

**FACULTY SENATE MEETING**  
**Peck Hall, Room 1402**  
**May 2, 2024 – 2:30pm**  
**APPROVED MINUTES**

The regular meeting of the Faculty Senate was called to order at 2:32 pm on Thursday, May 2, 2024 in Peck Hall, Room 1402 by President Marcus Agustin.

**Present:** Marcus Agustin, Jerrica Ampadu, Undrah Baasanjav, Leah Baecht, Robert Bitter, Theresa Comstock, Ivy Cooper, Igor Crk, Stephen Duda, Jennifer Erwin, Carole Frick, Mitchell Haas, Michael Hair, Keith Hecht, Mary Kaemmerer, Tim Kalinowski, Marie Klopfenstein, Susan Kooiman, Erik Krag, Jill LaFreniere, Yuliang Liu, Mary Macharia, Shannon McCarragher, Lynne Miller, Shadrack Msengi, Bhargav Patel, Jodi Patton-Jordan, Mary Anne Pettit, Beidi Qiang, Catherine Santanello, Nicola Schmidt, Johanna Schmidt, Kamran Shavezpur, Michael Shaw, Chrissy Simmons, Gloria Sweida, Ralph Tayeh, Melissa Thomeczek, Cinnamon VanPutte, Carrie Vogler, Suranjan Weeraratne, Susan Wiediger (ex officio), Amy Winn, Duff Wrobbel, Jie Ying, Xudong Yu

**Absent:** Jingyi Jia, Alicia Cantebury, Wei Cheah, David Cluphf, Chaya Gopalan, Katie Hanser, Joshua Kryah, Soondo Kweon, Adriana Martinez, Anne Powell, J.T. Snipes, Bernadette Sobczak, Jason Stacy, Jason Swagler, Kevin Tucker, Andrew Wesemann

**Consideration of Minutes:**

The April 4, 2024 meeting minutes were approved as written.

**Public Comment:**

None.

**Guests:**

Provost Cobb couldn't make it today due to a conflicting meeting.

**Announcements:**

SIU Faculty Collaboration Award – deadline is May 10, 2024: please encourage colleagues to apply.  
SIU Board of Trustees meeting – July 11, 2024 – Springfield.

**Action Items:**

- A. Approval of Faculty Senate Representatives – all approved by acclamation.
  - a. Dr. Laura Fowler - Intercollegiate Athletics Committee (ICAC); four-year appointment
  - b. Dr. Susan Wiediger - IBHE Faculty Advisory Council; four-year appointment
  - c. Prof. Shelly Goebel-Parker – IBHE Faculty Advisory Council (alternate); four-year appointment
  - d. Dr. Kamran Shavezpur – University Honors Advisory Council (UHAC)
- B. Proposed Amendments to Rules and Procedures Operating Papers – approved as written.
  - a. Appendix 1: Process for Election of Faculty Senators (second read)

**New Business**

- A. Council Chairs for 2024-2025 academic year – approved by acclamation.
  - a. Curriculum Council – Amy Winn
  - b. Faculty Development Council – Christine Simmons

- c. Rules and Procedures Council – Tim Kalinowski
- d. Welfare Council – Keith Hecht
- B. Annual Evaluation of SIUE Provost – there was some confusion about what the purpose is for this evaluation. This is not a performance evaluation; rather, it is the mood of the faculty. Provost Quadrennial Review is forthcoming.
- C. Annual Evaluation of SIUE Chancellor – there were concerns about the response given from his office.
  - a) These evaluations will be sent to the appropriate people and then to University Archives.

**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: see attached report.

**Adjournment:**

The meeting adjourned at 3:51 pm.

Submitted by Michael Tadlock-Jackson, University Governance

# Faculty Advisory for the SIU System (FACSS)

## Accepting Nominations and Applications

### 2024 FACULTY COLLABORATION AWARD

The Faculty Advisory Committee for the SIU System (FACSS) is now accepting nominations and applications for their Faculty Collaboration Award. 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).

The application deadline is **May 10, 2024**.

To nominate or 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.

The award criteria and eligibility is available on the SIU System VPAIPP webpage at the following link: <https://siusystem.edu/academic-affairs/CriteriaSIUSystemcollaborationAwardV8.pdf>.

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



## Appendix #1. Process for the Election of Faculty Senators

1. The regular election shall take place yearly during the spring semester.
2. Special elections to fill a vacancy may be conducted at any time by the Rules and Procedures Council (R&P) at the request of the Faculty Senate's Executive Committee.
3. During the 1st week in February, the Chairperson of the R&P Council shall request from the Office of Institutional Research and Studies a list of voting faculty at the beginning of the spring semester. ~~The Personnel Committee~~Members of the R&P Council will then apportion ten (10) Faculty Senate seats for Instructors, and the remaining thirty-nine (39) among the academic units, using the Huntington-Hill Method.
4. By April 15, a member of the R&P Council will request nominations, conduct, and conclude an election from qualified Instructors to fill any vacancies for the next Academic Year.
45. The Chairperson of the R&P Council shall notify the Deans of the participating academic units of the number of seats apportioned to that unit for the following academic year, and ask them to elect and fill the appropriate number of vacancies.
65. Each academic unit shall elect its representatives in accordance with its own approved procedures, within the time period specified by the R&P Council.
67. After the completion of this process, but before the end of April, the Deans of the various units shall notify the Chairperson of the R&P Council of the names of the newly elected senators.
78. In accordance with the Faculty Senate Bylaws (I, B), faculty Senators shall be elected to three-year terms which shall begin with the new academic year.

On March 21, 2024, the Rules and Procedures Council, by unanimous vote, put forward the following amendment to Appendix #1 of the Operating Papers of the Council. A marked-up copy has also been uploaded to indicate the changes made. The substantive changes, in summary:

1) fix the number of Instructors in the Faculty Senate at 10 and specify that the senators representing Academic Units are proportionally distributed; and

2) specify the process of electing Instructors to the Faculty Senate.

The Rules and Procedures Council requests that the Faculty Senate approve the indicated changes to the Rules and Procedures Operating Papers.

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## **IBHE-FAC report for the SIUE Faculty Senate meeting on 2 May 2024**

The IBHE-FAC met on 15 March 2024 at Waubonsee Community College in Sugar Grove.

*Waubonsee Community College President Brian Knetl* welcomed the FAC. He is only the fifth president in Waubonsee's history, in part because the previous two presidents each served 20 years or more. The theme of his inauguration and current initiative is Waubonsee's New Dawn. Dr. Knetl talked about challenges facing higher education and associated resource books (redesigning community colleges; demographic cliff; great upheaval, AI). Waubonsee serves populations from inner urban in Illinois' second biggest city (Aurora) to rural areas in the west of their district. They have just joined Achieving the Dream, and some of the re-framing proposed by that association is to stop using the term equity gap and instead set a target for all students (including disaggregated groups). They invested in mental health initiatives – they provided release time to their lead counselor to work on their [Peer Support Network](#) (the video on that page is good). He specifically referenced the [FAC mental health document](#) as part of clarifying that their peer support people only work under supervision, even though they used the term “patients” in the video.

*Waubonsee Community College Provost Diane Nyhammer* spoke about “Fostering Academic Success: Strategies for Student Support”. They provide a wide range of options, with at least three types of tutoring (some 24/7 by professionals, some peer tutoring, some by compensated faculty), Supplemental Instruction, technology loans, Inclusive Access, and embedded [course navigators](#) that proactively connect students (and sometimes faculty) to resources. For the course navigators, they showed data from ten courses that showed success rate improvements ranging from 2 to 28% for courses with navigators. WCC systematically seeks feedback and suggestions through surveys, listening sessions, and various task forces and committees as well as the availability of online suggestion forms.

*FAC President Shawn Schumacher* requested updates from FAC caucuses and working groups to build the annual FAC report he will provide to the IBHE at their June meeting. *FAC Vice-President Linda Saborio* reviewed the schedule of upcoming meetings. *Mike Philips, FAC Legislative Liaison* discussed the student lobby day that had just occurred, where topics of interest included MAP grant funding, affordable housing, and mental health. He provided additional updates to the document he shared: the amendments to the Dual Credit Quality Act have passed the House and are now in the Senate, perhaps the FAC should think about proposing some language for the next amendments (target would be next spring); currently one of the Mental Health bill sponsors does not expect it to move until fall and that there will be more amendments trying to balance student needs and accreditation issues. Mike gave details about visiting legislators the day before the May FAC meeting for those participating. *Dan Hrozencik* reported that in a legislative meeting about the Funding Commission report there was support for somehow including an institution's endowment in the formula. The *Nominating Committee* reported on the candidates so far for next year's FAC officers and reviewed the election timeline.

*Nkechi Onwuameze, IBHE Assistant Director for Academic Affairs*, reported that IBHE is working through a school closure and working on the Transfer App initiative. *Jill Gepke, IBHE Assistant Director for Academic Affairs*, said that publishing admissions updates for public schools is required and that those are now on the [IBHE website](#). She also said that [NC-SARA](#) (distance education) trainings are coming up and that she is working on FAC member invitations.

*Panel of Illinois Academic Advising Association (ILACADA) Representatives; Participants: Bryce Johnsen, Governors State University, ILACADA President; Morgan Smith, University of Illinois Urbana-Champaign, ILACADA Vice-President; Jaimie Engle, DePaul University; and Dionne Lipscomb, University of Illinois Urbana-Champaign, moderated by Jill Gepke*

A normal day...? Depends on the type of advisor. Some are embedded in departments and work with faculty, majors, and minors; some have a lot of student appointments plus students dropping by. Some have a quota of appointments to have each day or week, such as 8 a day, 40-55 a week, but it depends on the load. Recommended load is 350 students per advisor, but some have 200 in a coaching role while others have more than 400. Most public institutions are in the 300-500 range. In addition to scheduled student appointments, there are meetings and the various problems that pop up through one's email.

What might faculty not know? If students are not feeling supported, not feeling like an instructor cares, not "seeing themselves" at a particular institution, advisors can sometimes provide specific names and people that will help them connect and know what to do – institutional initiatives can be hard for students to find. Students appreciate that student success conversations are happening but are wondering why the students aren't there for those conversations – institutions might have surveys and data but students want tangible input. Give students the autonomy to create their own definition of success. Graduate students might be looking for options besides Masters degrees, such as microcredentials.

If you could ask faculty for something to be successful, what would it be? To build mentorship connections to help students see professional trajectories – want faculty to shepherd the growth of programs. In settings where office hours are with a TA, that doesn't help build a connection to faculty. Need communication between faculty and advisors. Advisors need to be able to reach out when students are having negative experiences, and there can be hierarchy issues for students to work through and for advisors and faculty who are trying to communicate. As advisors engage with faculty in various settings (e.g. committees, etc.) it builds relationships and connections. Advising might be able to facilitate conversations about solutions for student concerns.

Smaller schools might not have professional advisors; faculty advisors can be great, and are also common in specialty areas (like doctoral work). People may not realize that advising is a scholarly area, with research and initiatives like other disciplines.

For dual credit issues, some advisors would love to be involved. They can provide insight into the high school to college transition. At some schools, there is a line that advisors do not talk to prospective students, and maybe not to admitted students until they've gone through orientation, so there can be territory issues. One advisor (embedded in a department) works with her department's students and faculty to do outreach to parents of prospective students and take current students to high schools.

*Working groups and caucuses met and reported out. Caucuses discussed the institutional Equity Plans due to the IBHE by May 31 – most public 4-yrs are working and will meet the deadline, but only one of the nine present is sharing out the report and inviting comments; most public 2-yrs have plans in place. Publics also discussed a general education comparison document, faculty evaluations of administrators, whether faculty governance groups are under the Open Meetings Act, and policies for clinical faculty.*

The next IBHE-FAC meeting will be May 17<sup>th</sup>, at the Illinois Association of School Boards building in Springfield.

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](mailto:swiedig@siue.edu).

## **Report of the Graduate Council to Faculty Senate (5/02/24)**

The Council met twice since the last Senate meeting: once on April 18 and once on May 2, 2024.

- GCOA accepted the assessment plan from Healthcare Informatics, with suggestions; revisions were required of the Geography and Industrial Engineering assessment plans
- GCRC approved:
  - New course CE 483 (Advanced Digital Systems Engineering)
  - New course PBHE 589 (Independent Study in Public Health)
  - Course modifications IT 450 (Producing Instructional Video), IT 500 (Instructional Technology Innovations), IT 520 (Performance Technology), IT 530 (Managing Instructional Development), IT 582 (Development of Interactive Learning Environments), IT 596 (Design Studio I), IT 597 (Design Studio II), and IT 598 (Design Studio III – Final Project)
  - Retention, under Policy 1N1, of the following:
    - ART 512
    - MBA 531
- Programs Committee approved the following:
  - Abbreviated Program Review: Accountancy
  - Abbreviated Program Review: MBA
  - Form 91A: Adding specializations to Music
  - Form 91A: Adjustments to MAT
  - Form 91A: Create accelerated program in Mathematics
  - Form 91A: Adjustments to specializations/emphasis areas in Instructional Technology
  - Form 91A: Adjustments to capstone structure in Public Health and Public Health/PharmD
  - Form 91A: Adding specialization to PharmD
  - Form 91A: New exit option and curriculum changes for I/O track in Psychology:
  - Full Program Review: Doctorate in Educational Leadership
- Education and Research Policies Committee approved the following (see Appendix for tracked changes):
  - GR2324-14: Incomplete Grades Policy 1J5
  - GR2324-15: Grading System Policy 1J1
  - GR2324-16: Transfer Credit Policy 1J6
  - GR2324-17: Policy 1L14: Post-Baccalaureate & Post-Master's Certificates
  - GR2324-18: Policy 1L12: Second Majors, Specializations, & Degrees for Graduate Students
- Graduate School Announcements
  - Jill Smucker presented a graduate student writing module at the Graduate Student Experience Conference



- Christina McGuiggan gave a presentation on the Graduate School's use of Quali Build at Quali Days
- Enrollment Management mentioned that 36% of international applicants are being denied visas.
- International Affairs noted that ~150 students will graduate this spring, and an affinity graduation ceremony will be held April 12
- The APR/Graduate Dean search committee conducted 12 Zoom interviews, and two candidates have scheduled campus visits.
- Bhargav Patel (Pharmacy) was elected as Education and Research Policies Committee Chair for 2024-25
- The following volunteers were appointed onto the R&D Committee: Jasbir Upadhyaya from the School of Dental Medicine was appointed to the Life Sciences and Biomedical panel, Deborah Sellnow-Richmond from Applied Communication Studies was appointed to serve on the Arts, Humanities, Social Sciences, Business, and Education panel, and Rohan Benjankar from Civil Engineering was appointed to serve on the Physical Sciences and Engineering panel.
- For the RPAB committee, Andres Davila was chosen as the candidate from the School of Dental Medicine and Ronald Worthington was chosen as the candidate from the School of Pharmacy.
- New temperature and humidity sensors have been installed in animal labs around campus.
- SIUE Police, CPAN, STEM Center, and NCERC have all recently received substantial grants (\$62k, \$750k, \$1M, and three @ ~\$50k each).
- Carole Frick volunteered to be the Graduate Council representative for the Textbook Advisory Board and Digital First Textbook Advisory Workgroup in 2024-25.
- Mike Shaw delivered a report on behalf of UPBC, primarily focusing on a financial software audit by a consulting group; Jon Pettibone will likely cover this in his UPBC report to Senate.

GR2324-14  
GC  
ERP 3/14/2024

Regular review of policy. Input from Registrar. Minor updates.

### **Incomplete Grades - 1J5**

Unless the instructor has specified a shorter period of time, an incomplete grade which is not completed within one year will automatically be changed to an "EF" ["FE" ~~EFFECTIVE FALL~~ prior to Fall 2001] (graduation notwithstanding). If an instructor specifies a shorter period of time, [he/she/they](#) must communicate this stipulation in writing--with copies to the Registrar's Office and the instructor's unit head--to the student at the time the incomplete is granted. Any student who feels that mitigating circumstances should allow an extension of time limit beyond one year for completion of an incomplete grade may petition the faculty member who granted the grade. If the faculty member agrees to grant the extension, [he/she/they](#) shall inform the student and also the faculty member's unit head and shall then notify the Registrar. Students and their advisors will be notified of outstanding incompletes and of the due dates on which the incompletes would revert to an "EF" ["FE" ~~EFFECTIVE FALL~~ prior to Fall 2001].

*Approved by Chancellor effective 3/23/81*

*This policy was issued on February 9, 2000, replacing the February 1, 1996 version.*

*Document Reference: 1J5*

*Origin: CC 14-78/79*

GR2324-15  
GC  
ERP 3/14/2024

Regular review of policy. Input from the Registrar.

### Grading System - 1J1

The following grading symbols are used by the University:

Grading Symbol	Credit Points
A--Excellent	4 credit points
B--Good	3 credit points
C--Satisfactory	2 credit points
D--Poor	1 credit points
F--Failure	0 credit points

The grade of F ~~should not~~ cannot be assigned for non-attendance.

**AU**--Audit. No grade or credit hours earned.

**BK**--Blank. Temporary placeholder when grade has not yet been assigned. May not be a final grade in a course and may not be assigned by faculty.

**DE**--Deferred.

Graduate Study and First Professional Degree: Used only for graduate courses and first professional degree of an individual continuing nature such as thesis or research or for internships and practica lasting longer than one term. A DE grade for course work of an individual nature such as research, thesis, or dissertation is changed to a completed grade when the project has been completed.

Undergraduate Study: A DE grade is permitted only for the first semester of a two-semester Senior Assignment course sequence that has been approved by the Curriculum Council for assessment purposes.

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**H**--Pass with Honors. Used for courses taken under the Pass/No Credit option in the School of Pharmacy.

**I**--Incomplete. Student did not complete all work required for the course during the term and has the permission of the instructor to do so within a specified time period. (NOTE: See [Policy 1J5 Incomplete Grades](#).)

**NC**--No Credit. Used for courses taken under Pass/No Credit option. No credit hours earned.

**NG**--No Grade. Used when no grade is issued, such as UNIV 500.

**P**--Pass. Used for courses taken under Pass/No Credit option.

**PR**--Progress. Awarded only for skills courses and only once for any given skills course. PR grades are not included in grade point average calculations. (To earn credit for a course in which a PR grade was earned, students must repeat the course and earn a passing grade.)

**S**--Satisfactory. Used for noncredit courses and thesis, and may be used for internships or practica at the program's discretion.

**U**--Unsatisfactory. Used for noncredit courses and thesis, and may be used for internships or practica at the program's discretion.

GR2324-15  
GC  
ERP 3/14/2024

Regular review of policy. Input from the Registrar.

**The following grades will result from student-initiated withdrawal within the terms of the University's withdrawal policy:**

**W**--Withdrawal. Authorized withdrawal. This grade is recorded for student-initiated withdrawals within established University deadlines. Work may not normally be completed.

**WF**--Withdrew Failing. WF is calculated as F in grade average. This grade is recorded for student-initiated, faculty-approved withdrawal within established University deadlines.

**WP**--Withdrew Passing. This grade is recorded for student-initiated, faculty-approved withdrawal within established University deadlines.

**The following grades will be assigned by the University for non-attendance when students fail to officially withdraw within established deadlines:**

**NS**--Non-attendance. This grade is assigned by faculty when an enrolled student never attends the class.

**UW**--Unauthorized Withdrawal. Calculated as F in grade average. This grade is assigned by faculty when a student has attended or actively participated in a class without completing course requirements or officially withdrawing.

**WR**--Withdrawal by the Registrar. This grade does not impact a student's grade point average. It is used at the faculty's discretion when a student has attended or actively participated in a class without completing requirements or officially withdrawing.

*Approved by Chancellor effective 3/5/21*

*This policy was issued on March 5, 2021, replacing the August 12, 2019 version.*

*Document Reference: 1J1*

*Origin: CC 14-86/87; CC 3-87/88; CC 3-87/88; OP 2/21/92; OP 3/24/92; CC 3-92/93; CC 8-94/95; CC 9-95/96, CC 17-98/99; PVC 12/2/99, CC 31-06/07; CC 22-11/12; GR 15/16-02; OC 9/14/16; OC 4/13/17; OC 8/8/19; GR 19/20-12*

Regular review of policy. Input received from the Registrar. Clarification made.

### **Transfer Credit - 1J6**

Southern Illinois University Edwardsville awards transfer credit for course credit earned at regionally-accredited institutions of higher education or institutions in candidacy status. Credit earned at any off-campus site where a complete degree program is offered by SIUE is considered residence credit and students need not request transfer of such credit. Transfer credit awarded for work at another institution will not be included in the SIUE grade point average.

Time limits for degree completion as outlined in Policy 1F1 apply to transfer credit.

### Baccalaureate Degree

Transfer credit is granted for baccalaureate-oriented courses for which a passing grade was awarded. No transfer credit will be awarded for remedial or developmental courses.

### Graduate Degrees and Certificates

Credit earned in a certificate program at SIUE may be applied to a graduate degree without limit (refer to Policy 1L14).

The Graduate School accepts as transfer credit a maximum of one-third of the total number of hours required for a graduate degree or a certificate program. Some programs may have more restrictive policies limiting transfer credit to less than one-third of the total hours required in their programs; in such cases, the Graduate School conforms to program limitations. Credit can be added to a graduate student's official record only upon approval by the Dean of the Graduate School.

Credit presented for transfer may have been earned for work at another university. The Graduate School automatically accepts up to 6 hours of coursework taken in unclassified status at SIUE. Programs may have more restrictive policies, in which case the Graduate School conforms to the program policy.

An evaluation of transfer credit is made in every case and might result in the transfer of less credit than was requested. Credit earned in the thesis/dissertation or any other concluding components at another university is not accepted for transfer.

Credit is granted only for courses bearing a grade of B or better. Requests to transfer credit for courses bearing a grade such as P (Pass) or CR (Credit) must be supported by verification from the institution that the student's work was of at least B quality on an A to F scale.

Course work completed for a certificate at another institution may be used to satisfy SIUE degree requirements. Programs may have more restrictive policies due to external requirements, in which case the Graduate School conforms to the program limitations.

Ordinarily, course work completed for ~~one~~ non-SIUE degree cannot be used to satisfy requirements for an ~~other~~ SIUE degree at the same level. However, if a student is pursuing a degree at the master's level that is recognized by the Graduate School as a terminal master's degree and that requires completion of 60 or more graduate hours, one-third of the credits required for the degree may be transferred from a prior master's program of traditional scope and duration. In no case is transfer approved for credit earned in the thesis component or any other concluding components completed for the prior degree. Courses used for a prior degree that may be considered for transfer must be of a kind that encompasses or teaches a standard segment of the content normal to the terminal degree program to which the student is admitted, repetition of which would be unnecessary or of no additional benefit to the student. Before recommending such courses for transfer, the department determines that the student has mastered and retained the substance of the courses.

GR2324-16  
GC  
ERP 4/11/2024

Regular review of policy. Input received from the Registrar. Clarification made.

Recommendation of the student's graduate adviser and of the program director are required in support of requests for transfer of credit. An official transcript showing completion of the courses requested must be on file in the Graduate Records Office. Requests to transfer credit for some types of courses are to be accompanied by syllabi or other descriptive materials that help to define their nature or content, as well as by documentation showing satisfactory completion of course requirements. Examples of courses requiring such descriptive materials include those which have no published description, which are identified by titles such as "Independent Study," "Special Topics," "Readings," or which were completed at institutions that do not issue a graduate catalog or are not listed in the indexes of standard accrediting agencies.

*Approved by Chancellor effective 1/19/21*

*This policy was issued on January 25, 2021, replacing the February 15, 2017 version.*

*Document Reference: 1J6*

*Origin: CC 2-83/84; CC 17-00/01; GR 15/16-05; GR 19/20-11*

Regular review of policy. Input received from the Registrar.

### **Post-Baccalaureate and Post-Master's Certificate Policy - 1L14**

Post-baccalaureate and post-master's certificates are organized programs of study that lead to a specific set of skills or knowledge. A certificate confirms that a student has mastery of the content of a clearly defined sub-field of an academic major field of study. A certificate provides in-depth training, but not to the breadth of a graduate degree. The completion of a certificate is noted on a student's transcript and is part of the University's official graduate offerings.

1. Proposals to create post-baccalaureate and post-master's certificates must originate with the graduate faculty. Proposals must be submitted through the regular academic approval channels. Certificates that are part of an existing graduate program must submit a Form 91A, Request for Change in Academic Program, as a Reasonable and Moderate Extension (RME). Certificate programs that are independent of existing graduate programs must submit a Form 92A, Request for a New Academic Program, and will require [Illinois Board of Higher Education \(IBHE\)](#) approval.
2. Post-baccalaureate certificate programs require a minimum of 9 semester hours of graduate credit. Post-master's certificate programs, which target doctoral-level students, require a minimum of 12 hours beyond the master's degree. The number of hours should correspond to similar certificates and must be justified by sharing at least three institutions' curriculum and hours or a justification attested to by two external experts in the field of study. The experts can be from academia or from a relevant non-profit, private, or governmental sector. The experts' credentials must also be submitted. At least half of the hours in a certificate program must be obtained from 500-level courses. No more than 3 hours can be in independent readings, directed research, practicum, or other similar courses. The certificate program must be based on a list of required courses or a limited menu of courses. No substitution or waiver of courses and of completion requirements is permissible for a certificate program.
3. Two or more certificate programs may include no more than one-third of the required hours in common. When two or more certificate programs share common courses, a student may count those hours toward completion for each of those programs.
4. All University policies, ~~(including~~ [but not limited to](#) those related to admission, retention, eligibility for fellowships and assistantships, contact hours, course formats, transfer credit, and eligibility of faculty to teach courses), apply to certificate programs.
5. ~~In order to~~ To begin a certificate program, a student must be admitted to the Graduate School as a classified graduate student. ~~The program faculty may add~~ [have](#) additional admission requirements, such as course prerequisites, [approved through regular academic approval channels](#). The program faculty must approve the admission of all students into the certificate program.
6. Each certificate program will determine the amount of time a student has to complete the program [through regular academic approval channels](#). However, time limits may not extend beyond 6 years.
7. To earn a certificate, a student must meet Graduate School graduation requirements in [Policy 1F1. Faculty Programs](#) may ~~add~~ [have](#) additional requirements [approved through regular academic approval channels](#).
8. Courses taken in a certificate program may also be counted toward the completion of a graduate degree.
9. The administration of a certificate program rests with the faculty of the program. When a certificate program is interdisciplinary, the faculty must designate a graduate program and school/college as its responsible administrative unit.
10. Certificate programs are reviewed as part of the regular program process. At the time of the program review, the certificate program may be reauthorized.
11. The University will be responsible for preparing the actual certificate.

GR2324-17  
GC  
ERP 4/25/2024

Regular review of policy. Input received from the Registrar.

*Approved by Chancellor effective 3/1/2021*

*This policy was issued on March 5, 2021, replacing the January 15, 2020 version.*

*Document Reference: 1L14*

*Origin: PVC 12/2/99; GR 15/16-03; GR 16/17-01; GR 19/20-09; GR 20/21-01*



Regular review of policy. Input received from the Registrar. No changes recommended.

## **Second Majors, Specializations, and Degrees for Graduate Students - 1L12**

### *Second Major*

A student may complete a second graduate major (i.e., dual major) under a single degree title (e.g., M.A., M.S., or MBA) by: (1) completing all of the requirements for a degree in the first major; (2) applying to and being admitted to the second major; and (3) completing no less than two-thirds of the total hours required for a degree in the second major as approved by that program as well as all of the requirements for that second major.

A student pursuing a second major concurrently with the first major must obtain approval from both programs for the combination of studies and to jointly satisfy both major program requirements with one committee and one exit requirement (e.g., project, thesis, or final examination).

A student who holds a graduate degree from SIUE may complete a second major at the same degree level and have it added to the official transcript, provided the program offering the second major admits the student for this purpose. Course equivalencies from the former graduate program amounting to no more than one-third of the total hours for a degree in the second major may be considered for application toward the second major.

### *Second Specialization*

A student may complete two or more specializations within a major while pursuing that major by: (1) applying to and being admitted to the additional specializations; and (2) completing all the requirements for the major and for each specialization. Students must complete all the requirements for the additional specialization, except they do not have to repeat courses in common among the specializations as long as the student completes two-thirds of the total hours required for each additional specialization as approved by the department. With departmental approval, a student may jointly satisfy both specialization requirements with one committee and one exit requirement (e.g., project, thesis, or final examination).

### *Second Degrees*

A student pursuing a combined baccalaureate and graduate degree program must adhere to Policy 1L17.

A student may complete two degree programs at the same level (e.g., M.S. and MBA) by (1) completing all of the requirements for one degree; (2) applying to and being admitted to the second degree; and (3) completing no less than two-thirds of the total hours required for the second degree as approved by the program as well as all of the requirements for that second degree.

A student pursuing a second degree concurrently with the first degree must obtain approval from both programs for the combination of studies and to jointly satisfy both degree program requirements with one committee and one exit requirement (e.g., project, thesis, or final examination).

*Approved by the Chancellor effective 12/11/2020*

*This policy was issued on December 21, 2020, replacing the June 15, 2016 version.*

*Document Reference: 1L12*

*Origin: Graduate Council; OP 10/7/91; PVC 12/2/99; GR 15/16-04; GR 19/20-14*

# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

## FACULTY DEVELOPMENT COUNCIL Report to Faculty Senate 05.02.2024

Prepared by Christine Simmons, Chair FDC

- I. Excellence in Undergraduate Education Award – FY25**
  - a. Review of proposals began on March 1<sup>st</sup> – 10 proposals were received
    - i. Thank-you to the reviewers!
  - b. Recommendations for awards went to the Provost on April 3<sup>rd</sup>, 2024
    - i. Seven EUE proposals were recommended for funding for a total of \$50,518.62 awarded
  
- II. Teaching Excellence Awards 2023 - 2024**
  - a. TEAC reviewed nominees for the Teaching Excellence Award and Distinguished Teaching Award
    - i. Thank-you to the committee!
  - b. Recommendations for awards went to the Provost
    - i. Dr. Alli Sauerwein for the Teaching Excellence Award
    - ii. Ms. Liz Stygar for the Teaching Distinction Award
  
- III. Faculty Development Fellow – FY25**
  - a. Applications have been reviewed and interviews are scheduled for next week
  
- IV. Continuous Improvement Conference - 2025**
  - a. Save the date – CIC 2025 will be on Friday, February 14<sup>th</sup>, 2025
  
- V. Amendments to TEAC Operating Papers**
  - a. TEAC has requested changes to their operating papers to streamline the process of receiving nominations, update the timelines, and re-naming of the rewards.
    - i. The suggested changes to the TEAC Operating Papers were discussed and approved by the FDC on April 18<sup>th</sup>, 2024.
    - ii. FDC will bring the amendments to the Faculty Senate for a first read on September 5<sup>th</sup>, 2024.

**Rules & Procedures Council Report**  
**of**  
**April 18, 2024 Meeting**

Concluded that next steps would be followed as described in the Operating Papers (as modified) regarding the Report on the Chancellor and the Provost.

Discussed and put forward to the Executive Committee (to be reviewed May 9) proposed changes to policies related to senator alternates, absences, replacements, and shortages.

**President's Report to Faculty Senate**  
**May 2, 2024**

**Meeting with Provost Cobb**

**1. April 12, 2024**

- a. Proposed changes to Faculty Senate Bylaws and Change to Annual Evaluation Timeline
  - i. Provost Cobb will confer with Tom Jordan and hopeful of approval.
  - ii. Amenable to the timeline change to annual evaluation but will request that this will be for the 2026-2027 academic year.
- b. HLC Accreditation Visit
  - i. Target date: Spring 2025
  - ii. May visit with Faculty Senate in one of the Fall 2024 meetings (tentative: October 2024 meeting) to talk extensively about the upcoming accreditation visit.
- c. Update on Changemakers
- d. Promotion and Tenure letters went out and presented during the April 2024 Board of Trustees meeting.
- e. Guest during May Faculty Senate meeting.

**Meeting with Chancellor Minor and other SIUE Constituent Heads**

**1. April 23, 2024**

- a. One-on-one with Chancellor Minor
  - i. Due to time constraints, I was asked for two talking points.
  - ii. First point: annual evaluations will be presented during May 2, 2024 Faculty Senate meeting. Question was raised on why Faculty Senate continues with this process based on SIU President Mahony's letter on Annual Chancellor evaluation and SIUE Chancellor Minor's letter on Annual Provost evaluation; was asked about the value of continuing with the annual evaluations when effort can be put into other things.
  - iii. Second point: Delays in FAFSA that directly affect students.
- b. Constituency Heads meeting
  - i. Feedback on budget presentation

- a) Comment from the Staff Senate President about not having the presentation recorded.
  - b) Chancellor Minor indicated the need to be careful about putting sensitive budget information.
- ii. One Day, One SIUE
  - a) More than \$1M over the goal.
  - b) Chancellor Minor would like to see an increase in faculty involvement.
- iii. NSEE (National Survey of Student Engagement) report (160-page report)
  - a) What does the data say? How can we talk about the data? How do we use the data?
  - b) Some initial observations on two areas were discussed: High Impact Practices and Student Advising.
- iv. FAFSA delays

### **Faculty Senate Executive Committee**

#### **1. April 11, 2024**

- a. Discussion on talking points requested by SIU President Dan Mahony during his visit to the next FSEC meeting.
- b. Updates on amendments to operating papers (Rules and Procedures) and proposed SIUE Faculty Senate Bylaws (currently being reviewed by Provost Cobb).
- c. Faculty Senate appointments for 2024-2025 academic year

#### **2. April 25, 2024**

- a. President Mahony's visit to FSEC.
  - i. Decreasing enrollment and decrease in state support (IL Governor's budget contains 2% increase in Higher Ed) and impact on SIU system budget. Tuition flat; increase in fees. Open to suggestions on items such as SPA.
  - ii. Shared governance
  - iii. Need to improve communication between administration and faculty; be more collaborative.
  - iv. Sharing of resources; need to grow revenue and be cost effective.

- b. Council Chairs for 2024-2025.

**Other Faculty Senate related items**

1. Contacted committee chairs or appropriate SIUE administrator about Faculty Senate appointments for 2024-2025.
2. Met with Faculty Association President Megan Robb.
3. Annual Evaluation of SIUE Chancellor and SIUE Provost
  - a. Sent email reminders to all department chairs (each school and CAS) about the completion of the annual evaluations and presentation during the May 2024 Faculty Senate meeting, with a request to forward the email to their respective department faculty.
  - b. Spoke with both Chancellor Minor and Provost Cobb about the annual evaluations.
  - c. Will be presented to the Faculty Senate during the May 2, 2024 meeting.

Thank you, Faculty Senators, for your service this academic year. Special thanks to all outgoing Faculty Senators, Faculty Senate Past President Jane Jia, and 2023-2024 Faculty Senate President Barb McCracken.