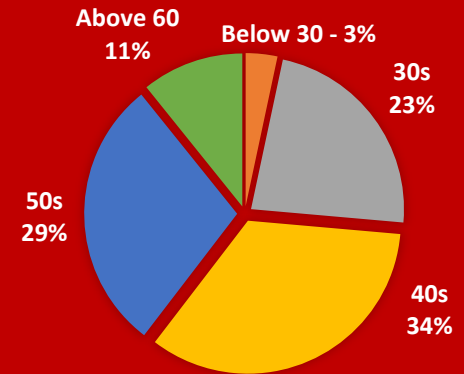
- 71.5%** Major Course
- 12.9%** Course for General Education Requirement
- 8.0%** Elective Course
- 5.0%** Minor Course
- 2.6%** Don't Know

- College of Arts and Sciences** 54.3%
- School of ED, Health and Human Behavior** 17.5%
- School of Engineering** 10.7%
- School of Business** 10.6%
- School of Nursing** 4.9%
- School of Pharmacy** 1.8%
- School of Dental Medicine** 0.1%



Expected Grade

Perceptions of instructors



Non-US
18%



US
77%

Difficult Accent
9%

Easy Accent
91%

STATEMENT	Mean	Top 2 Box
The course requirements were clearly communicated in the syllabus.	4.23	83.9%
The instructor is available to help students.	4.08	77.2%
The instructor provides timely feedback on student work.	3.86	71.8%
The instructor provides useful feedback on student work.	3.72	65.2%
The course is well-organized.	3.77	68.9%
Technical information, assignments, and resources have been available when I have needed them.	4.07	79.6%
The instructor is responsive to student questions.	4.05	76.9%
The instructor explains difficult material clearly.	3.65	63.8%
The instructor uses teaching strategies that enhance my understanding of course content.	3.59	60.9%
The activities/assignments are useful in helping me learn.	3.76	67.2%
Overall, the instruction in this course has enhanced my learning of the course content.	3.73	66.2%

SET
SES

OLD
NEW

Self-Assessment

Diversity

STATEMENT	Mean	Top 2 Box
I consistently prepare for this course.	4.19	82.6%
I consistently attend this course.	4.8	96.9%
I interact with the instructor outside of class (online or face-to-face).	2.73	25.1%
Expectations for graded work are explained clearly.	4.08	75.2%
Feedback on assignments for the course helps me learn from the experience.	3.72	62.8%
The course assignments have helped me learn.	3.87	66.8%
The course material is explained clearly.	3.85	66%
Help is available if I have questions or difficulties.	4.24	79.2%
The course content is readily accessible to me.	4.47	87.85%
There are opportunities for student-to-student interactions.	3.98	68.9%
I am learning to evaluate diverse ideas and perspectives.	3.87	66.8%
This course encourages me to consider new ideas.	3.92	66.4%
The course includes content from people with diverse backgrounds.	3.88	67.5%
The learning environment is welcoming for all students.	4.26	78.5%

Overall, the student responses are consistent across the instruments



Experiences are mostly consistent across the schools in all areas

Red Colored cells indicate that the question responses are significantly different compared to the entire sample

p value: <0.05

Note: School of Dental Medicine and School of Pharmacy are not included as the sub-sample sizes are extremely low. 1 and 11, respectively.

STATEMENT	OVERALL	CAS	SOB	SOEHHB	SOE	NURSING
I consistently prepare for this course.	4.19	4.19	4.31	4.23	4.00	4.31
I consistently attend this course.	4.8	4.79	4.86	4.78	4.71	5.00
I interact with the instructor outside of class (online or face-to-face).	2.73	2.61	2.77	2.78	3.01	2.96
Expectations for graded work are explained clearly.	4.08	4.08	3.97	4.24	3.88	4.17
Feedback on assignments for the course helps me learn from the experience.	3.72	3.65	3.68	3.84	3.76	4.03
The course assignments have helped me learn.	3.87	3.79	3.94	3.88	4.03	4.03
The course material is explained clearly.	3.85	3.79	3.81	4.01	3.72	4.14
Help is available if I have questions or difficulties.	4.24	4.19	4.15	4.38	4.13	4.55
The course content is readily accessible to me.	4.47	4.42	4.54	4.55	4.40	4.69
There are opportunities for student-to-student interactions.	3.98	3.88	3.92	4.22	3.94	4.34
I am learning to evaluate diverse ideas and perspectives.	3.87	3.80	3.84	4.09	3.66	4.21
This course encourages me to consider new ideas.	3.92	3.84	3.83	4.15	3.82	4.21
The course includes content from people with diverse backgrounds.	3.88	3.82	3.75	4.03	3.82	4.22
The learning environment is welcoming for all students.	4.26	4.18	4.26	4.34	4.34	4.64
n (Sample Size)	621	339	67	108	66	29



STATEMENT	OVERALL	F2F	ASYNC Online	BLENDED
I consistently prepare for this course.	4.19	4.16	4.39	4.03
I consistently attend this course.	4.8	4.78	4.89	4.67
I interact with the instructor outside of class (online or face-to-face).	2.73	2.74	2.64	2.82
Expectations for graded work are explained clearly.	4.08	4.09	4.07	4.06
Feedback on assignments for the course helps me learn from the experience.	3.72	3.73	3.66	3.82
The course assignments have helped me learn.	3.87	3.84	3.98	3.84
The course material is explained clearly.	3.85	3.82	3.93	4.03
Help is available if I have questions or difficulties.	4.24	4.25	4.18	4.30
The course content is readily accessible to me.	4.47	4.47	4.53	4.47
There are opportunities for student-to-student interactions.	3.98	3.96	4.04	4.12
I am learning to evaluate diverse ideas and perspectives.	3.87	3.83	4.00	4.11
This course encourages me to consider new ideas.	3.92	3.88	4.09	3.97
The course includes content from people with diverse backgrounds.	3.88	3.77	4.22	4.22
The learning environment is welcoming for all students.	4.26	4.24	4.33	4.43
n (Sample Size)	621	474	114	32

Experiences are mostly consistent across the Instruction Modes

Red Colored cells indicate that the question responses are significantly different compared to the entire sample



STATEMENT	OVERALL	Major	Minor	Gen Ed	Elective
I consistently prepare for this course.	4.19	4.24	4.07	4.00	4.31
I consistently attend this course.	4.8	4.82	4.61	4.67	4.91
I interact with the instructor outside of class (online or face-to-face).	2.73	2.81	2.66	2.40	2.78
Expectations for graded work are explained clearly.	4.08	4.15	4.41	3.70	4.11
Feedback on assignments for the course helps me learn from the experience.	3.72	3.80	3.93	3.09	4.02
The course assignments have helped me learn.	3.87	3.93	4.32	3.33	4.16
The course material is explained clearly.	3.85	3.88	4.31	3.55	3.98
Help is available if I have questions or difficulties.	4.24	4.29	4.34	3.85	4.48
The course content is readily accessible to me.	4.47	4.51	4.72	4.26	4.57
There are opportunities for student-to-student interactions.	3.98	4.01	3.68	3.68	4.47
I am learning to evaluate diverse ideas and perspectives.	3.87	3.88	4.32	3.54	4.25
This course encourages me to consider new ideas.	3.92	3.96	4.18	3.54	4.18
The course includes content from people with diverse backgrounds.	3.88	3.86	4.15	3.74	4.30
The learning environment is welcoming for all students.	4.26	4.32	4.54	3.97	4.42
n (Sample Size)	621	411	29	74	46

Respondents rated Gen Ed courses lower than others

Red Colored cells indicate that the question responses are significantly different compared to the entire sample

p value: <0.05

Note: School of Dental Medicine and School of Pharmacy are not included as the sub-sample sizes are extremely low. 1 and 11, respectively.



STATEMENT	OVERALL	MALE	FEMALE
I consistently prepare for this course.	4.19	4.20	4.18
I consistently attend this course.	4.8	4.81	4.78
I interact with the instructor outside of class (online or face-to-face).	2.73	2.84	2.60
Expectations for graded work are explained clearly.	4.08	4.13	4.05
Feedback on assignments for the course helps me learn from the experience.	3.72	3.74	3.65
The course assignments have helped me learn.	3.87	3.94	3.78
The course material is explained clearly.	3.85	3.80	3.87
Help is available if I have questions or difficulties.	4.24	4.27	4.19
The course content is readily accessible to me.	4.47	4.43	4.54
There are opportunities for student-to-student interactions.	3.98	3.83	4.10
I am learning to evaluate diverse ideas and perspectives.	3.87	3.80	3.91
This course encourages me to consider new ideas.	3.92	3.92	3.88
The course includes content from people with diverse backgrounds.	3.88	3.65	4.06
The learning environment is welcoming for all students.	4.26	4.31	4.23
n (Sample Size)	621	280	267

Experiences are mostly consistent across the male and female instructors

Red Colored cells indicate that the question responses are significantly different compared to the entire sample

Note: Non-binary / Third Gender, and Unsure gender perceptions are not included as the sub-sample sizes are extremely low. 4 and 10, respectively.

STATEMENT	OVERALL	30s	40s	50s	>60
I consistently prepare for this course.	4.19	4.15	4.17	4.19	4.37
I consistently attend this course.	4.8	4.74	4.84	4.77	4.86
I interact with the instructor outside of class (online or face-to-face).	2.73	2.81	2.70	2.68	2.71
Expectations for graded work are explained clearly.	4.08	4.31	4.20	4.01	3.53
Feedback on assignments for the course helps me learn from the experience.	3.72	3.75	3.81	3.70	3.21
The course assignments have helped me learn.	3.87	3.98	3.97	3.75	3.34
The course material is explained clearly.	3.85	4.09	3.98	3.70	2.97
Help is available if I have questions or difficulties.	4.24	4.45	4.35	4.21	3.50
The course content is readily accessible to me.	4.47	4.56	4.65	4.38	4.03
There are opportunities for student-to-student interactions.	3.98	4.11	3.94	4.02	3.49
I am learning to evaluate diverse ideas and perspectives.	3.87	4.12	4.05	3.70	3.13
This course encourages me to consider new ideas.	3.92	4.08	4.07	3.76	3.26
The course includes content from people with diverse backgrounds.	3.88	4.06	4.12	3.71	2.96
The learning environment is welcoming for all students.	4.26	4.39	4.43	4.13	3.73
n (Sample Size)	621	124	183	155	58

Older instructors were rated lower than younger instructors

Red-colored cells indicate that the question responses are significantly different compared to the entire sample

p value: <0.05

Note: <30 and unsure instructors age perceptions are not included as the sub-sample sizes are extremely low. n of 18 and 28, respectively.



STATEMENT	OVERALL	Other	Asian	Black	White
I consistently prepare for this course.	4.19	4.12	4.24	4.12	4.22
I consistently attend this course.	4.8	4.80	4.75	4.82	4.79
I interact with the instructor outside of class (online or face-to-face).	2.73	2.62	2.80	3.00	2.73
Expectations for graded work are explained clearly.	4.08	3.90	3.77	3.64	4.20
Feedback on assignments for the course helps me learn from the experience.	3.72	3.42	3.54	3.18	3.82
The course assignments have helped me learn.	3.87	3.74	3.71	3.48	3.93
The course material is explained clearly.	3.85	3.69	3.46	3.30	3.96
Help is available if I have questions or difficulties.	4.24	4.02	4.06	3.79	4.33
The course content is readily accessible to me.	4.47	4.32	4.46	4.09	4.55
There are opportunities for student-to-student interactions.	3.98	3.89	3.67	4.27	4.00
I am learning to evaluate diverse ideas and perspectives.	3.87	3.83	3.36	3.76	3.92
This course encourages me to consider new ideas.	3.92	3.86	3.47	3.58	4.00
The course includes content from people with diverse backgrounds.	3.88	3.84	3.58	4.07	3.88
The learning environment is welcoming for all students.	4.26	4.13	3.94	3.79	4.38
n (Sample Size)	621	94	52	33	383

Few statistical differences in overall ratings based on perceptions of instructor's race

Red-colored cells indicate that the question responses are significantly different compared to the entire sample.

p value: <0.05

Note: American Indian, Hispanic, Mixed Races, Other, & Unsure categories are combined into Other

STATEMENT	White	Non-White
I consistently prepare for this course.	4.22	4.15
I consistently attend this course.	4.79	4.46
I interact with the instructor outside of class (online or face-to-face).	2.73	2.74
Expectations for graded work are explained clearly.	4.20	3.82
Feedback on assignments for the course helps me learn from the experience.	3.82	3.41
The course assignments have helped me learn.	3.93	3.68
The course material is explained clearly.	3.96	3.55
Help is available if I have questions or difficulties.	4.33	3.99
The course content is readily accessible to me.	4.55	4.32
There are opportunities for student-to-student interactions.	4.00	3.90
I am learning to evaluate diverse ideas and perspectives.	3.92	3.70
This course encourages me to consider new ideas.	4.00	3.70
The course includes content from people with diverse backgrounds.	3.88	3.82
The learning environment is welcoming for all students.	4.38	4.01
n (Sample Size)	383	176

However, when combined, non-White (perceived) instructors received significantly lower ratings than White instructors

Red-colored cells indicate that the question responses are significantly different compared to the entire sample

p value: <0.05

Non-White = All Non White Races

Instructors perceived as foreign received significantly lower ratings than native instructors

Instructors who were difficult to understand received lower ratings

US	Foreign	STATEMENT	No difficulty	Difficult to understand
4.20	4.15	I consistently prepare for this course.	4.22	3.98
4.80	4.79	I consistently attend this course.	4.81	4.63
2.75	2.77	I interact with the instructor outside of class (online or face-to-face).	2.77	2.43
4.17	3.84	Expectations for graded work are explained clearly.	4.17	3.25
3.79	3.48	Feedback on assignments for the course helps me learn from the experience.	3.82	2.5
3.93	3.74	The course assignments have helped me learn.	3.96	2.85
3.94	3.57	The course material is explained clearly.	3.93	2.79
4.27	4.15	Help is available if I have questions or difficulties.	4.27	3.69
4.53	4.39	The course content is readily accessible to me.	4.51	4.16
4.04	3.74	There are opportunities for student-to-student interactions.	4.04	3.16
3.94	3.63	I am learning to evaluate diverse ideas and perspectives.	3.91	3.22
4.00	3.65	This course encourages me to consider new ideas.	3.98	3.16
3.90	3.85	The course includes content from people with diverse backgrounds.	3.9	3.34
4.32	4.18	The learning environment is welcoming for all students.	4.31	3.78
436	101	n (Sample Size)	509	50

Red Colored cells indicate that the question responses are significantly different between the two groups
p value: <0.05

STATEMENT	OVERALL	Fresh	Soph	Junior	Senior	Grad
I consistently prepare for this course.	4.19	3.99	4.20	4.24	4.10	4.44
I consistently attend this course.	4.8	4.74	4.80	4.78	4.78	4.87
I interact with the instructor outside of class (online or face-to-face).	2.73	2.36	2.26	2.95	2.80	3.16
Expectations for graded work are explained clearly.	4.08	4.04	4.22	4.34	3.73	4.15
Feedback on assignments for the course helps me learn from the experience.	3.72	3.43	3.65	3.89	3.50	4.00
The course assignments have helped me learn.	3.87	3.61	3.75	4.04	3.63	4.21
The course material is explained clearly.	3.85	3.65	3.70	4.04	3.67	4.07
Help is available if I have questions or difficulties.	4.24	4.11	4.16	4.39	4.05	4.43
The course content is readily accessible to me.	4.47	4.34	4.51	4.57	4.43	4.59
There are opportunities for student-to-student interactions.	3.98	3.67	3.83	4.12	3.86	4.30
I am learning to evaluate diverse ideas and perspectives.	3.87	3.55	3.58	4.06	3.69	4.27
This course encourages me to consider new ideas.	3.92	3.64	3.75	4.09	3.75	4.25
The course includes content from people with diverse backgrounds.	3.88	3.68	3.33	4.02	3.77	4.24
The learning environment is welcoming for all students.	4.26	4.03	4.26	4.27	4.22	4.56
n (Sample Size)	621	134	72	114	108	136

Freshmen gave the lowest ratings

Graduate students gave the highest ratings

Red Colored cells indicate that the question responses are significantly different compared to the entire sample

p value: <0.05



In following the procedures laid out in SIUE policy 1J7, a group of faculty were assigned to review the Student Evaluation of Teaching (SET). This review round was launched in 2020-2021 to focus on recommendations laid out by the Anti-Racism Task Force to reform, replace, or even potentially eliminate the SET due to concerns about inherent biases in the results.

The SET Review Committee first met in January 2021 to examine those recommendations, review the research on SETs, create a survey instrument to gauge potential biases and revise SET policy regarding the evaluation process. As a result of that work, the committee did the following:

1. Investigated whether student evaluations measure what they are intended to measure. Evaluations tend to measure how much students like an instructor rather than focusing on what they have learned. (Baldwin & Blather 2003; Boring, Ottoboni, & Start 2016; Gormally, Evans & Brickman 2014). Therefore, the committee recommends changing the instrument from the existing Student Evaluation of Teaching (SET) to a new Student Experience Survey (SES) to shift the focus to students' experiences in the class.
2. The new survey tool, SES, broadens the SET to encompass more of the learning environment, with special attention to engagement and diversity issues. In Spring 2022, the committee solicited feedback from constituency groups (Faculty Association; Non-Tenure Track Association; Faculty Senate; ACCESS; Black Faculty and Staff Association) and incorporated their feedback into the SES. The SES was piloted in the Fall 2022 semester and found to be a valid measure of student experiences of learning.
3. Given that research has shown that student evaluations can be biased, specifically against female faculty, non-white faculty, international faculty, and older faculty (Chakraborty 2017; Chisadza, Nicholls, & Yitbarek 2019; Joye & Wilson 2015; Kreitzer & Sweet-Cushman 2021; MacNell, Driscoll, & Hunt 2014; Smith 2019), the committee reviewed the results of the pilot to gauge the potential for bias. The SES pilot results showed no statistical difference in male versus female faculty scores and limited statistical difference between domestic and international faculty. However, it did show larger deviations between native and non-native English-speaking faculty as well as age differences among faculty where older faculty were rated lower than younger faculty. Non-white faculty were rated lower than white faculty. Note: the results are based on student perceptions of instructors.
4. Based on changes from the SET to the SES, Policy 1J7 was revised and updated. The policy continues to emphasize multiple methods of evaluating teaching, and the policy includes updated items.

Committee Members:

Dr. Gillian Acheson
Dr. Maurina Aranda
Dr. Lynn Bartels
Dr. Ari Belasen
Dr. Kim Carter
Dr. Tom Foster
Dr. Ram Madupalli

Grading and Evaluating

Student Experience Survey 1J7

The approved policies below allow for the implementation of a fourteen- item common Student Experience Survey, a SES administration policy, a SES use policy, as well as a policy for continued review of the SES process every three years.

Preamble

There is a wide body of research indicating that student evaluations of teaching (SETs) may be influenced by such factors as instructor gender, physical attractiveness, race, and other types of characteristics (see reference list below). Prior student interest in the subject matter is also a factor, giving instructors of certain courses an advantage over others. For example, some instructors have the responsibility of teaching relatively unpopular courses, which may put them at a disadvantage.

Further, many faculty members have a responsibility to awaken students to discriminatory ideology and institutional practices that are hegemonic and oppressive to those not in the dominant group(s) in the world. Attempts to help students understand ableism, ageism, racism, sexism, and discrimination against those of non-dominant sexual orientation, ethnicity, or religious affiliation often leads to antipathy and confusion among students. These phenomena must be weighed when considering student evaluations of faculty teaching courses that expose racism, sexism, homophobia, and other forms of bigotry. Although this issue may be more relevant to some disciplines than others, it can be a factor in all disciplines and in any course.


As a result, Policy 1J7 initiates alternative approaches to evaluate teaching. Section I details the learning-focused Student Experience Survey (SES) that replaces the standard SET framework. The administration of the survey is covered in Section II. And section III highlights additional avenues of evaluation that must be used in conjunction with the SES. Finally, section IV covers the continuous review process of the SES.

I. Policy on Student Experience Survey (SES)

The fourteen questions in I.A. will be used on all end-of-semester student experience surveys for all courses regardless of modality (e.g., face-to-face; asynchronous online; hybrid). Currently, exempted course types include lab, studio, performance, field placement, practica and internship courses.


A. Student Experience Survey Core Instrument Questions:

1. I consistently prepare for this course.
2. I consistently attend this course.
3. I interact with the instructor outside of class (online or face-to-face).
4. Expectations for graded work are explained clearly.
5. Feedback on assignments for the course helps me learn from the experience.

6. The course assignments have helped me learn.
7. The course material is explained clearly.
8. Help is available if I have questions or difficulties.
9. The course content is readily accessible to me.
10. There are opportunities for student-to-student interactions.
-  11. I am learning to evaluate diverse ideas and perspectives.
12. The course encourages me to consider new ideas.
13. The course includes content from people with diverse backgrounds.
14. The learning environment is welcoming for all students


The instrument uses a five-point scale: Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, and Strongly Agree. These items need to be described in ways that allow for students to leave the item blank if not applicable or to mark "not applicable" as a response.

B.  Additional Considerations

Colleges/schools and departments  can add quantitative and/or qualitative questions to enhance the utility of student feedback. In order for this SES instrument to be most helpful to professors' improvement efforts, feedback is necessary.

The Student Experience Survey shall be subject to rigorous and ongoing evaluation. It is important to assess potential threats to validity, possible bias, and patterns over time.

II. Policies on Administration of SESs

- A.  Process of administering the SESs during the required end-of-semester evaluation:
1. SIUE forms for Student Evaluation of Teaching include the approved campus-wide core. In addition, each department, school, or college can add a second section of multiple-choice questions and a section of open-ended questions.
 2. Student evaluations of teaching may be administered in paper-pencil format or online. Regardless of mode of delivery, the process must ensure anonymity for students. (Note: tools such

as Qualtrics and Survey Monkey may not ensure student anonymity.)

3. Before students take the evaluation, instructors should provide a standard statement in writing or verbally. This statement should instruct students about the importance and purpose of the evaluation as well as how the evaluations will be used.
4. The administrator should instruct students not to talk to each other while filling out SESs.
5. The process must assure student anonymity on the SESs.
6. If time is given during class for students to complete evaluations, the instructor must not be present while evaluations are being filled out.
7. The department should develop a plan regarding the administration of student evaluations of teaching. This plan should include designations for who will administer course evaluations (whether the evaluations are paper-pencil format or online). If a departmental designee is unavailable, the instructor can use a "signed envelope" procedure: in such an instance, the department chair or instructor must designate a student in the class to collect all evaluations in a single large envelope, seal it, sign it across the seal, and deliver it to the department secretary or other designated location.
8. Instructors must not have contact with individual SESs once they have been distributed (in the case of non-electronic administration, someone else must collect and give the completed SESs to someone in charge of processing them). *The instructor will not be allowed to see the original evaluation forms after they have been completed.*
9. Handwritten comments must be typed before the instructor receives them.
10. If paper administration, SES forms (both completed and blank) must be returned in the SES packet and accounted for. For online administration, faculty members and departments should make note of response rates and their potential impact on the results. Regardless of mode of delivery, evaluations are anonymous, including whether or not a student has completed the evaluation.

11. The final results are provided to the instructor *after the final grade submission period is over.*

B. Further suggestions

It is suggested that instructors administer an evaluation during the course of the semester in addition to the end-of-semester evaluation. (A midterm evaluation may help instructors to identify problems and remedy them while they still have the opportunity).

In the case of midterm evaluations, the evaluation practices should ensure anonymity. Departments should work to develop effective practices to support faculty members who wish to implement midterm evaluations for the purpose of course improvement.

III. Policy on Use of Results of Student Evaluation of Teaching

A. Policy on use of student evaluations of teaching



- I. SES shall strictly not be used as the sole or primary indicator of faculty effectiveness - neither as individuals, nor collectively. It is the responsibility of each department to inform their faculty of the review policy. Specifically, multiple measures must be used to evaluate faculty teaching. Such additional measures may include the following
 - I. Peer evaluations through faculty development programs or through instructors in the department.
 - I. See Gormally et al., (2014) for more information on giving instructional feedback to others
 - II. The Center for Faculty Development and Innovation can provide teaching professional development and facilitate these observations through programs such as Teaching Peer Consultants who provide Group Instructional Feedback Technique (GIFT).
 - II. Surveys to assess student perceptions of your classroom that include qualitative prompts for students to provide feedback.
 - I. Example surveys/tools can measure active learning measures (Owens et al., 2017) or student perceptions of pedagogy, including active learning, diversity, and sense of belonging (Owens et al., 2018).
 - III. Assessments of learning (quizzes, pre-post-learning tests, student assessment of course objective mastery)Midterm evaluations

- IV. Faculty reflections on efforts to improve learning measures
 - I. This reflection of how you perceive your teaching effectiveness can be triangulated with other sources, such as student and peer evidence.
 - V. Teaching portfolios that can include the following (Berk, 2005):
 - I. Personal and peer reflections
 - II. Teaching awards
 - III. Relevant course materials
 - IV. Teaching scholarship – presentations on teaching/learning effectiveness
 - V. Student evidence, such as exit tickets, metacognitive reflections, pre-post assessments, etc.
 - VI. Video recordings can serve as a tool for you to reflect on your own teaching. This can also be a mechanism for peer feedback (Berk, 2005).
2. The response to a single question on a SES shall never be used as the sole or primary indicator of faculty effectiveness taken from that instrument, even when that instrument is used in conjunction with other measures. This applies both to individual faculty members and to collections of faculty members. Also, with quantitative SESs, student response percentages for each answer category are more useful than the arithmetic mean for each item.
 3. Results of SESs shall not be used to compare faculty members or collections of faculty members for evaluation purposes. Rather, they shall be used in at least one of the following ways:
 - to document faculty improvement or changes in a faculty member's results in the same class over time
 - along with other indicators of teaching quality, to determine the quality of faculty teaching
 - to assess the extent to which faculty use evaluation results to improve their teaching
 4. The Chair and/or other review committee should meet with faculty to interpret and discuss the results of student evaluation of teaching and be aware of potential biases.

5. Because student evaluations of teaching are anonymous, no disciplinary action may be based solely on student evaluations of teaching.

IV. **SES Continuous Review Committee**

The SES Continuous Review committee, a subcommittee of the Committee on Assessment, meets every three years and functions to oversee continuous review and validation of the SIUE Student Experience Survey. The Committee shall be constituted of a minimum of four faculty members, including the Director of Assessment (as a voting member) and an additional liaison from the Committee on Assessment. Faculty members will be chosen based on their expertise in psychometric measurement, survey design, and statistics. Appointments are made jointly by the Director of Assessment and the Committee on Assessment and approved through Faculty Senate. Appointments to the Committee shall normally be for a three-year term; reappointment is permitted. All members of the Committee will be voting members. The Committee shall be responsible for the continuous review and validation of the SIUE Student Experience Survey and making recommendations to the Committee on Assessment and Faculty Senate on the basis of the data collected.

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Approved by Chancellor effective 6/12/17

This policy was issued on June 16, 2017, replacing the May 24, 2013 version.

Document Reference: 1J7

Origin: WC 6-06/07; CC 9-10/11, CC 10-11/12 & OC 5/3/13; CC 18-16/17



Southern Illinois University System
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

January 12, 2024

Faculty Senate
Southern Illinois University Edwardsville

I have received the Chancellor's Evaluation Report from the Faculty Senate Rules and Procedures Council and have had the opportunity to review it. I do not know whether there was a plan to discuss this with me as has happened in past years, but I felt I needed to respond now. I will let you know that I have shared this letter with the Board of Trustees before sending it to you.

As I have expressed in past years, I find this faculty senate annual evaluation process for the chancellor and the provost highly unusual. I have worked at several universities over the last 30+ years and none had a process like this. In general, administrators were evaluated periodically (usually 3-5 years) and the evaluations involved input from a variety of stakeholder groups (i.e., a 360-degree evaluation), not just one. Moreover, the evaluation processes were always overseen by the individual or group to whom the administrator reports. In this case, I am not involved in any way in the process.

This year, the process went a step further and asked the chancellor and, as I understand it, the provost to submit a detailed improvement plan by February 1. I find this request to be inappropriate for several reasons and inconsistent with any notion of shared governance with which I am familiar. The chancellor reports to me as the president and any request for an improvement plan should come from me. However, this was not even discussed with me and only shared with me after the approval of the resolution. Moreover, not only was the evaluation not discussed with me, I did not receive a copy from the faculty senate until seven months after it was completed. Again, this all is inconsistent with the expectation of collaboration that is a hallmark of shared governance. I want to be clear that I have told Chancellor Minor this request is inappropriate, and that I do not want him to respond with any kind of improvement plan.

While there are several areas of concern for me in this particular evaluation that I would be happy to discuss with the faculty senate or a subset of that group, I will focus on one area of concern today. It is clear we need to develop a common conceptual and operating definition of shared governance. I have read the Statement of Shared Governance at SIUE and like many statements on shared governance, it is rather vague and open to interpretation. And, when each group or individual is interpreting shared governance on their own, there is often conflict over its meaning and how it applies to a variety of situations and decisions.

So, let me suggest a way to address this particular concern. There are individuals external to the SIU System who have expertise and experience with effective shared governance practices across a variety of higher education institutions. I am willing to provide the support necessary to bring one of these

Office of the President

Stone Center • Mail Code 6801 • 1400 Douglas Drive • Carbondale, Illinois 62901
Phone: 618/536-3331 • Fax: 618/536-3404

individuals to SIUE so we can work together towards a common understanding across all constituencies of how shared governance could work in the interest of advancing the university. My hope is this would help us to move forward more positively and productively for the betterment of SIUE and our students.

If you are open to this suggestion, I will work on finding an individual and a time for their visit. Please let me know at your earliest convenience.

Sincerely,

A handwritten signature in black ink, appearing to be 'Dan Mahony', written in a cursive style.

Dan Mahony
President
SIU System

IBHE-FAC report for the SIUE Faculty Senate meeting on 29 February 2024

The IBHE-FAC met on 16 February 2024 via Zoom.

FAC President Shawn Schumacher reviewed upcoming presenters. *FAC Vice-President Linda Saborio* reviewed the schedule of upcoming meetings including that fall meetings for next academic year are set, next spring is still in planning. *Mike Philips, FAC Legislative Liaison* sent out an updated list of legislative bills of interest to higher education – if you would like a copy of his file, please email me. Dan Hrozencik updated about the Funding Commission meeting -- their report is in the comment and submission process.

Dr. Louis Newman, Former Dean of Academic Advising, Associate Vice Provost for Undergraduate Education, Stanford University; and John M. and Elizabeth W. Musser Professor of Religious Studies, emeritus, Carleton College, presented about “Teaching Our Students to Think Critically”, which connects to his recent publication “[Thinking Critically in College: The Essential Handbook for Student Success](#)”. He framed the four elements of critical thinking as Exploring Context, Comparing Alternatives, Weighing Evidence, and Finding Implications and New Applications. A central part of his argument was the need for teachers to explicitly point out to students the aspects of critical thinking that are built in to assignments or class activities, helping develop student metacognition and awareness of their (critical) thinking process. The idea for the book arose out of conversations with a student working on a senior thesis who wondered why these concepts hadn’t been communicated earlier, and was developed via focus groups with students. Two interesting items from the group discussion were a reference to the [Heterodox Academy](#) and an FAC member who said she tells her students that if they reach graduation without having encountered an opinion they disagree with, having been challenged, or made angry, then they should ask for their money back as they have not been educated on how to live in the world.

Working groups met and reported on their progress. During the *business meeting*, there was some follow-up discussion about the legislation related to teacher preparation, wondering who is pushing for K-12 teacher licensure at community colleges and why. During *caucuses*, we discussed “student one-stop centers”, college insurance programs, and whether departments have statements about professional service the way they do about scholarship expectations. Some institutions have one-stop centers (like our Student Success Center), and examples were discussed. Statements are affected by union agreements – most public institutions have such statements, but there is more variability at private institutions.

The next IBHE-FAC meeting will be March 16th, at Northern Illinois University in DeKalb.

Special Note: On Feb 22, Governor Pritzker gave his State of the State address and budget proposal – you can find many copies and videos of his remarks online. The bottom line for higher education includes a 2% funding increase in general fund increases for institutions and continued funding for a number of programs such as MAP, Common App, and various scholarships.

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.

Note that the current term on the FAC ends after the 2023-2024 academic year. Anyone interested in serving as the SIUE representative might think about whether this fits with their teaching schedule and discuss the commitment with Sue or with Shelly Goebel-Parker, egoeb1p@siue.edu, SIUE’s alternate representative.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

FACULTY DEVELOPMENT COUNCIL Report to Faculty Senate 02.29.2024

Prepared by Christine Simmons, Chair FDC

- I. FY2025 Excellence in Undergraduate Education Award**
 - a. February 29th, 2024 is the deadline to apply for the EUE award
 - b. Review of proposal will begin on March 1st

- II. Continuous Improvement Conference - 2024**
 - a. CIC 2024 was held on Friday, February 2nd, 2024 – Thank you to those who attended and provided feedback
 - b. Special thanks to Dr. Nicole Klein for coordinating the CIC this year!

- III. Continuous Improvement Conference - 2025**
 - a. Save the date – CIC 2025 will be on Friday, February 14th, 2025

Report of the Graduate Council to Faculty Senate (2/29/24)

The Council had its fifth meeting on February 15, 2024.

- GCOA accepted the assessment plan from Criminal Justice Policy, with suggestions
- GCRC approved:
 - New course ENSC 470 (Fundamentals of Environmental Technology)
 - New course IT 574 (Educational Technology Specialist Final Project)
 - Retention, under Policy 1N1, of the following:
 - MUS 472A & B
 - CS 548

- Programs Committee approved the following:
 - Abbreviated Program Review: PharmD
 - Form 91C: Moratorium on Global Health Post-Baccalaureate Certificate

- Education and Research Policies Committee approved the following:
 - GR2324-12: Promotion Policy for Research Center Faculty—minor wording changes
 - GR2324-13: 1M3: Policy on Biohazardous Material Use—wording changes
 - **See Appendix for tracked changes versions.**

- Graduate School Announcements
 - The Graduate School is working to increase visibility of faculty research and scholarship; the Library will include some faculty publications in a first-floor display.
 - A dashboard is being created in conjunction with CPAN to allow grant awardees to track their budgets.

- Graduate Admissions recently hosted a webinar with 700 interested students, mostly international.
- Admissions and the Grad School are working to streamline and improve the CGA process.
- International Affairs collected > 500 items for a winter clothing drive.
- The APR/Graduate Dean search committee held its first meeting. Job posting edits are underway.

GR2324-12
GC
ERP 2/8/2024

Regular review of policy. Input received from IBHE-approved Center Directors.

Promotion Policy for Research Center Research Faculty

I. Introduction

Research faculty positions are non-tenured, non-tenure track, term appointments. Research faculty are expected to advance the SIUE research agenda by conducting research and applying for external funding. The positions typically do not include teaching/mentoring responsibilities and typically include limited service responsibilities, but teaching/mentoring and additional service duties may be carried out by mutual consent of the individual and hiring unit or if teaching/mentoring and service are deemed central to the mission of the center. The performance of teaching and service duties will not change the position category of the research faculty member.

The ultimate purpose of the process of promotion in rank is to encourage the researchers to achieve their highest potential and to foster their development in scholarship. Promotion in academic rank signifies that a research faculty member has proven accomplishments in scholarship and service to the unit. It also demonstrates the confidence that the University has in the researcher's potential for increasing accomplishments in scholarship.

II. Ranks

A candidate for promotion shall demonstrate, at the level commensurate with rank, at least meritorious performance in scholarship.

Research Assistant Professor

Individuals are normally appointed to, rather than promoted to, the rank of research assistant professor. Appointment to this rank normally requires the individual:

- to have attained the terminal degree in the appropriate discipline
- to show promise as a scholar that is at least consistent with that of an assistant professor on the tenure track
- to participate in limited institutional, public, and/or professional service.

Research Associate Professor

As a research assistant professor, an individual is expected to engage in scholarly/creative activities that contribute to publicly available knowledge in the candidate's academic field.

After five years have been completed in the rank of research assistant professor, the individual is expected to have developed the full range of capabilities expected of a research associate professor. At this time (in the fall of the sixth year as a research assistant professor) or anytime thereafter, the individual may submit an application for promotion to the rank of research associate professor. Although rare, a research assistant professor with an outstanding record may apply earlier following consultation with the Center Director and the relevant dean.

Research Professor

A research associate professor is expected to continue to grow in stature in scholarship. As a research associate professor, the individual must develop a scholarly record appropriate for ~~his or her~~their academic field that receives recognition in the broader academic and/or policy community.

After a minimum of five years has been completed in the rank of research associate professor, the individual is expected to have developed the full range of capabilities expected of a research professor. At this time (in the fall of the sixth year as a research associate professor) or any time thereafter, the individual may submit an

Regular review of policy. Input received from IBHE-approved Center Directors.

application for promotion to the rank of research professor. Although rare, a research associate professor with an outstanding record may apply earlier following consultation with the Center Director and the relevant dean.

A research professor is expected to continue to grow in stature in scholarship. As a research professor, the individual must maintain an exemplary and sustained scholarly record appropriate for ~~his or her~~their academic field that receives recognition nationally and/or internationally. The individual is expected to maintain sustained independent external funding.

III. Promotion Criteria

The general promotion criteria are outlined in Table 1. ~~Each Center shall have a more explicit, detailed set of criteria that are reviewed and approved by the relevant dean and reviewed and approved for compliance with this policy by the Associate Provost for Research.~~

In evaluating the scholarly merit of publications, a major consideration is the level of the researcher's participation in and contributions to the work. That level must be clear on proposals and publications with multiple authors. Peer-reviewed publications and other scholarly products are generally expected and preferred. If non-peer-reviewed work is offered as part of the portfolio, the appointing unit should seek an assessment of its academic or practical contribution from external reviewers.

It is expected that candidates for research associate professor and research professor will have achieved a level of national or international recognition in their fields, meaning that leaders in the field are able to recognize excellence in the nominee's published work and to identify contributions ~~she/he has~~they have made to the field. This recognition is judged primarily from confidential responses provided by external reviewers. Additional information may also be obtained based on the frequency of citations of the candidate's publications in appropriate citation indices for the field of study.

A record of research funding as principal investigator or co-principal investigator from outside sources does not by itself guarantee research competence. However, a record of funding obtained through competitive, peer-reviewed processes at the national level (such as that required by the ~~U.S. Departments of Agriculture, U.S. Department of and~~ Education, Spencer Foundation, ~~NEH,~~ and NSF) reflects well on the candidate's standing in the research community.

Scholarly independence of a researcher is shown when she/he undertakes leadership in the conception, execution, and dissemination through publication of important scholarly work. Candidates can demonstrate this criterion in various ways, including but not limited to serving as the PI on research projects; by serving as the sole author, lead author, or primary author on a fair proportion of publications; by demonstrating other major contributions to the preparation of manuscripts; and by achieving recognition from a peer group through invited lectures and receipt of awards. Comments from external reviewers can also be used as a measure of the candidate's creativity, initiative and productivity that can reveal the level and growth of scholarly independence.

Table 1. ~~General pP~~General promotion criteria for research faculty.

Commented [MS1]: The need for center-specific, detailed criteria was noted due to the vagueness of the criteria below. Vague criteria can lead to bias in reviews. The NSF ADVANCE team developed resources to reduce bias (including a list of questions for reviewing criteria), which are at <https://www.siue.edu/its/training/DeptChairResources/FacultyEvaluation/#/>.

Rank	Scholarship Requirement
Research assistant professor	Scholarly development at a rate at least consistent with that of a tenure-track

Regular review of policy. Input received from IBHE-approved Center Directors.

Rank	Scholarship Requirement
	assistant professor. Documented evidence of external funding. Strong potential for development into an independent scholar. Record of peer-reviewed publications and/or other published scholarly products, including publications as the primary author. Presentations at or other scholarly participation in relevant academic or professional meetings. Teaching/mentoring and service as appropriate to the Center.
Research associate professor	Strong local and national reputation on the basis of research productivity and contributions over several years at least consistent with that of a tenured associate professor. Documented evidence of independent scholarship and external funding, with funding obtained as the principal investigator (PI) or a co-investigator (Co-I). Substantial record of peer-reviewed publications and/or other published scholarly products, including publications as the primary author. Significant, sustained participation in relevant academic or professional meetings. Teaching/mentoring and service as appropriate to the Center.
Research professor	Exemplary and sustained national and/or international reputation and achievements of at least a tenured professor. Documented evidence of ongoing independent scholarship and independent sustained external funding. Substantial record of peer-reviewed publications and/or other published scholarly products as the primary author or co-author. Sustained significant participation in and/or significant leadership of relevant academic or professional meetings and/or organizations. Teaching/mentoring and service as appropriate to the Center.

IV. Promotion Procedures

The Center Director shall provide newly-hired researchers eligible for promotion a copy of the Center's procedures and criteria for promotion. The Center Director is responsible for assuring that each research faculty member receives a written copy of any evaluation in which progress toward promotion is documented.

- Approved Center procedures and criteria shall be used in making promotion decisions.
- Responsibility for conducting the [midpoint evaluation and the](#) initial evaluation of candidates for promotion shall rest with a committee of research faculty in the research center who hold rank at or above the rank for which the candidate is being considered plus at least one member external to the Center. External member(s) are selected by the Center Director in consultation with the relevant dean. In the event that a research center is too small to provide adequate review, the Center Director in consultation with the relevant dean shall seek the advice of an appropriate ad hoc committee for review of a specific case. If this is done, the composition of the committee and its recommendations

Regular review of policy. Input received from IBHE-approved Center Directors.

must be reported in the final recommendation to the Provost and Vice Chancellor for Academic Affairs.

- Promotion shall normally be granted only upon the positive recommendation of the research center in which the candidate holds academic rank. A research faculty member at SIUE may not hold different academic ranks in different units. Therefore, for candidates who hold academic rank in two units, the recommendation for promotion must be a joint submission of both units concerned and the promotion recommendation shall be considered to be positive only if both units make positive recommendations. Promotion recommendations must be processed according to the regular procedures of both units. It is incumbent upon the Department Chair or Center Director of both units to ensure initiation of the review process.
- Recommendations for promotion shall be based on the candidate's documented accomplishments and contributions in scholarship and, if mutually agreed upon by the individual and hiring unit or central to the mission of the unit, teaching/mentoring and/or service to the unit, University and/or community.
- Promotion reviews must take place at the following levels in the University:
 - the Center Director
 - the relevant dean
 - the Associate Provost for Research
 - the Provost and Vice Chancellor for Academic Affairs
 - the Chancellor.

Commented [MS2]: Added for those centers outside the Graduate School to oversee consistency across centers

Appropriate documentation materials shall be transmitted from one level to the next.

- The Center Director, the relevant dean, and the Provost shall make written recommendations for each candidate for promotion. At the time a written recommendation is forwarded to the next level, the written recommendation shall be made available to the candidate. All evaluations are advisory to the subsequent level. The Chancellor makes the final decision.
- In the event of a decision to recommend that promotion not be granted, the candidate shall be informed of the decision in writing and the reasons for the decision.

V. Salary Increase

The "Salary Plan for Promotion in Academic Rank, Personnel Policy, SIUE II-47" does not apply to research faculty who receive a promotion. Research faculty will negotiate any salary increase with the Center Director.

VI. Grievances

Grievances arising out of the recommendation for promotion shall be filed in writing and resolved through the regular Faculty Grievance provisions of the University. In such cases, the burden of proof rests on the individual.

Approved 1/30/14 Graduate Council

Regular review of policy. Input from ORP Compliance, IBC, and Environmental Health and Safety Office. Revisions include removing information better located in the IBC's operating papers. (IBC has updated their operating papers.)

Policy on Biohazardous Material Use - 1M3

I. Applicability

Southern Illinois University Edwardsville (SIUE) recognizes the need to protect faculty, staff, students, and the community from hazards involving the use of biohazardous material (hazardous biological material) at the University. SIUE, therefore, will comply with the most recent versions of the National Institutes of Health (NIH) "Guidelines for Research Involving Recombinant DNA Molecules," the U.S. Department of Health and Human Services "Biosafety in Microbiological and Biomedical Laboratories," the "United States Government Policy for Institutional Oversight of Life Sciences Dual Use Research of Concern," and other appropriate state and federal regulations/guidelines.

This policy applies to all University employees and students conducting research and/or educational activities with known or suspected biohazardous material. Responsibility for assuring compliance with the standards for use of biohazardous material shall rest with the Institutional Biosafety Committee (IBC). The Associate Provost for Research, or designee, is responsible for monitoring changes in applicable laws or regulations, for advising the IBC and the faculty of such changes and for recommending modifications to University policy concerning use of biohazardous material.

II. Definitions

- A. Biohazardous material: Any biological material or organism which is covered by NIH Guidelines, the Centers for Disease Control (CDC) List of Select Agents and Toxins, or is deemed by the IBC as a biohazardous material. The IBC will publish and make updates to its definition of the term as needed.
- B. Project Director: The person directly responsible for the conduct of any educational or research activity involving biohazardous material. In the case of a student conducting such activity, the project director is the faculty or staff member responsible for registering the project with the IBC and under whose supervision the activity is conducted.
- C. Dual Use Research of Concern (DURC) in the Life Sciences: Research that, based on current understanding, can be reasonably anticipated to provide knowledge, information, products, or technologies that could be directly misapplied to pose a significant threat with broad potential consequences to public health and safety, agricultural crops and other plants, animals, the environment, material, or national security. DURC is any research activity that includes or relates to a Select Agent or Toxin (see II. A) and produces, aims to produce or is reasonably anticipated to produce any of the following effects:
 - 1. enhances the harmful consequences of the agent or toxin
 - 2. disrupts immunity or the effectiveness of an immunization against the agent or toxin without clinical and/or agricultural justification
 - 3. confers to the agent or toxin resistance to clinically and/or agriculturally useful prophylactic or therapeutic interventions against that agent or toxin or facilitates its ability to evade detection methodologies
 - 4. increases the stability, transmissibility, or the ability to disseminate the agent or toxin
 - 5. alters the host range or tropism of the agent or toxin
 - 6. enhances the susceptibility of a host population to the agent or toxin

Regular review of policy. Input from ORP Compliance, IBC, and Environmental Health and Safety Office. Revisions include removing information better located in the IBC's operating papers. (IBC has updated their operating papers.)

7. generates or reconstitutes an eradicated or extinct listed agent or toxin or uses synthetic biology techniques to construct a pathogen, toxin, or potentially harmful product.

Commented [BA1]: Added to NIH Dual-Use Screening Survey Questions for all biological research registrations and amendments (as of 11/2021). <https://oir.nih.gov/sourcebook/ethical-conduct/special-research-considerations/dual-use-research>

III. Institutional Biosafety Committee

A. Membership

1. The IBC will be comprised of members with the requisite experience and expertise as outlined in the NIH Guidelines. The IBC shall be comprised of no fewer than five members. At least two members shall not be affiliated with the University and shall represent the interest of the surrounding community with respect to health and protection of the environment.
2. The IBC shall include members who are capable of assessing the safety of the activity and any potential risk to the public health or the environment.
3. Members of the IBC shall be appointed by the Associate Provost for Research.
4. The Associate Provost for Research shall appoint at least one ex-officio member of the IBC, including at least one member from SIUE's Environmental Health and Safety Office.

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The Associate Provost for Research shall appoint all IBC members.

B. Responsibilities

1. The IBC's shall review of applications and activities conducted at or sponsored by SIUE shall include for compliance with federal and other appropriate regulations/guidelines governing Use of Biohazardous Material and Recombinant DNA and Dual Use Research of Concern in Life Sciences and shall approve those activities that it finds in compliance. This review shall include:

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- a. an independent assessment of the containment level required by the federal regulations and;
- b. an assessment of the facilities, procedures, and practice and training of the personnel involved in the activity.

2. The IBC shall notify the Project Director of the results of its review.

3. The IBC shall determine the containment level as specified by the federal and other appropriate regulations/guidelines.

4. The IBC shall periodically review all activities to assure compliance with federal and other appropriate regulations/guidelines.

5. The IBC shall notify appropriate University officials of any spill of, or contamination from, biohazardous material.

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6. The IBC will shall inform report to appropriate University officials of all significant problems, violations of the NIH Guidelines, and accidents, and illnesses, and any spill of, or contamination from, biohazardous material.

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Regular review of policy. Input from ORP Compliance, IBC, and Environmental Health and Safety Office. Revisions include removing information better located in the IBC's operating papers. (IBC has updated their operating papers.)

~~7. The IBC may not authorize the initiation of any experiments involving Recombinant DNA not explicitly covered by federal and other appropriate regulations/guidelines.~~

~~The IBC shall, via the Associate Provost for Research, order the suspension or termination of any activity in violation of federal and other appropriate regulations/guidelines.~~

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IV. Responsibilities of Project Director

- A. The Project Director of any activity is responsible for fully complying with all applicable federal, state, local, and University requirements.
- B. The Project Director shall not initiate any use of biohazardous material without the approval of the IBC.
- C. The Project Director shall not modify an activity covered by an IBC approved protocol without prior approval of the IBC.
- D. The Project Director shall immediately report any of the following to the Chair of the IBC, the Graduate School Compliance Unit, and the Environmental Health and Safety Office:
 - i. Biohazardous spills - Any significant spill involving Safety Level 2 or higher biohazardous material that occurs outside a biological safety cabinet or containment area
 - ii. Exposure to biohazardous material - Exposure by inhalation, inoculation, ingestion, or skin contact (including cuts and wounds) to a Safety Level 2 or higher biohazardous material
 - iii. Anything subject to the NIH Reporting Requirements Involving Recombinant DNA - significant problems with and violations of the recombinant DNA Guidelines, and accidents involving recombinant DNA
 - iv. Changes in the scope of a project and unanticipated results when the project involves DURC.
- E. The Project Director, in conjunction with the Chair of the IBC and other appropriate University officials, shall be responsible for directing cleanup procedures in the event of a reportable spill or contamination.
- F. The Project Director shall provide and document training and be responsible for all personnel engaged in the activity.

V. Limitation

Possession or use of biohazardous material with a Safety Level or Risk Group of Three (3) or above or culture volumes of experimental recombinant organisms exceeding 10 L will require advance appointment of a qualified and authorized Biosafety Officer according to NIH Guidelines.

Approved by Chancellor effective 1/31/19
This policy was issued on April 2, 2019, replacing the June 12, 2015 version.
Document Reference: 1M3
Origin: OP 10/27/89; OC 2/14/11; GR 14/15-09; OC 1/31/19

Rules & Procedures Council Report
of
February 15, 2024 Meeting

Decided the distribution of senators for 2024-2025:

CAS	18
BUS	3
SDM	3
EDHHB	5
ENG	4
LIB	1
NRS	2
PHRM	3
INSTR	10

CAS, EDHHB, and PHRM will each be reduced by one.

Worked out a new schedule for the evaluation of the Chancellor and the Provost.

Developed concepts and language regarding having a bank of alternates as well as more quickly identifying and replacing senators that are not attending meetings.

Discussed how the distribution and selection of Instructors should work going forward.

Report of President-elect to Faculty Senate

February 29, 2024

HLC Team 5 Subcommittee

- a) Subcommittee has been working on the revision of Criterion 5 (Institutional Effectiveness, Resources and Planning), with each subcommittee expected to submit a full draft by the end of March. **Update:** Team 5 has submitted its draft.
- b) One item that needs to be addressed: updated links to websites of several university committees/councils/policies (e.g., list of members, approved minutes of meetings) that are essential to the review process.
- c) Final report lock date for the Assurance argument: March 2025. Campus visit will be sometime after March 2025.

Selection of UPBC Chair

- a) Need to have a chair of UPBC named as soon as possible (Note: UPBC has not met since June 2023). The Constituency Heads group (Faculty Senate President, Graduate Council Chair, Staff Senate President, Student Government President, plus 2-3 more members) is charged to bring names to the Chancellor.
- b) To assist the Constituency Heads group, talked to several faculty members about being considered for UPBC chair. **Update:** Two faculty members indicated willingness to be considered. May need 1-2 more names to forward.