

FACULTY SENATE MEETING
Peck Hall, Room 2405
September 5, 2024 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:31 pm on Thursday, September 5, 2024 in Peck Hall, Room 2405 by President Marcus Agustin.

Present: Marcus Agustin, Wei Cheah, Undrah Baasanjav, Leah Baecht, Jeff Banker, Joaquin Florido Berrocal, Kevin Cannon, Igor Crk, Jacob Del Rio, Stephen Duda, Jennifer Erwin, Carole Frick, Keith Hecht, Mary Kaemmerer, Tim Kalinowski, Marie Klopfenstein, Susan Kooiman, Joshua Kryah, Soondo Kweon, Didi Martinez, Mary Macharia, Cassandra Maynard, Shannon McCarragher, Mark McKenney, Lynne Miller, Steve Morrese, Barbara Nwacha, Bhargav Patel, Jodi Patton-Jordan, Jon Pettibone, Mary Anne Pettit, Beidi Qiang, Ken Rawson, Jeffrey Sabby, Nicola Schmidt, Johanna Schmitz, Kamran Shavezipur, David Sherrill, Chrissy Simmons, J.T. Snipes, Bernadette Sobczak, Jason Swagler, Gloria Sweida, Ralph Tayeh, Melissa Thomeczek, Kevin Tucker, Cinnamon VanPutte, Chin-Chuan Wei, Sue Wiediger, Amy Winn, Duff Wrobbel

Absent: Katie Hanser, Sungho Kim, Erik Krag, Ram Madupalli, Laurie Rice (ex officio), Jason Stacy, Carrie Vogler, Suranjan Weeraratne, Andrew Wesemann

Guests: James Minor, Bill Winter, Elza Ibroscheva, Todd Wakeland

Consideration of Minutes:

The May 2, 2024 meeting minutes were approved as written.

Public Comment:

None.

Guests:

Chancellor James Minor presented to Faculty Senate and offered a few campus updates. Welcome back to the fall! Dr. Minor highlighted the campus announcement that went out yesterday regarding the reporting line change and staffing change in the Budget Office. The message regarding the 10th Day Enrollment went out earlier this afternoon; it is a mixed message. The overall first-to-second-year retention rate for undergraduates is 75.7%, a 3.6 percentage point increase from last year's rate of 72.1%. The retention rate for Latinx students increased by 3.5 percentage points, Asian students by 4.3, and 2.9 for students who reported being two or more races. The Enrollment Management team worked hard to mitigate the decreases to enrollment, even with delays in FAFSA and critical vacancies. Dr. Minor took questions from Faculty Senate, which included if faculty would be paid next year for Convocation (Convocation in 2025 takes place before the contract starts up), and if Illinois is considering direct admit from high school, like Missouri schools.

Associate Provost Elza Ibroscheva spoke on behalf of Provost Denise Cobb, who was unable to attend. Elza gave an update on CircleIn. We are relaunching the search for the Associate VC for Enrollment Management ASAP. Will also relaunch the Graduate School Dean/Associate Provost for Research search.

Director of Export Controls for the SIU System Todd Wakeland went over changes to the international travel process while on University business. Before going abroad for business, the Export Control office

would have you fill out a form to explain what country you're staying in and the purpose of the trip. If the business is done in a country with a high threat level, there may be more questions on the form prior to approval. This process is not to approve and deny international travel to faculty; rather, it is to ensure safety of both sensitive material and employees.

Announcements:

HLC accreditation visit – March 2025

All-Faculty meeting – October 2024

Faculty Senate Executive Committee Appointments

- Dr. Robyn Berkley – Vice Chancellor for Student Affairs Search Committee
- Dr. Marion Prats – University Center Advisory board (two-year appointment)
- Dr. Erik Krag and Dr. Soondo Kweon – working group on modifications to Add/Drop policy

Action Items:

- A. Changes to the Faculty Senate Bylaws – amended bylaws approved by acclamation with one abstention.
- B. Approval of Budget, Finance and Academic Operations Council Chair, Dr. Kevin Cannon – approved by acclamation.
- C. Approval of Faculty Senate Representatives to UPBC, Dr. Laurie Rice – one-year appointment (FSEC representative); Mary Anne Pettit – one-year appointment (current Faculty Senator) – both approved by acclamation.
- D. Changes to Appendix 3 (Process for Evaluation of the University Chancellor and the Provost and Vice Chancellor) of Rules and Procedures Operating Papers (for Academic Year 2024-2025 only) – The current operating papers don't reflect current operating practices. This new version also includes instructors in evaluations. Approved as amended by acclamation.

New Business

- A. Administrative Reorganization of SEHHB – Elza Ibroscheva spoke on this. The Department of Applied Health proposes splitting into two departments: **The Department of Public Health and Speech-Language Pathology & Audiology** and **The Department of Exercise, Sport, and Nutrition Sciences**. The existing department is housed in the School of Education, Health and Human Behavior. The new departments would also be housed in SEHHB. The shift to two departments is to ensure the high-quality of our academic programs and better recruit and retain undergraduate and graduate students. A public comment session regarding this change will be held later this month, on September 26. Details on time and location will be sent via the E Today and to all faculty.
- B. Changes to Teaching Excellence Award Committee Operating Papers, First Read – Faculty Development Council Chair Chrissy Simmons spoke on this. The amended operating papers gives one Teaching Excellence Award to Tenured faculty, and another to Non-Tenure faculty.
- C. Faculty Senate Council Assignments – Marcus Agustin spoke on this. The updated listing per Council Assignments is on our Teams site.

Reports from Standing Committees:

IBHE Faculty Advisory Council: see attached report.

UPBC: see attached report.

Reports from Council Chairs:

Faculty Development Council: see attached report.
Rules & Procedures Council: see attached report.
President: see attached report.

Adjournment:

The meeting adjourned at 3:49 pm.

Submitted by Michael Tadlock-Jackson, University Governance

The Faculty Senate Bylaws

I. Membership and Representation in the Faculty Senate

A. The Faculty Senate shall normally consist of 49 proportionally elected members and the faculty-elected members of the Graduate Council with the 49 proportionally elected members allocated to and elected by the various academic units, as determined by the Faculty Senate Governance Council. The academic units are defined as: College of Arts and Sciences, School of Business, School of Dental Medicine, School of Education, Health and Human Behavior, School of Engineering, Library and Information Services, School of Nursing, and School of Pharmacy. Non-tenure track full-time instructors shall constitute a separate distinct unit. Senators not represented within one of these academic units based on their primary academic affiliation will be assigned to a unit, as determined by the Faculty Senate Governance Council. No elected member who has not finished their term shall be deprived of a seat on the basis of the annual reapportionment. Representation of additional units may be added by majority vote of the Faculty Senate.

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

Faculty members appointed as representatives to the University Planning and Budget Council who are not regularly elected members of the Faculty Senate shall become at-large, non-voting members of the Senate. At least two of the faculty senators appointed to UPBC shall be senators who are assigned to the Budget, Finance, & Academic Operations Council. The UPBC chair or designee shall be an ex officio, non-voting member, of the Faculty Senate Executive Committee. Faculty members appointed as representatives to the Illinois Board of Higher Education who are not regularly elected members of the Faculty Senate shall become at-large, non-voting members of the Senate.

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

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

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

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

G. A Faculty Senator elected by a unit must have at least a 50% assignment within that unit, or, if a senator does not have at least a 50% assignment to any unit, be elected by a unit they were assigned to by the Faculty Senate Governance Council. If a Senator becomes unqualified to serve, the seat shall be declared vacant by the Faculty Senate Governance Council and the unit directed to elect a replacement. The Faculty Senator may appeal this decision to the Executive Committee.

H. A Faculty Senator elected by a unit can be recalled by a majority vote of the faculty of the unit. A recall election shall be held by the Faculty Senate Governance Council on the petition of at least 15%

of the faculty in the unit. If the election is successful (a majority of the unit votes to recall), the seat shall be declared vacant by the Faculty Senate Governance Council and the unit directed to elect a replacement.

II. Meetings

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

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

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

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

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

F. While only Faculty Senators or their designated alternates shall be eligible to propose and to vote on motions, in accordance with the Illinois Open Meetings Act, the public is allowed to comment at Faculty Senate meetings, generally for a maximum of 3 minutes per person and a maximum of 20 minutes per meeting allotted for public comment.

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

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

1. After a quorum is established in accordance with this section, additional members may attend the meeting via audio conference if the member is unable to attend the meeting due to: (i) personal illness or disability; (ii) employment purposes or public business of the body; or (iii) family or other emergency.

2. If a member wishes to attend by video or audio conference, they shall notify the University Governance Secretary as soon as practicable. The member shall also indicate the reason they are unable to physically attend the meeting. The University Governance Secretary will keep the indicated reason confidential. A majority of the body present must approve requests to attend the meeting by video or audio conference.

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

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

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

III. Officers of the Faculty Senate

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

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

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

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

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

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

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

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

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

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

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

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

B. Election of Faculty Senate officers shall be conducted by the Faculty Senate Governance Council in the Spring semester. Terms of officers shall begin with the new academic year.

IV. Executive Committee

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

B. The Executive Committee shall function as a steering committee to help enable and facilitate the Faculty Senate working effectively. The Executive Committee shall be responsible for the agenda of meetings of the Faculty Senate. The Executive Committee shall respond to matters presented to it by individual faculty members and may place such matters on the agenda, as it deems necessary.

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

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

E. The Executive Committee shall be responsible for reviewing CHAPA's evaluations of and annual progress reports from the Chancellor.

V. Councils

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

1. Undergraduate Curriculum Council

2. Faculty Development Council

3. Faculty Senate Governance Council

4. Faculty Welfare and Adjudication Council

5. Budget, Finance, & Academic Operations Council

6. Graduate Council, as described in Article V, Section C of the Faculty Senate Constitution.

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

C. The Faculty Senate Executive Committee shall appoint Faculty Senate members to each Council. Such membership shall be composed of at least three members of the Faculty Senate. Councils may add additional members from outside Faculty Senate; representatives added from other campus constituency groups shall be voting members.

D. Each Council shall develop its own operating procedures, which must be approved by the Faculty Senate.

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

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

G. All Councils, as well as the Executive Committee and Faculty Senate as a whole, are responsible for matters such as inclusion, equity, access, efficiency, communication connections, communications, sustainability, transparency, and governance. All councils shall designate one of their Faculty Senate members to serve on the Faculty Senate Governance Council's Governance Impact Committee. All councils shall liaise with university and system committees, including standing, ad-hoc, and search committees, and with other groups as appropriate, that correspond with their area of responsibility—as designated by the Faculty Senate Governance Council, especially through communicating with faculty representatives on those committees. For external committees with Faculty Senate appointments that correspond with a particular Council areas of responsibility, Council chairs shall designate at least one of the faculty appointees as an ex officio, non-voting member of the Council, to communicate with the Council and attend Council meetings as needed. If there are multiple faculty appointees to the committee and not all are designated as ex officio non-voting members of the corresponding Council, the other appointees shall serve as alternates for that ex officio non-voting member. The Faculty Senate Governance Council, in developing recommendations of committee appointments for the Faculty Senate president, will reach out to the Council that corresponds with the committee's area of responsibility to ask for recommendations of potential appointees. Appointments may be sought out and made from the membership body of the Council responsible for liaising with that committee; when this occurs, Council chairs in turn shall recognize that contribution as part of that Council member's service to their Council, to be completed in lieu of comparable Council service obligations. While there are benefits to having Council members appointed to external committees, appointments will be made balancing that benefit with other competing considerations such as faculty skills, faculty expertise, service continuity, as well as planning and workload needs.

H. The Faculty Senate shall be responsible for recommending possible changes in the Board Statutes to the Board of Trustees; reviewing current practices and policies in the area of academic governance and formulating guidelines for the administration and governance of all academic units; formulating and recommending to the Faculty Senate policy relating to the structure, functioning, and funding of the Southern Illinois University system and the organizational relationships among and between the Board of Trustees, the President, Southern Illinois University Carbondale, the School of Medicine, and

Southern Illinois University Edwardsville. When relevant, this charge may be taken up by any council, the Executive Committee, and/or the Faculty Senate as a body.

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

1. Undergraduate Curriculum Council

a. Functions: The Undergraduate Curriculum Council is responsible to the Faculty Senate for undergraduate academic policy and planning and for undergraduate curriculum and program oversight. The Undergraduate Curriculum Council is responsible for formulating and recommending policy on undergraduate curriculum (instructional programs; courses of study; definitions of certificates, diplomas, degrees, student entrance, retention and exit), for formulating and reviewing undergraduate curricular policy proposals, for reviewing the administration of all undergraduate curricular matters, for conducting undergraduate program reviews and program change hearings, for hearing graduation appeals, for assessment roles, responsibilities, and oversight, and for reviewing CHAPA's evaluations of and annual progress report from the Provost and CHAPA's evaluations of the Vice Chancellor for Student Affairs. The council is also responsible to the Faculty Senate for all matters of undergraduate student success related to academic and faculty interest, such as advising, academic probation, conduct, and housing, "Undergraduate" shall be defined as including continuing education.

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

2. Faculty Development Council

a. Functions: The Faculty Development Council shall: work with the Office of the Provost to develop and promote programs relating to faculty roles and responsibilities in the areas of teaching, scholarship, and service, such as faculty development conferences, activities, and conversations; serve as liaison to SIUE faculty to identify faculty development interests; coordinate the dissemination of information of campus, state, and national initiatives concerning faculty roles and responsibilities; encourage broad faculty involvement and open discussion within departments regarding faculty roles and responsibilities and coordinate these activities at college, school and university levels; provide for the oversight of the Excellence in Undergraduate Education Program (EUE); overseeing Teaching Excellence Awards; work in conjunction with the EUE Coordinator to develop program guidelines and review procedures, to conduct a periodic assessment of the EUE Program, and to advise the EUE Coordinator on other matters pertaining to EUE; and review EUE proposals and make recommendations to the Provost and Vice Chancellor for Academic Affairs on the allocation of EUE funds.

b. Standing Committee: Teaching Excellence Award Committee

3. Faculty Senate Governance Council

a. Functions: The Faculty Senate Governance Council is charged with recommendations pertaining to structuring the Faculty Senate, specifically the reapportionment of Senate seats, seating and unseating Senators, and the election of Senate Officers; examining the academic governance of the University per se including name changes or the restructuring of departments and schools/college; evaluation of the Chancellor and the Provost and Vice Chancellor; coordinating Faculty Senate activity regarding administrator evaluations; reviewing CHAPA's evaluations of the Vice Chancellor for Equity, Diversity, and Inclusion, recommending committee appointments to the Faculty Senate president and coordinating with the University Governance Office to track committee appointments, assigning to councils the committees and groups external to Faculty Senate they are responsible for liaising with; and reviewing and promoting the role of Faculty Senate and faculty in shared governance.

The Faculty Senate Governance Council shall provide for appropriate onboarding for Governance Impact Committee members. The Governance Impact Committee provides leadership to help Faculty

Senate be effective and continuously improve itself and the university through a focus on matters such as inclusion, equity, access, efficiency, communication connections, communications, sustainability, transparency, and governance. Each council's representative on the Governance Impact Committee will serve their respective councils by helping their council consider these matters. The Faculty Senate Governance Council shall convene Governance Impact Committee members together to foster collective discussions around governance impact issues, challenges, and opportunities across councils.

b. Standing Committees: Governance Impact Committee

4. Faculty Welfare and Adjudication Council

a. Functions: The Faculty Welfare and Adjudication Council is responsible to the Faculty Senate for all matters relating to the status and welfare of the faculty except as covered by collective bargaining agreements, including but not limited to: faculty rights, status, privileges, duties, ethics, rewards, safeguarding academic freedom, and the administration and effectiveness of the faculty grievance process. For those SIUE faculty (as defined in the Faculty Senate Constitution) considered as not represented under a current labor contract, the Faculty Welfare and Adjudication Council shall also concern itself with all policies for faculty evaluation, salary, promotions, tenure, leaves of absence, recruitment, employment, retraining, development, rights and responsibilities, general faculty benefits, discipline, severance, and grievance. The Council, in conducting these duties, is strongly encouraged to liaise with the appropriate administrative divisions within the Provost's Office and other university entities or committees in order to assist in developing and implementing appropriate policies regarding these matters involving and affecting the faculty.

b. Standing Committees: Faculty Status, Benefits, and Facilities Committee, Faculty Salary Equity Committee, Honorary Degree and Distinguished Service Award Committee, Faculty Grievance Committee, Family-Friendly Leave Request Committee, and Non-represented Faculty Welfare Committee.

5. Budget, Finance, & Academic Operations Council

a. Functions: The Budget, Finance, & Academic Operations Council is responsible to the Faculty Senate for all matters relating to faculty participation in university budgeting, for liaising with Staff Senate, for attention to sustainability, for providing oversight on academic matters relating to the academic calendar, counseling, technology, and support services, and for reviewing CHAPA's evaluations of the Vice Chancellor for Administration and Vice Chancellor for University Advancement.

b. Standing Committees: Academic & Support Services Committee

VI. Amendments to the Bylaws

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

The Faculty Senate Bylaws

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2. If a member wishes to attend by video or audio conference, they shall notify the University Governance Secretary as soon as practicable. The member shall also indicate the reason they are unable to physically attend the meeting. The University Governance Secretary will keep the indicated reason confidential. A majority of the body present must approve requests to attend the meeting by video or audio conference.

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

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

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

III. Officers of the Faculty Senate

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

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

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

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

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

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

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

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

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

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

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

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

B. Election of Faculty Senate officers shall be conducted by the Faculty Senate Governance Council in the Spring semester. Terms of officers shall begin with the new academic year.

IV. Executive Committee

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

B. The Executive Committee shall function as a steering committee to help enable and facilitate the Faculty Senate working effectively. The Executive Committee shall be responsible for the agenda of meetings of the Faculty Senate. The Executive Committee shall respond to matters presented to it by individual faculty members and may place such matters on the agenda, as it deems necessary.

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

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

E. The Executive Committee shall be responsible for reviewing CHAPA's evaluations of and annual progress reports from the Chancellor.

V. Councils

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

1. Undergraduate Curriculum Council

2. Faculty Development Council

3. Faculty Senate Governance Council

4. Faculty Welfare and Adjudication Council

5. Budget, Finance, & Academic Operations Council

6. Graduate Council, as described in Article V, Section C of the Faculty Senate Constitution.

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

C. The Faculty Senate Executive Committee shall appoint Faculty Senate members to each Council. Such membership shall be composed of at least three members of the Faculty Senate. Councils may add additional members from outside Faculty Senate; representatives added from other campus constituency groups shall be voting members.

D. Each Council shall develop its own operating procedures, which must be approved by the Faculty Senate.

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

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

G. All Councils, as well as the Executive Committee and Faculty Senate as a whole, are responsible for matters such as inclusion, equity, access, efficiency, communication connections, communications, sustainability, transparency, and governance. All councils shall designate one of their Faculty Senate members to serve on the Faculty Senate Governance Council's Governance Impact Committee. All councils shall liaise with university and system committees, including standing, ad-hoc, and search committees, and with other groups as appropriate, that correspond with their area of responsibility—as designated by the Faculty Senate Governance Council, especially through communicating with faculty representatives on those committees. For external committees with Faculty Senate appointments that correspond with a particular Council areas of responsibility, Council chairs shall designate at least one of the faculty appointees as an ex officio, non-voting member of the Council, to communicate with the Council and attend Council meetings as needed. If there are multiple faculty appointees to the committee and not all are designated as ex officio non-voting members of the corresponding Council, the other appointees shall serve as alternates for that ex officio non-voting member. The Faculty Senate Governance Council, in developing recommendations of committee appointments for the Faculty Senate president, will reach out to the Council that corresponds with the committee's area of responsibility to ask for recommendations of potential appointees. Appointments may be sought out and made from the membership body of the Council responsible for liaising with that committee; when this occurs, Council chairs in turn shall recognize that contribution as part of that Council member's service to their Council, to be completed in lieu of comparable Council service obligations. While there are benefits to having Council members appointed to external committees, appointments will be made balancing that benefit with other competing considerations such as faculty skills, faculty expertise, service continuity, as well as planning and workload needs.

H. The Faculty Senate shall be responsible for recommending possible changes in the Board Statutes to the Board of Trustees; reviewing current practices and policies in the area of academic governance and formulating guidelines for the administration and governance of all academic units; formulating and recommending to the Faculty Senate policy relating to the structure, functioning, and funding of the Southern Illinois University system and the organizational relationships among and between the Board of Trustees, the President, Southern Illinois University Carbondale, the School of Medicine, and

Southern Illinois University Edwardsville. When relevant, this charge may be taken up by any council, the Executive Committee, and/or the Faculty Senate as a body.

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

1. Undergraduate Curriculum Council

a. Functions: The Undergraduate Curriculum Council is responsible to the Faculty Senate for undergraduate academic policy and planning and for undergraduate curriculum and program oversight. The Undergraduate Curriculum Council is responsible for formulating and recommending policy on undergraduate curriculum (instructional programs; courses of study; definitions of certificates, diplomas, degrees, student entrance, retention and exit), for formulating and reviewing undergraduate curricular policy proposals, for reviewing the administration of all undergraduate curricular matters, for conducting undergraduate program reviews and program change hearings, for hearing graduation appeals, for assessment roles, responsibilities, and oversight, and for reviewing CHAPA's evaluations of and annual progress report from the Provost and CHAPA's evaluations of the Vice Chancellor for Student Affairs. The council is also responsible to the Faculty Senate for all matters of undergraduate student success related to academic and faculty interest, such as advising, academic probation, conduct, and housing, "Undergraduate" shall be defined as including continuing education.

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

2. Faculty Development Council

a. Functions: The Faculty Development Council shall: work with the Office of the Provost to develop and promote programs relating to faculty roles and responsibilities in the areas of teaching, scholarship, and service, such as faculty development conferences, activities, and conversations; serve as liaison to SIUE faculty to identify faculty development interests; coordinate the dissemination of information of campus, state, and national initiatives concerning faculty roles and responsibilities; encourage broad faculty involvement and open discussion within departments regarding faculty roles and responsibilities and coordinate these activities at college, school and university levels; provide for the oversight of the Excellence in Undergraduate Education Program (EUE); overseeing Teaching Excellence Awards; work in conjunction with the EUE Coordinator to develop program guidelines and review procedures, to conduct a periodic assessment of the EUE Program, and to advise the EUE Coordinator on other matters pertaining to EUE; and review EUE proposals and make recommendations to the Provost and Vice Chancellor for Academic Affairs on the allocation of EUE funds.

b. Standing Committee: Teaching Excellence Award Committee

3. Faculty Senate Governance Council

a. Functions: The Faculty Senate Governance Council is charged with recommendations pertaining to structuring the Faculty Senate, specifically the reapportionment of Senate seats, seating and unseating Senators, and the election of Senate Officers; examining the academic governance of the University per se including name changes or the restructuring of departments and schools/college; evaluation of the Chancellor and the Provost and Vice Chancellor; coordinating Faculty Senate activity regarding administrator evaluations; reviewing CHAPA's evaluations of the Vice Chancellor for Equity, Diversity, and Inclusion, recommending committee appointments to the Faculty Senate president and coordinating with the University Governance Office to track committee appointments, assigning to councils the committees and groups external to Faculty Senate they are responsible for liaising with; and reviewing and promoting the role of Faculty Senate and faculty in shared governance.

b. Standing Committees: Governance Impact Committee

4. Faculty Welfare and Adjudication Council

a. Functions: The Faculty Welfare and Adjudication Council is responsible to the Faculty Senate for all matters relating to the status and welfare of the faculty except as covered by collective bargaining agreements, including but not limited to: faculty rights, status, privileges, duties, ethics, rewards, safeguarding academic freedom, and the administration and effectiveness of the faculty grievance process. For those SIUE faculty (as defined in the Faculty Senate Constitution) considered as not represented under a current labor contract, the Faculty Welfare and Adjudication Council shall also concern itself with all policies for faculty evaluation, salary, promotions, tenure, leaves of absence, recruitment, employment, retraining, development, rights and responsibilities, general faculty benefits, discipline, severance, and grievance. The Council, in conducting these duties, is strongly encouraged to liaise with the appropriate administrative divisions within the Provost's Office and other university entities or committees in order to assist in developing and implementing appropriate policies regarding these matters involving and affecting the faculty.

b. Standing Committees: Faculty Status, Benefits, and Facilities Committee, Faculty Salary Equity Committee, Honorary Degree and Distinguished Service Award Committee, Faculty Grievance Committee, Family-Friendly Leave Request Committee, and Non-represented Faculty Welfare Committee.

5. Budget, Finance, & Academic Operations Council

a. Functions: The Budget, Finance, & Academic Operations Council is responsible to the Faculty Senate for all matters relating to faculty participation in university budgeting, for liaising with Staff Senate, for attention to sustainability, for providing oversight on academic matters relating to the academic calendar, counseling, technology, and support services, and for reviewing CHAPA's evaluations of the Vice Chancellor for Administration and Vice Chancellor for University Advancement.

b. Standing Committees: Academic & Support Services Committee

VI. Amendments to the Bylaws

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

The Rules and Procedures Council is currently drafting an amendment to its operating papers to have Appendix 3 *Process for Evaluation of the University Chancellor and Provost and Vice Chancellor* reflect actual practice, be more practical and centralized, reflect changes that have been passed by the Faculty Senate but pending approval by the University Administration, and to modify the timeline for the evaluations and responses to be presented to Faculty Senate earlier in the Spring semester.

On a first reading, the Rules and Procedures Council is requesting an override of the existing process. The proposed process reflects the current thinking regarding what will be presented to the Senate – sans the time-line modification.

This is essentially the same override of the process used in 2023-24 academic year.

Whereas the existing process for evaluating the Chancellor and Provost does not reflect recent practices, is out of date, and is unduly cumbersome, the Faculty Senate authorizes, for Academic Year 2024-2025, the following evaluation process which overrides the process specified in Appendix 3 of the Rules and Procedures Council Operating Papers:

Academic Year 2024-2025 Process for Evaluation of the University Chancellor and Provost and Vice Chancellor

Overriding Appendix 3 of the Rules and Procedures Council Operating Papers

Distribution of Instrument

1. A memorandum explaining the Senate evaluation process will be circulated to University Faculty, full-time Clinical Professors, full-time Clinical Associate Professors, full-time Clinical Assistant Professors, and full-time, non-tenure track Instructors who are eligible to vote on senate membership early in January. Evaluations will be by electronic survey.
2. Online Evaluation. The Online Evaluation Survey shall be circulated to the Faculty early in February and shall close within two weeks.
3. Evaluation by Paper. In the event online evaluation cannot take place, then during the scheduled time and period for Surveys, paper ballots will be distributed in the manner established by the Rules and Procedures Council.

Security of Returns

1. Information Technology (IT) shall take all necessary steps to de-link faculty identification from their responses.
2. The Rules and Procedures Council and IT shall ensure that only those qualified to vote in election of Senators take part in the evaluations.
3. IT will provide a file of Survey Responses to the Chair of Rules and Procedures which will be posted to Rules and Procedures electronic file share repository. For each of the Chancellor and the Provost, one file shall be posted read only. A copy of each file will be posted in a separate directory from which members of the Rules and Procedures Council will be able to develop the appropriate Reports.
4. Persons designated by the Rules and Procedures Council shall conduct analysis of the returns.
5. All work files shall be kept in Rules and Procedure electronic file share repository.

6. The Rules and Procedures Council membership shall inspect and approve the Reports for distribution to administrators.

Distribution of Reports

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

2. The Rules and Procedures Council shall then approve the final copy of the Evaluation Reports which shall include any written responses received from the administrators. A single final copy of the Evaluation Reports shall be saved in the Rules and Procedures electronic file share repository in read-only form.

3. Upon the completion of the process, the Chairperson of the Rules and Procedures Council shall deliver final electronic copies of each Report to the Faculty Senate by the last Senate meeting of the Spring Semester. Interested faculty may choose to attend the Faculty Senate meeting and/or to request the information from their senators.

4. The Chairperson of the Rules and Procedures Council shall deliver an electronic copy of the Provost and Vice Chancellor's Evaluation Report to the Provost and Vice Chancellor and the Chancellor. In addition, the Chairperson of the Rules and Procedures Council shall deliver a final physical and/or electronic copy of the Chancellor's Evaluation Report to the Chancellor and to the President of the System.

5. An additional final physical copy of each Report shall be deposited in the University Archives for permanent retention. All other physical copies of the Reports shall be destroyed. The Senate President-Elect, the Senate President, and the Chairperson of the Senate Rules and Procedures Council shall have access to archived reports. Others access to archived reports will be by written permission of the Faculty Senate Executive Committee.

Analysis of Reports

[This section will remain unchanged.]

Hi Marcus,

I hope you had a great summer and are ready and fully charged for the Fall semester.

I am sending your way paperwork approved by the SEHHB for administrative reorganization leading to the establishing of two departments out of one current existing department. The paperwork needs to go to IBHE but it also requires university shared governance approval, which should come from the Rules and Procedures Council of the Faculty Senate.

Please, feel free to forward this paperwork to the Chair of the Council, when appropriate. If necessary, the department's leadership will be happy to come and address the council. I am hoping we can get this quickly on their agenda as the FS returns to session, as the paperwork still requires a review and approval by the System and Board review by IBHE.

Let me know if you have any questions.

And thanks for managing this,

Elza

Dr. Elza Ibroscheva, Associate Provost

Professor, Mass Communications

Southern Illinois University Edwardsville

Rendleman Hall, Room 3112

Campus Box 1021

Edwardsville, IL 62026

618-650-3639

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

Procedure for Changing the Name of a Department/Unit, or School/College

Form 95A is used solely to change the name of an academic department/unit or school/college. Any changes to an academic program should use form 91A.

Procedure for changing the name of a Department

There are two parts to the process of changing the name of a department: 1) Provide evidence of support, 2) Approval signatures

1) Provide Evidence of Support

- a) Results of the vote from the faculty of the Department seeking the name change. A 2/3 majority of eligible faculty from the Department (as defined by the Department operating papers) is required to change the name.
 - i) Department Chair should notify Dean of the School/College the department resides.
 - ii) Department Chair should notify the Associate Provost for Academic Planning and Program Development (Office of the Provost) of the proposed name change.
 - iii) The Department Chair will work with the Associate Provost as the chair completes the RME [Reasonable Moderate Extension] and Form 95A. The Associate Provost will assist the department to identify and notify other departments/units across the institution that might be effected by the proposed name change.
 - iv) Department Chair should notify the Graduate School of the proposed name if the department has graduate programs.
- b) The chair shall seek a letter from the Office of Institutional Research and Studies discussing the implications of the proposed name change on the department's Classification of Instructional Programs (CIP) codes.
- c) A letter of endorsement signed by the Chairpersons of the other Departments within the School/College. A 2/3 majority of the Chairpersons is required.
- d) A letter of endorsement from departments outside of the school/college that were earlier identified as potentially being effected by the proposed change, (in step a.iii)
- e) A letter of endorsement signed by the Dean of the School/College within which the department resides.
- f) A one-hour open meeting for public comment. The open meeting is an opportunity for people from the University and public to voice concerns, approval, etc. A summary of the comments from the meeting should be included with Form 95A.

2) Approval Signatures

After form 95A, RME, and supporting documentation are completed the approval routing process is as follows:

- a) Department Chairperson signature required.
- b) School/College Dean signature required.
- c) Rules and Procedures (R&P) Council approval and Chairperson signature required.
 - i) R&P Council will verify that the procedures were followed and that there are no significant reasons to ask the department to revisit the name change.
 - ii) R&P Council announcement at Faculty Senate.
- d) Office of the Provost for signature and processing.
- e) Office of the Chancellor for signature and processing.

- f) Office of the President for signature and processing.
- g) IBHE's office notified of name change.

Procedure for changing the name of a School/College

There are two parts to the process of changing the name of a School/College: 1) Provide evidence of support, 2) Approval signatures.

1) Provide Evidence of Support

- a) The Dean shall consult with the Provost about the intent to change the name of a school or college.
- b) The Dean shall seek a letter from Office of Institutional Research and Studies discussing the implications of the School/College's proposed name change on the Classification of Instructional Programs (CIP) codes assigned to its programs.
- c) Results of the vote from the faculty of the School seeking the name change. A 2/3 majority of eligible faculty from the School/College (as defined by the School/College operating papers) is required to change the name.
 - i) School/College Dean shall notify the Associate Provost for Academic Planning and Program Development (Office of the Provost) of the proposed name change. The Associate Provost will provide guidance and assistance to the school or college as they complete the RME [Reasonable Moderate Extension] and Form 95A.
 - ii) The Dean should notify the Graduate School of the proposed name change if the School/College has graduate programs.
- d) A letter of endorsement signed by the Deans of the other Schools/College. A 2/3 majority of the Deans of the other Schools/College is required.
- e) A one-hour open meeting for public comment. The open meeting is an opportunity for people from the University and public to voice concerns, approval, etc. A summary of the comments from the meeting should be included with Form 95A.

2) Approval Signatures

After form 95A, RME, and supporting documentation are completed the approval routing process is as follows:

- a) School/College Dean signature required.
- b) Rules and Procedures (R&P) Council approval and Chairperson signature required.
 - i) R&P Council will verify that the procedures were followed and that there are no significant reasons to ask the department to revisit the name change.
 - ii) R&P Council announcement at Faculty Senate.
- c) Office of the Provost for signature and processing.
- d) Office of the Chancellor for signature and processing.
- e) Office of the President for signature and processing.
- f) IBHE's office notified of name change.

Notice of New Units of Administration, Research or Public Service

Institution: Southern Illinois University Edwardsville

Type of NOI: New Units of Administration, Research or Public Service

Title of Unit: Department of Public Health and Speech-Language Pathology & Audiology

Type of Proposed Unit

<input type="checkbox"/> Center	<input type="checkbox"/> College
<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Other

Region:

<input type="checkbox"/> North Suburban	<input type="checkbox"/> South Metro
<input type="checkbox"/> Fox Valley	<input type="checkbox"/> Prairie
<input type="checkbox"/> West Suburban	<input checked="" type="checkbox"/> Southwestern
<input type="checkbox"/> Western	<input type="checkbox"/> Southern
<input type="checkbox"/> Central	<input type="checkbox"/> Chicago

Zip Code of Proposed Location: 62026

Requested Cip Code: Public Health (undergraduate): 512207, Public Health (Graduate): 512299, Speech-Language Pathology and Audiology (undergraduate): 510204, Speech-Language Pathology (Graduate): 510204A

The Need for the Department of Public Health and Speech-Language Pathology & Audiology

The Department of Applied Health was established in 2016 as a merger of the Department of Kinesiology and Health Education with the Speech-Language Pathology and Audiology program. Presently, the Department of Applied Health is composed of four undergraduate majors and seven graduate majors divided between the Kinesiology, Nutrition and Dietetics, Public Health, and Speech-Language Pathology and Audiology disciplines.

To ensure the high-quality of our academic programs and better recruit and retain undergraduate and graduate students interested in health-related studies, we request to create a new academic unit housed in the School of Education, Health and Human Behavior (SEHHB). The proposed academic unit, the Department of Public Health and Speech-Language Pathology & Audiology will include the undergraduate Public Health and Speech-Language Pathology and Audiology programs and the graduate Public Health and Speech-Language Pathology programs.

The establishment of the Department of Public Health and Speech-Language Pathology & Audiology will help better serve our undergraduate and graduate students interested in public health and speech-language pathology and audiology by allowing them to better locate a major that aligns with their future graduate/professional school goals and career plans. Currently, it is not clear to students what areas of study are included under the Department of Applied Health. The name of this new department makes the programs it houses more visible.

The New Department will be the Tenure Department of Public Health and Speech-Language Pathology & Audiology Faculty

The Public Health and Speech-Language Pathology and Audiology programs currently have 13 faculty members. Six of these are tenured, two are assistant professors (TT), and five are non-tenure track (NTT) instructors. **Table 1** below lists the faculty members, their start date, and their present academic position and rank. All faculty currently have a 100% appointment in the joint Department of Applied Health. With the establishment of the Department of Public Health and Speech-Language Pathology & Audiology, tenure track faculty will have the opportunity to transfer their tenure status and NTT faculty will transfer with their current rank to the new department and will teach 100% of the department’s courses with PBHE and SPPA designation.

Table 1. Academic profile of faculty in the Department of Public Health and Speech-Language Pathology & Audiology

Faculty Name	Start Date at SIUE	Title and Rank	Appointment (%)
Steffany Chleboun, PhD	2006	Full Professor (Tenured)	100
Nicole Klein, PhD	2006	Full Professor (Tenured)	100
James Panico, PhD	2006	Full Professor (Tenured)	100
Huaibo Xin, PhD	2011	Full Professor (Tenured)	100
Marie Klopfenstein, PhD	2012	Associate Professor (Tenured)	100
Alice Ma, PhD	2017	Associate Professor (Tenured)	100
Cedric Harville II, PhD	2020	Assistant Professor (TT)	100
Allison Sauerwein, PhD	2018	Assistant Professor (TT)	100
Jennifer Caumiant, MSED	2013	NTT-Instructor (Tier 2)	100
Jaime Henderson, MS	2017	NTT-Instructor (Tier 1)	100
Tedd Masiongale, MA	2015	NTT-Instructor (Tier 1)	100
Goenel Moluba, MPH	2023	NTT-Instructor (Tier 1)	100
Kimberly Ott, AuD	2023	NTT-Instructor (Tier 1)	100

The Establishment of the Department of Public Health and Speech-Language Pathology & Audiology will not Result in Significant Extra Costs

The establishment of the new Department of Public Health and Speech-Language Pathology & Audiology will not result in any request for new State funding. The current department is located in Founders Hall and will continue to use this space following its approval. The Department of Applied Health presently has one office administrator, one office support specialist, and two student workers. The new Department of Public Health and Speech-Language Pathology & Audiology will acquire one office manager and one student worker supported by the Department of Public Health and Speech-Language Pathology & Audiology budget. The current undergraduate and graduate Program Directors for Public Health and Speech-Language Pathology and Audiology programs will retain their roles. At present, the Department of Applied Health has two Co-Chairs, one representing Kinesiology and Nutrition and Dietetics programs and one representing Public Health and Speech-Language Pathology and Audiology programs. The current Department Co-Chair of the Department of Applied Health representing the Public Health and Speech-Language Pathology and Audiology programs will be the chair for the Department of Public Health and Speech-Language Pathology & Audiology. The Department of Applied Health has 25 faculty members between its various programs, with 13 faculty members representing the new department. Also, the Department of Applied Health has 12 graduate teaching assistants (TAs), with five GA's associated with the new Department of Public Health and Speech-Language Pathology & Audiology. The Public Health and Speech-Language Pathology programs have also received approval and are actively searching for a full-time NTT instructor for clinical supervision as well as two Visiting Assistant Professors (VAP).

Currently, the Department of Applied Health has a single budget equally shared between the Kinesiology and Nutrition and Dietetics programs and the Public Health and Speech Language Pathology and Audiology programs. The current budget being used by the Public Health and Speech Language Pathology and Audiology programs will be adequate to support the new department and provide basic services to faculty, staff, and students.

The creation of the Department of Public Health and Speech-Language Pathology & Audiology will also not result in significant budgetary and program impacts on other related Departments at SIUE, including the Kinesiology and Nutrition and Dietetics programs.

Notice of New Units of Administration, Research or Public Service

Institution: Southern Illinois University Edwardsville

Type of NOI: New Units of Administration, Research or Public Service

Title of Unit: Department of Exercise, Sport, and Nutrition Sciences

Type of Proposed Unit

<input type="checkbox"/> Center	<input type="checkbox"/> College
<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Other

Region:

<input type="checkbox"/> North Suburban	<input type="checkbox"/> South Metro
<input type="checkbox"/> Fox Valley	<input type="checkbox"/> Prairie
<input type="checkbox"/> West Suburban	<input checked="" type="checkbox"/> Southwestern
<input type="checkbox"/> Western	<input type="checkbox"/> Southern
<input type="checkbox"/> Central	<input type="checkbox"/> Chicago

Zip Code of Proposed Location: 62026

Requested Cip Code: Exercise Science: 31.0505; Nutrition: 51.3102; Dietetics: 51.3101

The Need for the Department of Exercise, Sport, and Nutrition Sciences

The Department of Applied Health was established in 2016 as a merger of the Department of Kinesiology and Health Education with the Speech-Language Pathology and Audiology program. Presently, the Department of Applied Health is composed of four undergraduate majors and seven graduate majors divided between the Kinesiology, Nutrition and Dietetics, Public Health, and Speech-Language Pathology and Audiology disciplines.

To ensure the high-quality of our academic programs and better recruit and retain undergraduate and graduate students interested in health-related studies, we request to create a new academic unit housed in the School of Education, Health and Human Behavior (SEHNB). The proposed academic unit, the Department of Exercise, Sport, and Nutrition Sciences will include the undergraduate Exercise Science and Nutrition programs and graduate Kinesiology (include specializations in Exercise Physiology, Exercise and Sport Psychology, and Physical Education and Coaching Pedagogy) and Nutrition-Dietetics programs.

The establishment of the Department of Exercise, Sport, and Nutrition Sciences will help better serve our undergraduate and graduate students interested in exercise/rehabilitation

and nutrition/dietetics careers by allowing them to better locate a major that aligns with their future graduate/professional school goals and career plans. Currently, it is not clear to students what areas of study are included under the Department of Applied Health.

The New Department will be the Tenure Department of Exercise, Sport, and Nutrition Sciences Faculty

The Exercise, Sport, and Nutrition Sciences programs currently have 13 faculty members. Nine of these are tenured, one is an assistant professor (TT), one is a clinical assistant professor, and two are non-tenure track (NTT) instructors. **Table 1** below lists the faculty members, their start date, and their present academic position and rank. All faculty currently have a 100% appointment in the joint Department of Applied Health. With the establishment of the Department of Exercise, Sport, and Nutrition Sciences, tenure track faculty will have the opportunity to transfer their tenure status and NTT faculty will transfer with their current rank to the new department and will teach 100% of the department's courses with KIN and NUTR designation.

Table 1. Academic profile of faculty in Department of Exercise, Sport, and Nutrition Sciences.

Faculty Name	Start Date at SIUE	Title and Rank	Appointment (%)
David Cluphf, PhD	1999	Full Professor (Tenured)	100
Erik Kirk, PhD	2008	Full Professor (Tenured)	100
Bryan Smith, PhD	2011	Full Professor (Tenured)	100
Joshua Wooten, PhD	2011	Full Professor (Tenured)	100
Chaya Gopalan, PhD*	2015	Full Professor (Tenured)	100
Brianne Guilford, PhD	2013	Associate Professor (Tenured)	100
Jennifer Zuercher, PhD	2015	Associate Professor (Tenured)	100
Benjamin Webb, PhD	2014	Associate Professor (Tenured)	100
Lindsay Ross-Stewart, PhD	2013	Associate Professor (Tenured)	100
Erin Vanderbunt, PhD	2021	Assistant Professor (TT)	100
Cynthia Inman, RD, MS	2012	NTT-Instructor (Tier 2)	100
Stephanie Huskey, PhD	2021	NTT-Instructor (Tier 1)	100
Kathy Mora, PhD	2023	Clinical Assistant Professor	100

Note. *Dr. Chaya Gopalan has dual appointments in SEHQB and the School of Nursing.

The Establishment of the Department of Exercise, Sport, and Nutrition Sciences will not Result in Significant Extra Costs

The establishment of the new Department of Exercise, Sport, and Nutrition Sciences (ESN) will not result in any request for new State funding. The current department is located in the Vadalabene Center and will continue to use this space following its approval. The Department of Applied Health presently has two office managers and two student workers. The new Department of ESN will acquire one office manager and one student worker supported by the Department of ESN budget. The current undergraduate and graduate Program Directors for Exercise Science, Kinesiology specializations, Nutrition, and the Dietetics programs will retain their roles. At present, the Department of Applied Health has two Co-Chairs, one representing Kinesiology and Nutrition and Dietetics programs and one representing Public Health and Speech Language Pathology and Audiology programs. The current Department Co-Chair of the Department of Applied Health representing the Kinesiology and Nutrition and Dietetics programs will be the chair for the Department of ESN. The Department of Applied Health has 25 faculty members between its various programs, with 13 faculty members representing the new department. Also, the Department of Applied Health has 12 graduate teaching assistants (TAs), with six TAs associated with the new Department of ESN. The number of faculty and GTAs will not change in the new department.

Currently, the Department of Applied Health has a single budget equally shared between the Kinesiology and Nutrition and Dietetics programs and the Public Health and Speech Language Pathology and Audiology programs. The current budget being used by the Kinesiology and Nutrition and Dietetics programs will be adequate to support the new department and provide basic services to faculty, staff, and students.

The creation of the department of Exercise, Sport, and Nutrition Sciences will also not result in significant budgetary and program impacts on other related Departments at SIUE, including the Public Health and Speech Language Pathology and Audiology programs.

DATE: June 12, 2023
TO: Provost Denise Cobb
FROM: Dean Robin Hughes
RE: Revised proposal to separate the Department of Applied Health

The Department of Applied Health within the School of Education, Health and Human Behavior seeks to divide the department into two separate units effective July 1, 2023. One of the new departments would contain the Kinesiology programs (undergrad and grad) and the Nutrition program (soon grad only). The other department would contain the Public Health programs (undergrad and grad) and the Speech Language Pathology program (grad, undergrad and clinic). The tenured/tenure track faculty voted on February 23, 2023; there is a majority of faculty in favor of separating - 17 yes, 2 no, 1 abstain. This memo details the parameters for creation and implementation of an additional department within the School of Education, Health and Human Behavior. The changes detailed below will be temporary until all paperwork for the new unit of instruction is completed and approved.

1. Budget:

- Each group/eventual department will have its own fiscal accounts and fiscal officer (chair). The Chair will be the fiscal officer for each account in their department.
- The division of funds will be based on the July 1, 2023 beginning budget, and no additional central dollars will be added.
- In the event of any budget reallocations, each program will be responsible for its own reductions/increases.
- Each department will meet separately with the Dean on budget matters.
- New support line accounts will be created for each department, and these accounts must be funded by SEHNB reallocation. These accounts will house the budget and expenses for student wages, travel, equipment, commodities, contractual services, and telecommunications.
- Support line budgets will be allocated on a per capita basis for tenure/tenure track faculty members using the August 16, 2023 employment record.
- University Funds Accounts and all non-state funds will be deposited in separate accounts for each unit based on their provenance. This will necessitate the creation of two new state accounts and two new Indirect Cost Recovery (ICR) accounts.

Accounts for the Department of Kinesiology and Nutrition

Budget Purpose Number	Account Title
725275	Nutrition Salaries
725277	Kinesiology Salaries
New 72XXXX	Kinesiology and Nutrition
New 741XXX	Kinesiology and Nutrition -ICR
742053	Exercise Physiology Lab - Activities
742276	Weight Management Program - Activities

Accounts for the Department of Public Health and Speech Pathology

Budget Purpose Number	Account Title
725276	Public Health Salaries
725280	Speech Pathology Salaries
New 72XXXX	Public Health and Speech Pathology
New 741XXX	Public Health and Speech Pathology -ICR
742168	Speech and Hearing Center - Activities

- The **current** structure of the combined Department of Applied includes compensation for one department chair, one assistant chair and 10 program directors (4 for Kinesiology, 2 for Nutrition, 2 for Public Health, and 2 for SPPA). The compensation models are explained below.
 - Department Chairs hold a 12-month, fiscal appointment. Their teaching load is 1-1-1, meaning they receive 6 course releases per fiscal year. Each chair receives a 5% administrative stipend at the time of appointment. The stipend and fiscal appointment are removed when the chair returns to the faculty role. Teaching expectations resume to a 3-3 load.
 - The Assistant Chair holds a 9-month academic appointment, but has a reduced teaching load. Their teaching load is 2-2, mean they receive 2 releases per academic year. Summer salary is contingency on summer teaching assignments.
 - Program Directors hold a 9-month academic appointment, but have a reduced teaching load. Their teaching load is 3-2, meaning they receive 1 release per academic year. Program Director releases are under review at the School level and may be reduced going forward.
- The creation of a new department comes with the extra expense of adding a new department chair, however, the Assistant Chair role is going to be eliminated. The cost analysis is below:

Cost Comparison of Adding a New Department

	Chair (1)	Assistant Chair (2)	Program Directors (2)	Total
Actual Cost of Combined Applied Health	\$53,777.22	\$6,600	\$33,000	\$93,377.22
Estimated Cost of Kinesiology and Nutrition	\$48,359.16	\$0	\$19,800	\$68,159.16
Estimated Cost of Public Health and Speech Pathology	\$54,738.54	\$0	\$13,200	\$67,938.54
Estimated New Total Cost	\$103,097.70	\$0	\$33,000	\$136,097.70
Increased Cost of Adding a Department	\$49,320.48	(\$6,600)	\$0	\$42,720.48

The Provost has requested that the Dean assess the continued appropriateness of the number of funded program directors with the addition of a chair, which adds more administrative support than an assistant chair did previously along with additional costs.

(1) The estimated chair compensation is based on the median salaries for associate professors and professors within each new department.

(2) Course releases are assumed to cost the new minimum lecturer cost of \$3,400 per 3 credit hour course.

2. Administration and Representation:

- Each department will have or elect a chair according to current operating papers to be effective 7/1/23. Between approval of this proposal and 7/1/23 the current chair will serve in consultation with chair elect of the Kinesiology/Nutrition group.
- Each department will have Chair representation on the SEHNB leadership team.
- Each department shall elect separate representation on all SEHNB committees. During the transition, the currently elected faculty will continue to serve in good faith on behalf of both departments until elections are conducted in accordance with the SEHNB operating papers.

3. Departmental Business:

- Each department will conduct business and operate independently when creation is finalized.
- Each department shall establish its own operating papers.
- Each department will establish its own website.
- Each department is responsible for coordinating course schedules with the SEHNB

Dean's office.

- Support staff lines associated with MPH and SPPA will continue with those programs. One support staff line will be allocated for Kinesiology/Nutrition. No new lines will be offered centrally, thus all staffing will come from internal reallocations within the SEHHB.

4. Modifications:

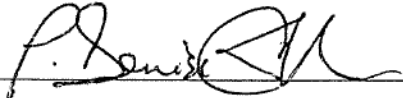
- These terms and conditions may be terminated or modified by the Dean of the School of Education, Health and Human Behavior, with the advisement of the department faculty, when budgetary considerations impact the provisions, and/or,
- These terms and conditions may be terminated or modified by the Dean of the School of Education, Health and Human Behavior if the provisions are found to be contrary to either University or SEHHB Policy.
- The unit should begin the process of creating a new department, per University policy, IBHE rules, and any other regulations that apply.



6/21/23

Dean, School of Education, Health and Human Behavior

Date



Provost, Southern Illinois University Edwardsville

6/20/23

Date

Attachments:

- Certification of vote of tenured faculty
- Budget for Public Health/Speech Path dept.
- Budget for Kinesiology/Nutrition dept.

Note: Budget may be altered as the University's planning processes change & in accord w/ alterations to the SEHHB budget. The percent distributions should provide guidance.





05/29/2024

TO: Dean Robin Hughes, School of Education, Health & Human Behavior (SEHHB), Southern Illinois University Edwardsville (SIUE)
FROM: Huaibo Xin, DrPH, MD, MPH, Co-Chair, Department of Applied Health, SEHHB, SIUE
RE: Department Vote on Reorganization

On February 23rd, 2023, the Election Committee of the Department of Applied Health sent out an anonymous online survey ballot. A total of 19 out of 20 Tenure-Track/Tenured Faculty in the Department voted. 17 faculty voted yes to the department reorganization and 2 faculty voted no. A majority of the Department agreed to split the Department of Applied Health into 2 new departments: one is for Public Health and Speech-Language Pathology & Audiology, and the other is for Kinesiology and Nutrition.

1. Unit Objectives and Contributions

Describe specific objectives and measurable contributions the unit will make to the university’s mission, paying particular attention to the unit’s consistency with the university’s focus statement and priorities. Is the unit to be involved in instruction and, if so, to what extent?

The new Department of Public Health and Speech-Language Pathology & Audiology in the School of Education, Health & Human Behavior (SEHQB) aims to prepare specialized health and educational professionals for advocacy, impact, and lifelong pursuit of knowledge by offering high quality programs that are committed to regional and global social justice and health equity; community engagement; and anti-racism, diversity, equity, and inclusion. The Department aspires to have a transformative impact on society regionally, nationally, and globally through innovative education and research as a contributor to health sciences at Southern Illinois University Edwardsville and beyond. The Department promotes hands-on/experiential learning opportunities through internships/externships, practicum, community services, international travel studies, etc.; and facilitates/advocates for interprofessional education and research with both existing and potential academic and community partners in disciplines like Medicine, Nursing, Pharmacy, Business, Computer Science, Geography, Sociology, Social Work, Biology, Psychology, and Educational Leadership.

The new Department will continue to offer (1) a BS in Public Health, (2) a BS/BA in Speech-Language Pathology & Audiology, (3) a Master of Public Health (MPH), (4) a MPH/Master of Business Administration (MBA) dual degree, (5) a MPH/Doctor of Pharmacy dual degree, (6) a MS in Speech-Language Pathology, (7) a Undergraduate minor in Public Health, and (8) a Post-Baccalaureate Certificate in Public Health Emergency Preparedness Infectious Disease Outbreaks and Surveillance. In Fall 2024, an accelerated fully online version of our MPH program will be launched.

Below is a table for enrollment numbers for undergraduate and graduate majors in both Public Health and Speech-Language Pathology for the past 5 years. The enrollment is expected to grow in the next couple of years with multifaceted recruitment efforts nationally and internationally, including direct entry, and collaborations with Academic Partnerships. We are committed to making contributions to SIUE’s strategic goals, including “SIUE will increase enrollment of prepared and diverse students to 14,500 by 2025, ensuring strategic growth that reflects SIUE’s commitment to inclusive excellence, our values and goals. The University will fulfill its promise to support student success at all levels by reaching 90% retention, a four-year graduation rate of 45% and a six-year graduation rate of 75%, while ensuring that equity gaps are closed. Additionally, SIUE will achieve Carnegie Classification for Social and Economic Mobility”.

Years	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Combined Undergraduate Enrollment	160	160	162	168	166	152	132	136	115	127
Combined Graduate Enrollment	53	49	71	70	69	66	52	51	49	55
Total	213	209	233	238	235	218	184	187	164	182

2. Need

Explain how the unit will meet regional and state needs and priorities. What is the demand for the unit's services? What clients or population will the unit serve? Identify similar units of administration, research, or public service in the state, at both public and private colleges and universities. Compare the proposed unit with these units and discuss potential impact upon them.

The latest statistics show that “Southern Illinois University Edwardsville (SIUE) serves over 12,000 students from 99 of 102 Illinois counties, 48 other U.S. states or possessions, and 65 nations” with most of the students from southwestern, southern, or central Illinois. The new department will continue to draw more students nationally and internationally and serve more underserved communities for the following reasons: (1) Both undergraduate and graduate Public Health programs are accredited by the Council on Education for Public Health (CEPH). The mission of SIUE Public Health is to develop leaders to work with diverse communities and promote health equity via an engaging and innovative teaching and learning environment grounded in student-centered culture and excellence. Public Health faculty are committed to providing foundational knowledge and skills to improve community health through real-world applications that are taught by qualified faculty; being engaged in research and scholarly activities that address health disparities and the health of diverse populations, locally and globally; being engaged in service experiences that improve health and access for diverse populations in Illinois, Missouri, and other communities; and supporting an inclusive climate and diversity among the students and faculty. (2) The graduate Speech-Language Pathology program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. Through dedicated faculty, diverse clinical experiences, a rigorous curriculum, and a commitment to diversity, equity and inclusion, the program provides rich learning opportunities integrating academics, research, and best clinical practices to foster the development of competent, effective professionals prepared to provide quality, evidence-based services to children and adults with communication needs. (3) The new Department will consist of a group of innovative, caring, and award-winning faculty/teacher-scholars who are highly dedicated to teaching, research, and professional services, and regularly publish with their students in peer-reviewed academic journals and present at regional, national, and international conferences. (4) Both Public Health and Speech-Language Pathology and Audiology programs are supported by external Advisory Boards which are comprised of program faculty, advisors, SEHQB administrators, students, alumni, employers, and community partners and provide timely recommendations for program improvements. (5) The Speech-Language-Hearing Center provides hearing screenings at community outreach in locations, such as the SIUE Early Childhood Center, the Edwardsville Public Library, and private schools in and around Edwardsville. Speech-Language Pathology graduate students use an audiometer to perform pure tone hearing screenings to preschool and school-age students under the supervision of a certified/licensed Speech-Language Pathologist. These screenings allow students to collaborate with community members, teachers and administrators while gaining experience in understanding hearing-screening preparation, training, documenting, and recommendations. In addition, in the past five years, the Center has completed 657 in-house therapy sessions with a very diverse group of clients. (6) The programs provide a variety of internship/externship opportunities. For instance, Public Health students have been interning with local, state, and national/federal public health organizations and government agencies, colleagues/universities, hospitals, schools, as well as international agencies/universities. The Speech-Language Pathology program, on average, each year, uses at least 66 externship placement sites such as hospitals, medical centers, and rehabilitation centers located in Alton, Maryville, Belleville, Edwardsville, Granite City, and

to Ghana, Uganda, Costa Rica, and Peru to serve international communities. These opportunities are expected to continue. (8) There has been a long-term partnership with local community colleges like Southwestern Illinois College, Lewis and Clark Community College, and St. Louis Community College, and both Public Health and Speech-Language Pathology and Audiology host a good number of transfer students each year.

3. Organization

Describe the proposed unit's organizational structure. Explain how the unit is organized to meet its stated objectives.

The new Department will be housed in the SEHHB. The Department Chair will oversee all programs/clinics/student organizations in the Department and will report directly to the Dean of the School. There will be four Program Directors directly under the Chair who will oversee the undergraduate and graduate programs, clinics, and student organizations in Public Health and Speech-Language Pathology and Audiology. Program Directors will report directly to the Chair. There will be faculty coordinators for internships, externships, and clinics, and faculty mentors for student organizations, who will report directly to their respective Program Directors. There will be standing departmental committees, including the Executive Committee, Personnel Committee, Academic Affairs Committee, Elections Committee, Operating Papers Committee, Tenure and Promotion Committee, and Strategic Planning Committee, as well as ad hoc committees like faculty/staff search committees. Faculty will also serve on subcommittees within their individual programs, such as the Speech Pathology Graduate Application Review Committee, and serve on the School/University's standing committees and ad hoc committees. The Department Chair will work closely with all faculty and staff to ensure the quality of our programs, facilitate the professional growth of our faculty/staff/students, and coordinate the Department's enrollment and retention efforts.

4. Unit Outcomes

Identify what targets have been set to assess the proposed unit's success in achieving its objectives. Among others, specific performance measures might include: expected research and/or public service products; ratio of external to internal funding for unit; impact of this unit on national, state, regional, and local area organizations, businesses, or communities; and collaborative research product that promotes the Illinois economy.

The measurable targets have been set to assess the unit's success in achieving its objectives by adopting faculty and staff annual reviews, annual accreditation reviews, annual, interim, and 8-year program performance reviews, department strategic plans, department and school operating papers, as well as recruitment and retention statistics, students and clients' demographics, graduation rates, employment rates, etc. There are three main targets that the new Department will continue to use: (1) Instructional Innovation We will continue to work on the innovation of curriculum, experiential and community-based learning, accelerated online learning, diverse educational modalities and technology, and instruction informed through current scholarship on teaching and learning. (2) Enrollment & Retention We have been committed to enhancing advisor collaboration for undergraduate enrollment, enhancing collaboration with admissions for undergraduate enrollment, enhancing collaboration with other schools, departments and universities, enhancing collaboration with local high schools, and enhancing media usage. (3) Diversity, Equity, and Inclusion We will continue to increase faculty engagement with content

recruiting diverse faculty and staff, and continue to support diverse faculty and staff through increasing opportunities for mentorship from tenured faculty, and deepening bias awareness as it relates to faculty from underserved communities. We will also increase recruitment of non-traditional students and students underrepresented in each program, and support them through strengthening student-faculty partnership/mentorship. As a result, the record of faculty involvement in innovative teaching, interdisciplinary/collaborative research, and excellent service has been superior along with the students' academic success and their professional growth in presenting at national and international conferences and publishing papers and book chapters with their professors. All faculty have successfully passed their midpoint tenure/promotion review or been successfully tenured/ promoted, or on an upward trajectory for tenure/promotion.

5. Quality Assurance Processes

Briefly describe the processes that will yield evidence to demonstrate the quality of the unit. Address the following elements: evidence that the unit supports the university's mission and statewide goals; evidence that the unit's product or outcomes achieve stated objectives; determination of organizational effectiveness; faculty and staff qualifications and reward structures; determination of adequate support staff, equipment, and other resources; and use of results from evaluations to improve the unit's effectiveness.

Faculty in the Department of Public Health and Speech-Language Pathology & Audiology will continue to meet every semester to discuss and revisit the department's strategic plan, which includes focus areas like instructional innovation, enrollment and retention, diversity, equity, and inclusion, and faculty mentorship. Program Directors along with their faculty and the Chair will continue to conduct annual program performance reviews and annual accreditation reviews in addition to program's interim and 8-year performance reviews, and update program assessment plans and student support plans. For example, Program Directors work closely with faculty, students, alumni, and local communities to collect data on major indicators for their annual accreditation reports. Data are usually collected via student exit surveys, student employment surveys, advisory board meetings, faculty retreats, program meetings, student course evaluations, and student learning outcomes including passing rates of standard national tests. Annual accreditation reports are then reviewed by the Department Chair, the Dean's Office, and the Provost's Office for feedback before they are submitted to the accreditation agencies. After submission, Program Directors meet with their program faculty to discuss and develop plans for improvement for next year. At the individual level, the Department Chair and Program Director will continue to be evaluated on their yearly performance. By following the Department and School's operating papers, and Tenure-Track and Non-Tenure-Track Collective Bargaining Agreements, faculty members will continue to submit their annual reviews in the spring to demonstrate their major achievements of the year in the areas of teaching, scholarship, and/or service. The Department Personnel Committee and the Chair will then review faculty annual review reports and provide both faculty and the Dean with letters of recommendation. The Department Tenure and Promotion Committee and the Chair will continue to conduct tenure and promotion reviews for tenure-track faculty in the Department. All faculty and staff are recruited via a national or an international search. They are experienced experts in their field, and the best qualified individuals selected from their applicant pools. Faculty members either have a terminal degree or have a master's degree with years of professional/clinical experience in their discipline. They are all well-established graduate faculty. They advocate for excellence, innovation, creativity, collaboration,

6. Facilities (space, equipment, instructional materials)

Describe the available facilities and equipment to develop and maintain high quality in this unit of administration, research, or public service including buildings, classrooms, office space, laboratories and equipment, and other instructional technologies. Summarize information about library resources including a list of key academic journals and other publications that will support this unit and be used by faculty, students, and staff.

In conjunction with the academic training program, the Speech-Language Pathology graduate program operates the SIUE Speech-Language-Hearing Center located on the first floor of Founders Hall on SIUE's main campus. The mission of the Center is to provide teaching and clinical research to our graduate students while utilizing quality assessment and treatment procedures of professionals in speech-language pathology. The Center provides diagnostic and treatment services each semester for individuals aged 2-elderly who present with a variety of communication needs including speech, language, hearing loss, cognition, fluency, and voice. The Center also serves members of the community who are non-native speakers of English and would like to improve their American English pronunciation. Accent modification sessions are individualized and focus on improving the intelligibility and naturalness of clients' spoken English. The Center provides a space for both undergraduate and graduate students to work with their clients and complete their supervised clinical practice hours. Two 50-minute treatment sessions are provided per week with a graduate-student clinician. The clinician works under the direct supervision of a licensed and certified speech-language pathologist. Every clinical session is closely monitored by a supervisor who is located within the Center. This allows for ease of supervision intervention, if needed.

The Instructional Materials Center is located in Founders Hall 1208. The Center is equipped with tables, computers, books, tools, and classroom technologies and provides a space for students in Speech-Language Pathology & Audiology to study and conduct research.

The SIUE Audiology Clinic is located on the third floor of Founders Hall. It focuses on outreach programs for underserved populations while enhancing undergraduate and graduate student learning experiences. The Clinic, however, has not been in use for several years due to outdated testing equipment and a lack of personnel to staff the Clinic. Previous attempts to obtain funding for updated equipment and personnel have been unsuccessful. Additional diagnostic equipment and a state-of-the-art sound room are necessary to bring the Clinic to functional status, as well as a key service provider in the region. Provision of a working audiology clinic at SIUE would alleviate hardship for many individuals and their families who experience loss of hearing. These local services would be a tremendous benefit to the central and southern Illinois region and the SIUE community. In addition, students would directly benefit from these unique, progressive hands-on learning opportunities. We will continue to seek funding support.

7. Resources

Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable. Provide a narrative budget statement explaining the data in the associated Budget Table. Include detail describing revenues from governmental grants and contracts private gifts and grants, endowment/investment income,

benefits, and other personnel related expenses for the proposed unit; library resources, services, equipment, and facilities.

For the current semester, both Public Health and Speech-Language Pathology & Audiology programs serve, approximately, a total of 165 undergraduate majors and minors, 55 graduate students, and more than 200 non-majors and minors. With current recruitment efforts, we optimistically anticipate the total number of undergraduate and graduate students in both majors will exceed 300 in the next five years. The enrollment number in Speech-Language Pathology & Audiology has been steady. The newly launched online MPH track is expected to welcome large cohorts in the next 5 years with an anticipated 50-100 more students per year. The expected growth meets the new Department's capacity.

The establishment of the new Department of Public Health and Speech-Language Pathology & Audiology will not require any new state funding. The current Public Health and Speech-Language Pathology & Audiology programs have a modest state operating budget to support faculty/staff/students' essential needs like conference travels and other professional development opportunities, office supplies, computers/software, telecommunications, etc. The SIUE Speech-Language-Hearing Center has its own independent clinical budget to support its daily operations. Currently, we have a total of 14 faculty members and are searching for two Visiting Assistant Professors with an approved budget. We also have one Office Manager who is solely dedicated to the Public Health and Speech-Language Pathology & Audiology programs, and two Office Support Specialists who work at the Speech-Language-Hearing Center and the Instructional Materials Center. The new Department will maintain its own five Graduate Teaching Assistants and one student worker. The current Chair of Public Health and Speech-Language Pathology & Audiology will continue to serve as Chair for the new Department, and Program Directors will continue to serve as Program Directors. There is no foreseen negative impact on either budget or other departments due to the creation of the Department of Public Health and Speech-Language Pathology & Audiology. However, with the creation of this new Department, we are expecting to advance our regional and national recognition and reputation, draw more prospective students, and serve more communities in need.

8. A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6).

Illinois Administrative Code: *1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois*

Respond to the following questions about how the proposed unit will support the three goals of *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan*.

- Equity: Close the equity gaps for students who have historically been left behind
- Sustainability: Build a stronger financial future for individuals and institutions
- Growth: Increase talent and innovation to drive economic growth

Equity

1. Describe plans to implement systemic solutions that will increase access and opportunities for

Explain how progress will be monitored. [See Equity Strategy #1 and #2]

2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed unit. Explain how progress will be monitored. [See Equity Strategy #3]

Sustainability

3. For this new unit of administration, describe how the institution plans to maximize effectiveness and efficiencies in its administrative structure and operations while avoiding unnecessary or existing duplication.
4. Explain further how the new unit will capitalize and build collaborative synergies on campus and within and outside of the state; support future-ready learning, research, or public service approaches; and ensure that the unit is a good steward of its financial resources.

Growth

5. As one of the Core Principles, demonstrate how the proposed unit will reinforce and promote public good in the state (e.g., civic engagement, exposure to arts and humanities, and solutions to society's challenges).
6. Describe how the unit plans to contribute to research, innovation, and economic development by leveraging the Illinois Innovation Network. [See Growth Strategy #1]
7. Explain how the new unit engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers. [See Growth Strategy #3]
8. Describe how the proposed unit will expand access and opportunities for students regarding high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences. [See Growth Strategy #6]
9. Explain how the proposed unit of administration will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future. [See Growth Strategy #6]

(For more information about each of the three goals of the A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan, go to the IBHE website: <https://ibhestrategicplan.ibhe.org/>).

Equity

1. The new Department aims to prepare specialized health and educational professionals for advocacy, impact, and lifelong pursuit of knowledge by offering high quality programs that are committed to regional and global social justice and health equity; community engagement; and anti-racism, diversity, equity, and inclusion. The new Department also strives to have a transformative impact on society regionally, nationally, and globally through innovative education and research as a contributor to health sciences at SIUE and beyond. The new Department's mission and vision exactly align with SIUE's five pillars, access and opportunity, student success and inclusive excellence, excellent and diverse faculty, change agent, and sustainability, and fulfills SIU system's mission, "the Southern Illinois University System enriches students and diverse communities through inclusive excellence, experiential education

potential, serves as an economic catalyst for the region and state, and advances global change, opportunities and social justice”.

The new Department will continue to utilize and update our departmental strategic plan focusing on instructional innovation, enrollment and retention, and diversity, equity and inclusion. Our programs are committed to engaging in service experiences that improve health and access for diverse populations in Illinois and/or Missouri communities, and beyond, and to supporting an inclusive climate and diversity among the student body, staff, and faculty. Some strategies we are currently applying include direct admissions, infusing diversity, equity, and inclusion (DEI) throughout academic coursework; requiring additional clinical observation hours in DEI; intentionally placing externship students in locations where they will serve diverse populations; continuing mental health check-ins of our students; providing more resources related to DEI and mental health as part of orientation/advising; discussing anti-racism and DEI at each faculty meeting; recruiting/hiring faculty from diverse (e.g., race, gender, neurodiverse) backgrounds/experiences via national/international portals like the National Black Association for Speech-Language and Hearing and listservs that serve predominantly Black and Hispanic/Latinx academics, and networks of historically black colleges and universities; strengthening the National Black Association for Speech-Language and Hearing SIUE Student Chapter, and increasing minority and international students’ participation in Eta Sigma Gamma (ESG) – the National Health Education Honorary Society; providing faculty/staff/students with peer support; and offering free clinical and screening services at the SIUE Speech-Language-Hearing Center to facilitate more diverse clients. Each year, we evaluate the completion and effectiveness of our goals and strategies via enrollment and retention statistics, annual program performance reports, accreditation reports, advisory board meetings, program retreats, etc.

2. The new Department will continue to comply with SIUE’s policies for affirmative action planning and hiring processes, as well as align with the institutional strategies that have been implemented to recruit and retain faculty, staff, and administrators at SIUE, including “attract and recruit competitively paid and diverse faculty, staff, and administrators; support and retain diverse, high quality, and accomplished faculty, staff, and administrators; facilitate faculty and staff efforts to seek external funding in support of the University’s core mission and strategic goals; all faculty, staff and administrators shall demonstrate the University’s commitment to student centeredness; and cultivate administrators, staff and faculty who practice openness, respect, equity, and justice for persons of different backgrounds, cultures, and perspectives”.

Sustainability

3. The new Department will continue to streamline its administrative structure and operations while avoiding unnecessary or existing duplication. Our departmental operating paper approved by the department faculty, the Dean, and the Provost clearly illustrates the department organization, responsibilities for the Department Chair and Program Directors, the general structure of department standing committees, operating procedures, general guidelines for faculty tenure and/or promotion, etc. The Department faculty will continue to visit and re-visit the operating paper each semester to update and simplify it. Office support staff members also have their respective position descriptions approved by the Department and SIUE Human Resources. Office equipment and commodities have been shared by all department faculty/staff. The Department Chair and the Office Manager will continue to develop departmental policies for office administration and operations to reduce procedural redundancy and complexity, and to maximize employees’ daily productivity.

4. The new Department has a long-standing partnership with on-campus units such as Nursing, Pharmacy, Business, Computer Science, Sociology, Social Work, Nutrition, Kinesiology, Criminal Justice, Geography, Biology, Environmental Science, and the STEM Center, as well as off-campus partners such as the East St. Louis Charter High School, SIU Medicine and SIUC, and local community colleges. Collaboratively, we develop interdisciplinary curricula, experiential learning opportunities, and interprofessional community service events. The department faculty will continue to collaborate with their colleagues and community partners within and outside of Illinois to conduct research, obtain external grants, and provide professional services. The new Department will continue to work closely with SEHNB Director of Development to raise more fundings/scholarships to support students' professional development and offset their tuition and fees. Together, we strive to achieve our institutional strategic objectives for sustainability, including "increasing net revenue generation within the University's interests in academics, scholarship and public service, strengthening our commitment to economic, environmental, and social sustainability to meet the needs of current and future generations, engaging in responsible management of physical and technological investments in order to ensure University operations and address future needs, and leveraging scholarships and maximizing their impact for students and net revenue".

Growth

5. The new Department will continue to reinforce and promote public good in the state through faculty/student research and community engagement. Previous examples include (1) Annually in the Spring semester, our Program Directors assess the professional development needs of our local community partners at an Advisory Board meeting, which is comprised of program faculty, advisors, SEHNB administrators, students, alumni, employers, and community and university partners. The Program Directors typically ask the community partners to share needs that they may have. The Advisory Board meeting is not only an opportunity to discuss improvements of our program, but also the needs of and opportunities with our community partners. Often, these needs are skills or abilities that can be strengthened with our students to improve the community partners' professional interactions with our students (interns) and new graduates. (2) Informally, our local community partners also reach out directly to our faculty, especially the Program Directors, for ad hoc professional development requests and needs through email, telephone, and/or our Program Facebook page. These ad hoc requests and needs are often opportunities for our students to address, understand, or implement a need that the agency or organization has, with the support and supervision of a faculty member. These community partners typically desire support from our students for these efforts to provide an opportunity to enhance students' professional development, experience, and networking. These collaborations also provide an opportunity for the agency to identify potential employees in the future, while also supporting the agency's professional development needs. (3) Students participate in faculty extramural service opportunities throughout the academic year, as opportunities arise and are available. For instance, students are invited to participate in faculty outreach and promotion activities. Typically, faculty organize and/or attend outreach and promotion events and invite students to attend alongside the faculty member to share their perspectives and experiences and enhance their professional development. For instance, the ESG Faculty Advisor and Department Chair helped to organize the SIU System Day event held in the Spring semester, where students were able to travel to the capital in Springfield, IL, and advocate for public health issues to our state legislators. The ESG Faculty Advisor also helped to organize the Health Careers Day event held in the Fall semester at the local Edwardsville Public Library where students were able to promote the public health field and our Public Health Program to local residents. (4) A Public Health faculty member provided her public health expertise to inform the development and dissemination of an interprofessional collaboration with other SIUE faculty members as part of the internal grant, "Community health clinics

for underserved populations: A co-curricular interprofessional experience for health professional students”. This interprofessional collaboration provided an opportunity for undergraduate Public Health students to engage in the dissemination of health education at the community health clinic events held at local community centers in Fairmont City and Cobden, IL. Students participated in the clinic events, including the training events and the debriefing sessions. (5) Currently, the Undergraduate Program Director selects and coordinates our Public Health Ambassadors, in consultation with Program faculty, who serve as undergraduate and graduate representatives of our programs. The Undergraduate Program Director receives requests for outreach from instructors and local community members. For instance, our student Public Health Ambassadors have visited area schools to talk about public health and have provided health education to SIUE students during National Public Health Week and at various points throughout the year.

6. In 2019, SIUE joined the Illinois Innovation Network (IIN). “SIUE is pleased to participate in the IIN and to join Illinois public higher education institutions to address our local communities’ and the state’s most pressing challenges,” said SIUE’s former Chancellor Randy Pembroke, PhD. “The collaborative possibilities that grow out of the IIN will leverage the strength of the state’s intellectual resources to advance discovery and innovation, while enhancing student learning opportunities and research collaboration.” The current SIUE Center for Sustainable Communities and Entrepreneurship “provides an interdisciplinary research, workforce, and learning space for university-community-industry collaboration and connection to the IIN”. In 2022, SIUE faculty received seeds grants from IIN. An example of a funded project is: “iGAIT-ASD: A Data-driven Application to Predict Autism Spectrum Disorder (ASD) for Children Living in Underserved, Underrepresented and Low-income Communities” and “Introducing Student-centered Flipped Teaching to Faculty in a Rural Nursing Program”. Learning from those initiatives and successes, the new Department will continue to collaborate with our existing on-campus and SIUC partners and expand our partnership within and outside of the IIN hub to develop more interdisciplinary research and service projects to address Illinois’ most challenging health issues especially with rural and underserved communities.

7. The Enrollment Systems, Research and Analysis (ESRA) unit provides labor market research for SIUE programs. This is a relatively new resource that our Program Directors have begun utilizing annually to understand local professional development needs to share during the Program Planning Retreat held right before the start of the Fall semester each year. The resource provides information on overall local needs that can then be used to inform the skills or abilities that can be strengthened with our students to improve professional interactions with our graduates as potential employees. All our Program faculty are involved informally in career advising for our students. We are committed to building and supporting the professional development of all our students and meeting local, regional, and state employment needs. Students can reach out to us for consultations as needed. The more formal opportunities and structures we have for career advising are often integrated into our courses, so that instructors support students’ professional development related to their careers through class assignments and assessments. Program Directors monitor the needs of students to ensure appropriate and sufficient career advising is provided throughout our programs. Annual Senior Exit Surveys and Alumni Surveys provide feedback on our students’ employment status while annual Advisory Board meetings provide feedback on whether we are meeting the local, regional, and state needs.

8. Regarding high impact practices, undergraduate students in Public Health are required to complete a minimum of 250 hours of internships; graduate students in Public Health are required to complete practicum courses and a capstone project or thesis project; undergraduate students in Speech-Language

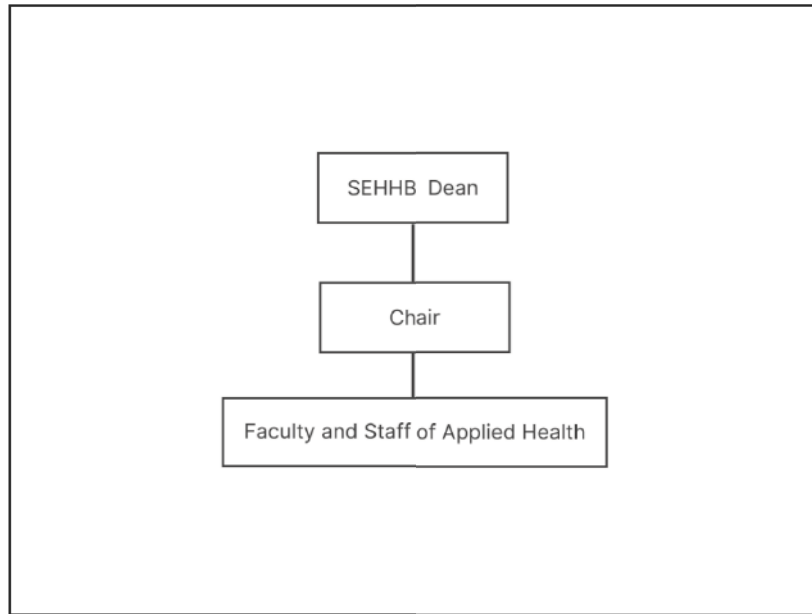
Pathology and Audiology are required to complete a minimum of 100 practicum hours; and graduate students in Speech-Language Pathology are required to complete a minimum of 275 externship hours. Students are also required to complete service hours with local communities, agencies/organizations, hospitals, and schools throughout their coursework. Each year, our faculty work diligently to expand internship/externship/practicum/service-learning sites locally, nationally, and internationally. We provide our students with plenty of opportunities to choose from and fulfill their professional and leadership development needs. In addition, it has become a norm to have faculty-student collaborations on scholarly activities via SIUE Undergraduate Research and Creative Activities, Independent Study, and internally/externally funded projects. With our continued collaboration with many other university campuses like SIUC, and SIU School of Medicine, students are often engaged in research projects outside of SIUE campus and receive more faculty mentorship.

For example, beginning in PBHE 560: Applied Practice Experience, an MPH student partnered with the Madison County Health Department to provide needed community and professional service for the Public Health Director with the support of her Thesis Advisor. She worked with the Madison County Coroner's Office and Deputy Coroner to obtain, clean, and analyze data on suicides in Madison County. She first developed a data collection instrument that included demographics, medical history, warning signs, and risks of suicide. For PBHE 599B: Capstone Thesis, she then conducted the literature review and data analysis, and composed the results and discussion components for her final electronic binder, thesis defense, and professional poster. Through this experience, she became part of the Madison County Mental Health Alliance, to assist in their mission of collectively providing training and education for raising awareness and understanding on the impact of mental health. From this experience, she also shared her thesis poster and findings at Impact Suicide 2021, a local suicide prevention and intervention conference in partnership with the Madison County Health Department and SIUE's Office of Online and Educational Outreach. In PBHE 598: Grant Writing, she also composed a grant to support future Impact Suicide conferences with funding requests for the creation of a suicide care package and to offset costs for event logistics and event promotion. As President of ESG, she used her involvement with this experience to provide opportunities for ESG student members to become involved with the Madison County Mental Health Alliance and support Impact Suicide 2021. Through this experience, the student expanded her professional network, learned about suicide and mental health in Madison County, enhanced her communication and dissemination skills, enhanced her leadership and research abilities, and served a professional need for the Public Health Director of the Madison County Health Department.

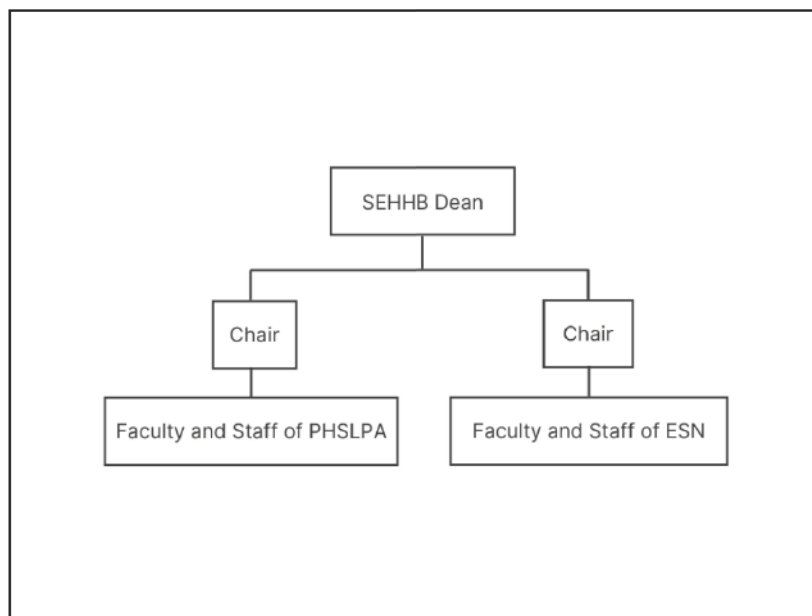
9. The new Department will continue to expand its models of teaching and learning, research, and public service and outreach that provide opportunities for students to succeed in the work of the future. For example, our faculty are committed to the Teacher-Scholar model. SIUE defines the Teacher-Scholar Philosophy as "a serious continuing commitment to teaching, scholarship and service in the belief that scholarship complements and enriches excellence in teaching and service. As such it values, elevates, and balances the teaching, scholarship, and service functions of the SIUE professoriate". Faculty integrate their scholarly activities into their teaching pedagogy and community services, which greatly widens students' horizon with real world examples, evidence-based practices, and the professional rigor. Faculty also seek continuing education/consultation on and off campus, through organizations such as the SIUE Faculty Development Center, to learn innovative teaching technologies like using Generative AI (e.g., ChatGPT, Google Gemini, Microsoft Copilot, Claude), make interdisciplinary collaborations, strengthen grant writing skills, and collaborate with community partners. These efforts provide students with more professional development opportunities. We will continue to focus on course modality innovations and develop new programs to meet our students' needs through pathway programs, certificate programs, and

training programs like the Community Health Worker training program provided in collaboration with the Illinois Public Health Association. We will continue to seek and establish international academic and community partnerships to enrich our students' experiential learning opportunities and increase their cultural competency.

Current Organizational Chart for the Department of Applied Health



**Proposed Organizational Chart After Establishment of Two Units:
Public Health & Speech Language Pathology /Audiology and Exercise Science & Nutrition**



1. Unit Objectives and Contributions

Describe specific objectives and measurable contributions the unit will make to the university's mission, paying particular attention to the unit's consistency with the university's focus statement and priorities. Is the unit to be involved in instruction and, if so, to what extent?

The objectives of the Department of Exercise, Sport, and Nutrition Sciences at Southern Illinois University Edwardsville (SIUE) are to provide high quality undergraduate and graduate programs to prepare highly skilled and innovative professionals and scientists to address the health and wellness needs of society. This will be accomplished by (1) providing undergraduate and graduate students with foundational and advanced knowledge in exercise, sport, and nutrition/dietetic sciences; (2) championing experiential learning through laboratory practice, internships, and practicums to enhance students' knowledge in exercise, sport, and nutrition/dietetic sciences; (3) promoting interdisciplinary research and supporting faculty scholarship activities involving undergraduate and graduate students; and (4) developing strong community involvement and leadership to serve local and regional communities, particularly in Southern/Southwestern Illinois.

Presently, the Department of Applied Health is composed of four undergraduate majors and seven graduate majors divided between the Kinesiology, Nutrition and Dietetics, Public Health, and Speech-Language Pathology and Audiology disciplines. The requested new Department of Exercise, Sport, and Nutrition Sciences will offer (1) BS in Exercise Science; (2) BS in Nutrition; (3) MS in Kinesiology with a specialization in Exercise Physiology; (4) MS in Kinesiology with a specialization in Exercise and Sport Psychology; (5) MS in Kinesiology with a specialization in Physical Education and Coaching Pedagogy; (6) MS in Nutrition and Dietetics; (7) undergraduate minor in Nutrition; and (8) undergraduate minor in Exercise and Sport Psychology. All of these programs, majors, and minors are currently offered in the Department of Applied Health.

Major Programs	Year Program Approved	Enrollments			
		Fall 2022	Spring 2023	Fall 2023	Spring 2024*
Exercise Science (BS)	2010	159	148	159	144
Nutrition (BS)	2015	26	26	18	18
Kinesiology-Exercise Physiology (MS)	2010	30	30	41	33
Kinesiology-Exercise and Sport Psychology (MS)	2010	36	34	35	28
Kinesiology-Physical Education and Coaching Pedagogy (MS)	2010	51	42	40	35
Nutrition and Dietetics (MS)	2020	18	17	17	17
Major Totals:		320	297	310	275
UG Minor Programs					

Administrative, Research or Public Service Unit Application

Nutrition		29	27	30	31
UG Minor Totals:		84	79	76	82

*Data updated on 1/3/2024; may not reflect current enrollments.

2. Need
Explain how the unit will meet regional and state needs and priorities. What is the demand for the unit's services? What clients or population will the unit serve? Identify similar units of administration, research, or public service in the state, at both public and private colleges and universities. Compare the proposed unit with these units and discuss potential impact upon them.

According to SIUE's current student demographics, most students are from southwestern and southern Illinois. Since the inception of the Exercise Science and Kinesiology programs in 2010 and Nutrition in 2015 and Dietetics graduate program in 2020, these programs continually attract hundreds of students who work and live in the southern Illinois region and the greater St. Louis metropolitan area. The new department is expected to continue to draw students from broad geographical areas in southern Illinois for a number of reasons: (1) both the undergraduate Exercise Science and graduate Kinesiology-Exercise Physiology majors are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), as well as the Committee on Accreditation for the Exercise Sciences (CoAES); (2) the graduate Nutrition and Dietetics major is accredited by the Academy of Nutrition and Dietetics allowing graduates to sit for the Registered Dietitian examination offered through the Commission on Dietetics Registration (CDR); (3) the graduate Exercise and Sport Psychology and Physical Education and Coaching Pedagogy programs are among the select few programs of their kind in the region, and their fully online status has made them more accessible to potential students throughout the region and state; (4) as part of the St. Louis metropolitan area, the degrees granted by the proposed Department of Exercise, Sport, and Nutrition Sciences at SIUE has a larger pool of potential students to draw on than any other region in the state outside of the Chicago area; and (5) SIUE is the second least expensive public university in the state, which makes a degree in one of the department's several majors (at both the undergraduate and graduate levels) more attainable for students from all socioeconomic backgrounds in Illinois.

3. Organization
Describe the proposed unit's organizational structure. Explain how the unit is organized to meet its stated objectives.

The new Department of Exercise, Sport, and Nutrition Sciences will be housed in the School of Education, Health and Human Behavior (SEHHB). The Chair of the Department of Exercise, Sport, and Nutrition Sciences will report directly to the Dean of SEHHB. The Chair will work closely with faculty and department committees to maintain oversight of the undergraduate and graduate programs. Necessary standing committees will be formed and involved in departmental decision-making, including an Operating Papers Committee, Personnel Committee, Tenure and Promotion Committee, Executive Committee, Strategic Planning Committee, Elections Committee, and Academic Affairs Committee. The current operating papers for the Department of Applied Health will be revised to reflect the status change of the new Department of Exercise, Sport, and Nutrition Sciences.

The faculty in the new department will continue to provide degree consultation and research mentoring for undergraduate and graduate students. The new department will hire instructors or lecturers as needed to teach courses for undergraduate and graduate students.

4. Unit Outcomes

Identify what targets have been set to assess the proposed unit's success in achieving its objectives. Among others, specific performance measures might include: expected research and/or public service products; ratio of external to internal funding for unit; impact of this unit on national, state, regional, and local area organizations, businesses, or communities; and collaborative research product that promotes the Illinois economy.

The unit outcomes of the new Department of Exercise, Sport, and Nutrition Sciences will include specific performance measures, such as student enrollment and retention in both undergraduate and graduate programs, credit hour production, competence for employment and contribution to local social and economic development. For example, the current enrollments for the undergraduate exercise science and nutrition major programs are 162 students. The graduate Kinesiology programs (including specializations in Exercise Physiology, Exercise and Sport Psychology, and Physical Education and Coaching Pedagogy) has 96 students and the graduate Nutrition and Dietetics program has 17 students. We anticipate the number of undergraduate majors in the exercise and nutrition sciences to stay consistent or increase in the 160-200 range over the next 5 years. The graduate programs Kinesiology specializations are expected to enroll 100-125 over the next 5 years and the graduate Nutrition and Dietetics program is expected to enroll between 32-40 over the next 5 years.

The undergraduate Exercise Science and graduate Kinesiology-Exercise Physiology programs each require 200-hour internships for graduation. The graduate Nutrition and Dietetics program requires 1100-hour practicums through multiple clinical rotations. These programs have significant reputations and collaborate with more than 400 sites in the St. Louis metropolitan region.

The record of faculty publication and internal/external funding awards in the Exercise, Sport, and Nutrition Sciences is well established. The new department will continue to increase support faculty-student research and attract more external support by actively involving undergraduate and graduate students in research and pursuing new areas of inquiry.

5. Quality Assurance Processes

Briefly describe the processes that will yield evidence to demonstrate the quality of the unit. Address the following elements: evidence that the unit supports the university's mission and statewide goals; evidence that the unit's product or outcomes achieve stated objectives; determination of organizational effectiveness; faculty and staff qualifications and reward structures; determination of adequate support staff, equipment, and other resources; and use of results from evaluations to improve the unit's effectiveness.

The annual program evaluation, assessment, and program reviews will continue to be conducted and used to evaluate the performance quality of the academic programs, as well as the new department. During the annual program evaluation, faculty will meet and discuss the quality of the programs/department and strength and rigor of the academic programs. All graduate faculty in the department have approved graduate

internationally to recruit the best qualified scholars in the field. Tenured, tenure-track, and non-tenure-track faculty will be evaluated annually for performance in the areas of teaching, scholarship, and service, as is the current practice.

The new department will exercise best practices to recruit students from underrepresented groups, as well as international students, which will directly promote SIUE's mission in a spirit of collaboration enriched by diverse ideas and values. The interdisciplinary nature of exercise and nutrition sciences will promote the University vision to provide high quality innovative and interdisciplinary education programs, dedicated to communicating, expanding, and integrating knowledge. The strength of the programs in the new department will be exemplified by their strong and consistent record of retention and graduation of students. Currently, students in these programs have among the best retention and graduation rates in SIUE's SEHHB.

6. Facilities (space, equipment, instructional materials)

Describe the available facilities and equipment to develop and maintain high quality in this unit of administration, research, or public service including buildings, classrooms, office space, laboratories and equipment, and other instructional technologies. Summarize information about library resources including a list of key academic journals and other publications that will support this unit and be used by faculty, students, and staff.

The Department of Applied Health has a variety of research and clinical labs to support student learning and research. Hands-on laboratory experiences are critical to the learning process. These labs are used for classes which provide students real-world experiences and prepare them for their careers. Students work closely with faculty on a variety of projects. The new Department of Exercise, Sport, and Nutrition Sciences will include the following laboratory and clinic spaces:

Exercise Physiology Laboratory (EPL)

The Exercise Physiology Laboratory (EPL) is a 3,000-square-foot, self-supporting facility dedicated to student training and faculty research. The EPL houses the Body Composition Laboratory, the Cardiovascular Laboratory, and the Exercise Biochemistry Laboratory in support of scientific investigations that range from the whole body to the cellular and molecular level. Both undergraduate exercise science and graduate exercise physiology students have the opportunity to practice and apply clinical and scientific skills. The EPL is an exceptional resource for faculty and student interaction that provides a tangible opportunity to apply knowledge to direct scientific action.

Body Composition Laboratory (BCL)

The Body Composition Laboratory (BCL) is equipped with a comprehensive array of assessment tools that are used by exercise scientists to accurately evaluate all aspects of body composition, including total and regional fat and lean tissue, waist circumference, and skinfold measurement. The laboratory has the capability to determine bone mineral density and bone mass, as well as cross-sectional muscle area and density. Students receive hands-on training with each instrument and their associated procedures. Students learn to interpret the results of each procedure and how to explain the results to clients. These activities help students prepare for careers in health, fitness, medicine, and rehabilitation.

Cardiovascular Physiology Laboratory (CPL)

conduct fitness and health assessments. Students are taught how to perform health assessments, determine health risks and select the appropriate cardiovascular fitness evaluation. In addition, students learn how to interpret results and make appropriate recommendations for individualized exercise prescription.

Students start with the basics of cardiovascular fitness testing (risk assessment, heart rate, blood pressure) and progress to more advanced clinical stress tests on either a treadmill or a bicycle ergometer. Students learn to conduct tests designed to measure aerobic and anaerobic power, energy expenditure of exercise and resting energy expenditure. Finally, students gain experiences in interpreting and writing final reports for clients within health, medical, and fitness settings.

Exercise Biochemistry Laboratory (EBL)

The Exercise Biochemistry Laboratory (EBL) is a fully functional lab with dedicated facilities for cell culture, biochemical analysis and sample storage. These facilities support the EBL's focus on the study of physical inactivity, appetite regulation, obesity, diabetes and atherosclerosis. The EBL provides numerous opportunities for our undergraduate and graduate students to become involved in cutting-edge research.

Physical Activity Clinic (PAC)

The Physical Activity Clinic (PAC) is designed for both teaching and research. The newly renovated PAC is approximately 2,000 square feet and is equipped with state-of-the-art stationary bikes. It also contains an array of paramount weight stacks and dumbbell and barbell weights for strength training.

Exercise and Sport Psychology Lab (ESPL)

The Exercise and Sport Psychology Lab (ESPL) is a space for faculty and students to conduct research in various areas of exercise and sport psychology. This space includes work areas for students in the graduate program. The ESPL is currently used to conduct research on psychosocial, environmental and policy influences on physical activity adoption and adherence, as well as on the effects of physical activity on physical and mental health. Sport psychology studies on imagery assisted virtual reality, efficacy development in sport, and imagery use are also being conducted in the lab.

SIUE Nutrition Laboratory

The SIUE Nutrition Laboratory is a hands-on learning space that allows students to explore food in a variety of ways. The laboratory consists of eight kitchen stations to provide students applied experiences that enhance and compliment their textbooks and lectures in areas of food chemistry and food science, as well as preparing culturally relevant recipes and food. Several courses in the Nutrition Program take advantage of this state-of-the-art facility including Food Science (NUTR 205), Food and Culture (NUTR 210), and Large Quantities Food Preparation (NUTR 409). Furthermore, faculty research takes place in the lab in the areas of recipe development and recipe, menu, and diet analysis.

7. Resources

Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable. Provide a narrative budget statement explaining the data in the associated Budget Table. Include detail describing revenues from governmental grants and contracts private gifts and grants, endowment/investment income, sales and services, and other sources; and expenditures including salaries of faculty, administrative staff, benefits, and other personnel related expenses for the proposed unit; library resources, services, equipment, and

The current exercise and nutrition science programs serve approximately 162 undergraduate and 114 graduate students in the SEHHB. There are approximately another 30 undergraduate Nutrition minors and 46 undergraduate Exercise and Sport Psychology minors. We anticipate the number of undergraduate majors in the exercise and nutrition sciences to stay consistent or increase to the 160-200 range over the next 5 years. In aggregate, the graduate Kinesiology specializations are expected to enroll 100-125 over the next 5 years and the graduate Nutrition and Dietetics program is expected to enroll between 32-40 over the next 5 years.

The establishment of the new Department of Exercise, Sport, and Nutrition Sciences will not result in any request for new State funding. The current department is located in the Vadalabene Center and will continue to use this space following its approval. The Department of Applied Health presently has two office managers and two student workers. The new Department of Exercise, Sport, and Nutrition Sciences will acquire one office manager and one student worker supported by the Department of Exercise, Sport, and Nutrition Sciences budget. The current undergraduate and graduate Program Directors for Exercise Science, Kinesiology specializations, Nutrition, and Dietetics programs will retain their roles. At present, the Department of Applied Health has two Co-Chairs, one representing Kinesiology and Nutrition and Dietetics programs and one representing Public Health and Speech Language Pathology and Audiology programs. The current Department Co-Chair of the Department of Applied Health representing the Kinesiology and Nutrition and Dietetics programs will be the chair for the Department of Exercise, Sport, and Nutrition Sciences. The Department of Applied Health has 25 faculty members between its various programs, with 13 faculty members representing the new department. Also, the Department of Applied Health has 12 graduate teaching assistants (TAs), with six TAs associated with programs that will be included in the new Department of Exercise, Sport, and Nutrition Sciences. The number of faculty and GTAs will not change in the new department.

Currently, the Department of Applied Health has a single budget equally shared between the Kinesiology and Nutrition and Dietetics programs and the Public Health and Speech Language Pathology and Audiology programs. The current budget being used by the Kinesiology and Nutrition and Dietetics programs will be adequate to support the new department and provide basic services to faculty, staff, and students.

The creation of the department of Exercise, Sport, and Nutrition Sciences will not result in significant budgetary and program impacts on other related Departments at SIUE, including the Public Health and Speech Language Pathology and Audiology programs.

8. A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6).

Illinois Administrative Code: *1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois*

Respond to the following questions about how the proposed unit will support the three goals of *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan*.

- Growth: Increase talent and innovation to drive economic growth

Equity

1. Describe plans to implement systemic solutions that will increase access and opportunities for service to underserved communities and the implications for the proposed unit of administration. Explain how progress will be monitored. [See Equity Strategy #1 and #2]
2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed unit. Explain how progress will be monitored. [See Equity Strategy #3]

Sustainability

3. For this new unit of administration, describe how the institution plans to maximize effectiveness and efficiencies in its administrative structure and operations while avoiding unnecessary or existing duplication.
4. Explain further how the new unit will capitalize and build collaborative synergies on campus and within and outside of the state; support future-ready learning, research, or public service approaches; and ensure that the unit is a good steward of its financial resources.

Growth

5. As one of the Core Principles, demonstrate how the proposed unit will reinforce and promote public good in the state (e.g., civic engagement, exposure to arts and humanities, and solutions to society's challenges).
6. Describe how the unit plans to contribute to research, innovation, and economic development by leveraging the Illinois Innovation Network. [See Growth Strategy #1]
7. Explain how the new unit engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers. [See Growth Strategy #3]
8. Describe how the proposed unit will expand access and opportunities for students regarding high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences. [See Growth Strategy #6]
9. Explain how the proposed unit of administration will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future. [See Growth Strategy #6]

(For more information about each of the three goals of the A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan, go to the IBHE website: <https://ibhestrategicplan.ibhe.org/>).

In alignment with the mission of SIUE, the faculty and staff that represent the new Department of Exercise, Sport, and Nutrition Sciences have dedicated themselves *to transforming the lives of students who seek something greater*. The faculty and staff have established a strong foundation built on academic excellence and are creating social and economic mobility for students while also powering the workforce in the region and nationally.

The Department of Exercise, Sport, and Nutrition Sciences will align their strategic goals with the goals established by SIUE in September 2022. The strategic goals of SIUE include: access and opportunity, student success and inclusive excellence, excellent and diverse faculty and staff, change agent, and sustainability. As described below, these strategic goals will support the three goals of *A Thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth*.

Goal #1: Equity

The Department of Exercise, Sport, and Nutrition Sciences will continue to work with the University's Office of Admissions to maintain or increase our undergraduate Exercise Science and Nutrition enrollments to 160-200 students per year. For first-time full-time students, transfer students, and post-traditional students our department will identify and reach out to these students to provide academic and social support for their academic and professional success. Similar initiatives will be made for our graduate students to grow our numbers to 100-125 in the Kinesiology programs and 32-40 in the Nutrition-Dietetics program. The Department of Exercise, Sport, and Nutrition Sciences is committed to closing equity gaps and ensuring that our students achieve their educational goals as they become change agents for a better future. A strategy our department will use to close equity gaps is to provide students engaging curricular and co-curricular activities such as those organized by the Exercise Science Club, Black Undergraduate Kinesiology Association, and the Food and Nutrition Club.

In addition to the curricular and co-curricular activities mentioned above, coursework that utilizes either the Exercise Physiology Laboratory, Physical Activity Clinic, or the Nutrition Laboratory provides students hands-on activities and experiences that encourage cultural and social awareness and skills needed when working with special populations (e.g., pregnancy, developmentally disabled). These experiences are designed to enhance the student's ability to provide care for diverse populations and persons who are disproportionately affected by chronic diseases.

The Department of Exercise, Sport, and Nutrition Sciences is actively partnered with University Marketing and Communications to develop and support effective institutional and program-level marketing initiatives to reflect our commitment to inclusive access, equitable success, and excellent programs. Through these initiatives, it is our goal to attract, recruit, and retain diverse faculty, staff, and students. Paralleling SIUE's mission, the Department of Exercise, Sport, and Nutrition Sciences is committed to recruiting, retaining, and supporting an excellent, diverse, and inclusive community of faculty and staff who will cultivate an environment of academic excellence, promote connection and well-being for our students, contribute to a positive campus culture, and advance our mission and vision.

Goal #2 Sustainability

The new Department of Exercise, Sport, and Nutrition Sciences will be housed in the School of Education, Health and Human Behavior (SEHHB). The Chair of the Department of Exercise, Sport, and Nutrition Sciences will report directly to the Dean of the SEHHB. The Chair will work closely with faculty and department committees to maintain oversight of the undergraduate and graduate programs.

The Department of Exercise, Sport, and Nutrition Sciences has developed relationships with high schools, community colleges, and health organizations to support our enrollment goals. To enhance these partnerships, both Kinesiology and Nutrition-Dietetic programs have established Boards of Advisors that meet annually to review the status of our academic programs.

Currently, the Department of Applied Health has a single budget equally shared between the Kinesiology and Nutrition and Dietetics programs and the Public Health and Speech Language Pathology and Audiology programs. The current budget being used by the Kinesiology and Nutrition and Dietetics programs will be adequate to support the new department and provide basic services to faculty, staff, and students.

As previously noted, the creation of the Department of Exercise, Sport, and Nutrition Sciences will not result in significant budgetary and program impacts on other related departments at SIUE, including the Public Health and Speech Language Pathology and Audiology programs. The current resources available to the Department of Exercise, Sport, and Nutrition Sciences aligns with department goals and university priorities which include:

- Maintain program enrollment at or above goals to increase net revenue generation within the University's interests in academics, scholarship, and public service.
- Strengthen our commitment to economic, environmental, and social sustainability to meet the needs of current and future generations.
- Engage in responsible management of physical and technological investments in order to ensure department operations and address future needs.

Goal #3 Growth

The programs in the Department of Exercise, Sport, and Nutrition Sciences continually attract many students who work and live in the Southern Illinois region and the greater St. Louis metropolitan area. The new department is expected to continue to draw students from broad geographical areas in Southern Illinois. As part of graduation requirements, undergraduate students in the Exercise Science program are required to complete 200-hour internships and a community-based senior assignment. This aligns with the high impact experiential learning activities that SIUE seeks from students before graduation.

In addition, SIUE has set a benchmark for 75% or more of graduate and professional students to complete at least one high impact practice. Graduate students in the Kinesiology programs are required to complete program-specific requirements that include either a 200-hour internship or professional projects. In addition, graduate students in the Kinesiology-Exercise Physiology specialization are required to pass the American College of Sports Medicine's Certified Exercise Physiologist certification examination for graduation. Graduate students in the Nutrition-Dietetics program are required to complete an 1100-hour practicum for graduation.

To provide students with high-impact practices, nutrition students participate in interprofessional activities that includes case study analyses with public health, speech language pathology and audiology, nursing, social work, and pharmacy students. They also participate in poverty simulations for students from these programs.

To align with SIUE's mission to maintain accreditation as well as national and global recognition for quality academic programming, both the undergraduate Exercise Science and graduate Kinesiology-Exercise Physiology programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), as well as the Committee on Accreditation for the Exercise Sciences (CoAES). Also, the graduate Nutrition and Dietetics program is accredited by the Academy of Nutrition and Dietetics allowing graduates to sit for the Registered Dietitian examination offered through the Commission on

Teaching Excellence Award Committee Operating Papers

Preamble

To recognize the central importance of teaching to the mission of Southern Illinois University Edwardsville (SIUE), the Provost and Vice Chancellor for Academic Affairs, with the assistance of the Faculty Senate, will offer the following awards annually: one Teaching Excellence Award (\$2000) and up to two Teaching Distinction Awards (\$500) to tenure track faculty, one Teaching Distinction Award (\$1500) to faculty in the status of clinical faculty, instructors, lecturers, or part-time faculty as defined by University policy. In addition, \$250 will be awarded to each unit's official nominee who is nominated for but doesn't win any of the aforementioned awards. Nominations for the awards may be submitted by students and faculty, and are reviewed by the Teaching Excellence Awards Committee of nine faculty and three students. Those selected by the Committee as best qualified to receive awards are recommended to the Provost and Vice Chancellor for Academic Affairs.

I. Committee Guidelines and Procedures

a. The Teaching Excellence Awards recipients are selected by recommendation of the Teaching Excellence Awards Committee (TEAC) to the Provost and Vice Chancellor for Academic Affairs. TEAC is a standing subcommittee of the Faculty Development Council and its chair reports to the chair of the Faculty Development Council.

b. The Provost's office provides funding for the awards, publicity, and related expenses. Informational copies of all committee correspondence are sent to the Provost.

II. TEAC Membership and Procedures

a. The TEAC consists of nine full-time faculty representatives on continuing appointment elected by the faculty of their respective school/college and three student representatives as selected in accordance with II.c below.

b. Terms of Office: Faculty members serve two-year terms and students serve one-year terms.

c. Election of Faculty Representatives: In the spring semester of each year, the TEA chair will send notices to the appropriate

Deans to fill vacancies for 2-year terms. The TEA chair should be notified of new representatives by September 15.

In even numbered years, the faculty of the Schools of Business, Engineering, Pharmacy, Dental Medicine and the College of Arts and Sciences each elect one faculty member for a two-year term.

In odd numbered years, the faculty of the Schools of Nursing, Education, the Library, and the College of Arts and Sciences each elect one faculty member for a two-year term.

In the fall semester of every year it will be requested that two Meridian scholars, and one student from the Student Senate be selected to be a member of the TEA committee. The three students should represent three different schools/colleges of the university.

d. Committee Chair: The Chair is a faculty member serving the second or subsequent year of his or her term. A Chair for the following academic year is nominated by agreement among the four faculty members whose terms continue into the following year. The Chair is then appointed by the Chair of the Faculty Development Council with the approval of the majority of the Council. This selection process shall be conducted by the Committee immediately after the award winners have been selected for that year.

Immediately following Honors Day during Spring Semester, the new Chair shall notify the appropriate school/college faculty to elect representatives for TEAC. Names of representatives must be submitted to the TEAC Chair by mid-October. The out-going Chair should prepare and submit an annual report of the year's activities to the Provost and Vice Chancellor for Academic Affairs and the Chair of the Faculty Development Council of the Faculty Senate by no later than September 1 of the following year.

e. Voting: Each member of TEAC, whether faculty or student, has one vote. Six members constitute a quorum, providing the committee is fully organized. In the event that the committee is not fully organized as specified in II.a, a quorum would be represented by one-half of the number of members plus one. The chair may vote and decisions are made by simple majority vote. Further voting procedures may be determined by TEAC.

III. Publicity

a. TEAC and the Faculty Development Council are responsible for making the SIUE community aware of the Teaching Excellence Awards.

b. In September, the TEAC chair should send an e-mail to the SIUE community explaining the award and deadline for application.

c. In the spring, the chair is responsible for providing winners' names to the Provost's office for inclusion in a press release to the Alestle and other local media outlets.

IV. Nominations of Candidates for Awards

a. TEAC solicits nominations for the awards from the faculty members and students of the school/college eligible for the awards. Under mechanisms established by the faculty of that unit, (which should include letters of support from students, faculty, constituencies, and student evaluations), the school/college may nominate one tenured/tenure-track faculty member each year with the exception of CAS which may nominate four faculty members. The school/college may also nominate one faculty member in the status of clinical faculty, instructor/lecturer, or part-time faculty for the Teaching Distinction Award. TEAC will request nominations from within the college/schools by the first week of November. Nominating procedures must be established

by the faculty of each school/college and placed on file with the TEAC before nominations will be accepted.

Faculty members who are nominated for the Teaching Excellence Award must:

1. Be a tenured/tenure track faculty
2. Must be an Assistant, Associate or Full Professor
3. Be on a full-time appointment
4. Have a minimum of three years as full-time tenure-tenure track teaching experience at SIUE

Winners of the Teaching Excellence Award (\$2000) are not eligible to receive the award for four years, and are not eligible for the Teaching Distinction Award (\$500) for two years after receiving the \$2000 award. Winners of the Teaching Distinction Award will be eligible for nomination for the Teaching Excellence Award after two years.

Clinical faculty, Instructors/Lecturers, and Part-Time Faculty are eligible for nomination for one \$1500 Teaching Distinction Award and must meet the following criteria:

1. Have a minimum of three years teaching experience at SIUE and have not received the award in the previous year teaching in an academic department.

V. Notification: The TEAC Chair

- a. Notifies faculty members who have been nominated for any award.
- b. Ascertains willingness of faculty to be nominated.
- c. Requests permission from the nominated faculty member to obtain additional supporting information and material and for TEAC members to observe his or her teaching in the classroom.
- d. Requests supporting information and material for the nominee's department Chair, if necessary.
- e. Provides the Provost with information on the number and timing of nominations from each school.

VI. Supporting Information and Material

Each nominee is requested to provide the following information for the previous three semesters taught by the first week of December. The materials must be submitted electronically as a PDF document. Materials not following this format will not be accepted/considered.

1. A Philosophy of Teaching (1 page maximum).
2. Implementation and Outcomes of the Teaching Philosophy. This could include:

a. Evidence of how you have acted on teaching evaluations, i.e., how feedback has been incorporated.

b. How your teaching philosophy is implemented in teaching and related activities.

c. Evidence that demonstrates the effectiveness and excellence of your teaching.

d. Course syllabi for classes taught in the last 3 semesters.

e. List of courses taught, number of students in each course, and an explanation of grade distribution for each course taught in last 3 semesters.

3. Responsibilities and Accomplishments in Teaching. Evidence could include summaries/lists of:

a. Courses taught (existing and new) in past three years.

b. Curriculum development (initiatives, leadership, contributions).

c. Grants, directly related to the enhancement of teaching and student learning at SIUE.

d. Student supervision / Working with students (if applicable in your school). Could include independent studies, design projects, theses, graduate committees.

e. Teaching awards or nominations.

4. Evaluations

a. Student Evaluations on teaching (compare with department and school wide average) with class size indicated for past three semesters. Report in summarized form.

b. Two letters of support from colleagues familiar with your teaching methods.

c. Departmental Peer Evaluations (if applicable in your department).

d. Student Supervision Evaluations (if applicable in your school).

5. Professional Development. This could include summaries/lists of:

a. Attendance at workshops, seminars, directly related to the improvement of teaching at SIUE.

b. Scholarly publications and presentations directly related to the teaching responsibilities at SIUE.

VII. Schedule and Selection

a. By the second week of Spring semester, the TEAC Chair makes available to TEAC members the information received from the nominees. Each member is responsible for carefully evaluating the

material and, insofar, as possible, for visiting classes to observe teaching. Each member then prepares a ranking of candidates with a rationale.

b. By the eighth week of Spring Semester, TEAC meets to select nominees to be recommended to the Provost as award recipients. Deliberations are totally confidential except for the final result. Open discussion of the qualifications of nominees is expected to occur. After the selections have been made, TEAC prepares a short statement explaining why the particular candidates were selected.

c. Immediately upon conclusion of deliberations and prior to notification of nominees, the Chair will forward to the Provost and Vice Chancellor for Academic Affairs a list of the names of those recommended by the Committee.

d. The TEAC Chair

1. Upon receipt of action taken by the Provost on committee recommendations, immediately notifies award recipients and reports their names to the Chair of the Faculty Development Council. The Chancellor nominates the recipient of the \$2000 award to the Council for Advancement and Support of Education (CASE) for the National Professor of the Year Award.

2. Makes arrangements for publicity with the Office of the Provost and Vice Chancellor for Academic Affairs.

e. All candidates will be expected to attend Honor's Day to receive the monetary portion of the awards. The recipient of the \$2000 award is also normally expected to attend Commencement to be recognized and to receive a plaque.

VIII. Records

a. The University Governance Office retains the nomination materials for six months under security. After this time, the materials will be destroyed. The TEAC Chair is responsible for placing a copy of all official letters, correspondence, and meeting minutes in a permanent file in the University Governance Office.

FDC#01-16/17 Approved by the Faculty Senate February 2, 2017

Approved by the Chancellor February 22, 2017

FDC#01-15/16 Approved by the Faculty Senate May 5, 2016

Approved by the Interim Chancellor June 24, 2016

FDC#03-13/14 Approved by the Faculty Senate May 1, 2014

Approved by the Chancellor June 2, 2014

WC#04-11/12 Approved by the Welfare Council February 16, 2012

Approved by the Faculty Senate May 3, 2012

Approved by the Chancellor June 14, 2012

Amended January 2006

Amended and approved September 1998

Approved by the Faculty Senate October 1997

Revised August 1997

Revised April 1997

Revised December 1996

Faculty Senate Action, August 1995

Revised April 1995

Teaching Excellence Award Committee Operating Papers

Preamble

To recognize the central importance of teaching to the mission of Southern Illinois University Edwardsville (SIUE), the Provost and Vice Chancellor for Academic Affairs, with the assistance of the Faculty Senate, will offer the following awards annually: one Teaching Excellence Award-Tenure (\$2000) and one Teaching Excellence Award- Non-Tenure (\$2000) to faculty in the status of clinical faculty, instructors, lecturers, or part-time faculty as defined by University policy. In addition, \$250 will be awarded to each unit's official nominee who is nominated for but doesn't win any of the aforementioned awards. Those selected by the Committee as best qualified to receive awards are recommended to the Provost and Vice Chancellor for Academic Affairs.

I. Committee Guidelines and Procedures

a. The Teaching Excellence Awards recipients are selected by recommendation of the Teaching Excellence Awards Committee (TEAC) to the Provost and Vice Chancellor for Academic Affairs. TEAC is a standing subcommittee of the Faculty Development Council and its chair reports to the chair of the Faculty Development Council.

b. The Provost's office provides funding for the awards, publicity, and related expenses. Informational copies of all committee correspondence are sent to the Provost.

II. TEAC Membership and Procedures

a. The TEAC consists of nine full-time faculty representatives on continuing appointment elected by the faculty of their respective school/college and three student representatives as selected in accordance with II.c below.

b. Terms of Office: Faculty members serve two-year terms and students serve one- year terms.

c. Election of Faculty Representatives: In the spring semester of each year, the TEAC chair will send notices to the appropriate Deans to fill vacancies for 2-year terms. The TEAC chair should be notified of new representatives by September 15th.

In even numbered years, the faculty of the Schools of Business, Engineering, Pharmacy, Dental Medicine and the College of Arts and Sciences each elect one faculty member for a two-year term.

In odd numbered years, the faculty of the Schools of Nursing, Education, the Library, and the College of Arts and Sciences each elect one faculty member for a two-year term.

In the fall semester of every year it will be requested that two Meridian scholars, and one student from the Student Senate be selected to be a member of the TEA committee. The three students should represent three different schools/colleges of the university.

d. Committee Chair: The Chair is a faculty member serving the second or subsequent year of his or her term. A Chair for the following academic year is nominated by agreement among the four faculty members whose terms continue into the following year. The nominee is submitted to the

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Chair of the Faculty Development Council for approval of the majority of the Council by April 1st. This selection process shall be conducted by the Committee immediately after the award winners have been selected for that year.

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Immediately following the TEAC chair selection, the new Chair shall notify the appropriate school/college faculty to elect representatives for TEAC. Names of representatives must be submitted to the TEAC Chair by September 15th. The out-going Chair should prepare and submit an annual report of the year's activities to the Provost and Vice Chancellor for Academic Affairs and the Chair of the Faculty Development Council of the Faculty Senate by no later than September 1 of the following year.

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e. Voting: Each member of TEAC, whether faculty or student, has one vote. Six members constitute a quorum, providing the committee is fully organized. In the event that the committee is not fully organized as specified in II.a, a quorum would be represented by one-half of the number of members plus one. The Chair may vote and decisions are made by simple majority vote. Further voting procedures may be determined by TEAC.

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III. Publicity

a. TEAC and the Faculty Development Council are responsible for making the SIUE school/colleges aware of the Teaching Excellence Awards.

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b. In the spring semester, the TEAC chair should send an e-mail to the SIUE schools/colleges explaining the award and deadline for application for the next academic year. In the fall semester, the TEAC chair should send an e-mail to the SIUE schools/colleges with a reminder of the deadline (first week of November) for receiving a list of the school's/college's nominees.

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c. In the spring, the chair is responsible for providing winners' names to the Provost's office for inclusion in a press release to the Alestle and other local media outlets.

IV. Nominations of Candidates for Awards

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3. Be on a full-time appointment

4. Have a minimum of three years as full-time tenure-tenure track teaching experience at SIUE

Winners of the Teaching Excellence Award - ~~Tenure~~ (\$2000) are not eligible to receive the award for four years after receiving the \$2000 award. Winners of the Teaching ~~Excellence Award - Non-Tenure~~ will be eligible for nomination for the Teaching Excellence Award - ~~Tenure~~ after ~~four years~~ if they meet the above criteria.

Clinical faculty, Instructors/Lecturers, and Part-Time Faculty are eligible for nomination for one \$2000 Teaching ~~Excellence Award - Non-Tenure~~ and must meet the following criteria:

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- ~~2. Be on a full-time appointment~~
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- Notifies faculty members who have been nominated for any award.
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- Requests permission from the nominated faculty member to obtain additional supporting information and material and for TEAC members to observe his or her teaching in the classroom.
- Requests supporting information and material for the nominee's department Chair, if necessary.
- Provides ~~updates to the Faculty Development Council on a regular basis.~~

VI. Supporting Information and Material

Each nominee is requested to provide the following information for the previous three semesters taught by the first week of ~~January~~. The materials must be submitted electronically as a PDF document. Materials not following this format will not be accepted/considered.

- A Philosophy of Teaching (1 page maximum).
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b. By the end of March, TEAC meets to select nominees to be recommended to the Provost as award recipients. Deliberations are totally confidential except for the final result. Open discussion of the qualifications of nominees is expected to occur. After the selections have been made, TEAC prepares a short statement explaining why the particular candidates were selected.

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c. Immediately upon conclusion of deliberations and prior to notification of nominees, the Chair will forward to the Provost and Vice Chancellor for Academic Affairs a list of the names of those recommended by the Committee.

d. The TEAC Chair

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2. Makes arrangements for publicity with the Office of the Provost and Vice Chancellor for Academic Affairs.

VIII. Records

a. The University Governance Office retains the nomination materials for six months under security. After this time, the materials will be destroyed. The TEAC Chair is responsible for placing a copy of all official letters, correspondence, and meeting minutes in a permanent file in the University Governance Office.

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College of Arts and Sciences

Name	Council	Term
Undrah Baasanjav	Governance	2026
Joaquin Florido Berrocal	Curriculum	2025
Kevin Cannon	Budget, Finance and Academic Operati	2025
Jennifer Erwin	Welfare and Adjudication	2025
Carole Frick	Graduate	2026
Angela Kim	Curriculum	2025
Susan Kooiman	Budget, Finance and Academic Operati	2026
Erik Krag	Curriculum	2026
Joshua Kryah	Curriculum	2025
Adriana Martinez	Graduate	2027
Shannon McCarragher	Faculty Development	2025
Barbara Nwacha	Welfare and Adjudication	2027
Beidi Qiang	Graduate (At-Large)	2026
Johanna Schmitz	Faculty Development	2026
Jason Stacy	Governance	2026
Jason Swagler	Governance	2026
Kevin Tucker	Budget, Finance and Academic Operati	2026
Suranjan Weeraratne	Curriculum	2025
Chin-chuan Wei	Graduate	2027
Andrew Wesemann	Welfare and Adjudication	2026
Amy Winn	Curriculum	2026
E Duff Wrobbel	Graduate	2026
TBD	Welfare and Adjudication	2027
	School of Business	
Name	Council	Term
Sungho Kim	Faculty Development	2027
Mary Macharia	Welfare and Adjudication	2025
Ramana Madupalli	Graduate	2027

Gloria Sweida	Graduate (At-Large)	2026
TBD	Curriculum	2027
	School of Dental Medicine	
Name	Council	Term
Jeff Banker	Welfare and Adjudication	2025
Katherine Hanser	Faculty Development	2026
Ken Rawson	Governance	2027
Cinnamon VanPutte	Graduate	2025

School of Education, Health and Human Behavior

Name	Council	Term
Marie Klopfenstein	Curriculum	2025
Jodi Patton-Jordan	Faculty Development	2025
J.T. Snipes	Governance	2025
Melissa Thomeczek	Budget, Finance and Academic Operati	2026
TBD	Welfare and Adjudication	2027
TBD	Graduate	2027

School of Engineering

Name	Council	Term
Igor Crk	Welfare and Adjudication	2026
Soondo Kweon	Graduate	2025
Mark McKenney	Faculty Development	2027
Kamran Shavezipur	Curriculum	2026
Ralph Tayeh	Governance	2025

Instructors

Name	Council	Term
Stephen W. Duda	Curriculum	2026
Mary Kaemmerer	Curriculum	2026

Tim Kalinowski	Governance	2027
Jill LaFreniere (Steve Morrese)	Curriculum	2026 (2025)
Lynne Miller	Governance	2026
Mary Anne Pettit	Budget, Finance and Academic Operati	2025
Nicola Schmidt	Welfare and Adjudication	2025
David Sherrill	Curriculum	2027
Chrissy Simmons	Faculty Development	2025
TBD	Faculty Development	2025

Library and Informational Services

Name	Council	Term
Jacob Del Rio	Faculty Development	2027

School of Nursing

Name	Council	Term
Leah Baecht	Welfare and Adjudication	2026
Bernadette Sobczak	Graduate	2025
TBD	Curriculum	2027

School of Pharmacy

Name	Council	Term
Keith Hecht	Welfare and Adjudication	2025
Bhargav Patel	Graduate	2025
Cassandra Maynard	Faculty Development	2026
TBD	Governance	2027

FSEC and Ex Officio members

Marcus Agustin	President	2026
Wai Cheah	President-Elect	2027

Amy Winn	Curriculum	2026
Chrissy Simmons	Faculty Development	2025
Cinnamon VanPutte	Graduate	2025
Tim Kalinowski	Governance	2027
Keith Hecht	Welfare and Adjudication	2025
TBD	Budget, Finance and Academic Operations	
Jonathan Pettibone	UPBC-Chair	ex officio, 2027
Laurie Rice	UPBC-FSEC replacement	ex officio, 2025
Jeffrey Sabby	UPBC	ex officio, 2027
Kevin Tucker	UPBC-BFAO	2026
Mary Anne Pettit	UPBC-BFAO	2025
Susan Wiediger	IBHE-FAC	ex officio

IBHE-FAC report for the SIUE Faculty Senate meeting on 5 September 2024

The IBHE-FAC has met twice since the last Senate meeting in May. For new senators, the Faculty Advisory Council to the Illinois Board of Higher Education is unusual in the country – we have representatives from each of the twelve public four-year institutions, twelve from private and proprietary four-year institutions, and twelve from community colleges. We meet ten times a year, are advisory to the IBHE, and discuss a range of topics. The FAC website is <http://www.facibhe.org/>.

The IBHE-FAC met on 17 May 2024 at the Illinois Association of School Boards in Springfield, with a limited Zoom option.

Mike Philips, FAC Legislative Liaison, reported on a number of meetings between faculty and legislators. In general the conversations seemed positively received and addressed a range of topics including higher education funding. The professional attire of the visiting group of faculty set them apart from groups in matching tee shirts. In related discussion, the price tag associated with the funding formula proposed for higher education is a sticking point in getting it approved.

Jill Gebke, Assistant Director Academic Affairs for IBHE, reported that the AI commission she is on will have its first meeting in June. The math badging committee completed an exploratory program last year, and is now looking at the feasibility and scalability of the program. Jill also updated us on FAFSA progress.

Roger Eddy, Director of Special Projects, Illinois Eastern Community Colleges, presented about “Dual Credit Programs in the State of Illinois”. He has been involved in initiatives to maintain the quality of dual credit since 2008. He sees the three supports of dual credit to be teacher quality, student capability, and course rigor. There was a lot of discussion about assessment and accountability, including use of external assessment, even with academic freedom issues.

Christi Chadwick, Early Childhood Consortium. Project Director, IBHE, talked about “Current Initiatives in Early Childhood Programs”. Three recommendations from the commission include: move to a single agency; stabilize funding; provide more funding. There has been success in transitioning workers in the field into bachelors degrees, but there are also barriers particularly related to whether the investment seems likely to pay off. They have done a lot of work with mentoring candidates to support persistence and self-efficacy.

The FAC approved a proposal for a FAC library liaison, particular to work on DEI topics. Results of election of FAC Officers for 2024-2025 were announced. Caucuses reported officers for next year and some changes to by-laws.

Noteworthy information from the Working Groups is that the PowerPoint presentation from the Student/Faculty Mental Health group is now posted to the webpage. The Prior Learning Assessment group is working to remind the IBHE that they agreed to support a Task Force on this topic. Other working groups are working on drafting white papers or legislation proposals.

The IBHE-FAC met on 21 June 2024 at Truman College, one of the City Colleges of Chicago, with a limited Zoom option.

Gail Gordon-Allen, Vice-President of Academic and Student Affairs at Truman, welcomed the FAC. Truman serves a very diverse population, with a big adult education program as well as regular semester credit students and some continuing education. They see four categories of student: concentrated careerist; multi-tasking skill-seeker; engaged education explorer, and focused juggling scholar.

Representative LaShawn K. Ford (8th district) joined the FAC for a presentation by Mike Abrahamson, senior manager at the Partnership for College Completion, about the Funding Commission. He had two graphs showing how Illinois has disinvested in higher education much more significantly than the national average, and how this has corresponded to increasing Illinois tuition. He discussed the adequacy gap that is part of the proposed formula. An example of an equity adjustment is the recognition that Pell eligible students are harder to retain, so schools with many Pell eligible students might also need more funding for retention initiatives. The formula does not include tuition and fees as part of resources because we are already charging too much. Brought up during discussion was whether the focus on Black/Latinx ignores indigenous people (and the Prairie State Potawatomi has just become Illinois' first federally recognized tribal nation), but this was grouped with other problems of disaggregation (e.g. Asian)

Jaimee Ray, IBHE Legislative specialist, provided an update via Zoom. She mentioned that this has been a tough year for higher education and she is hearing that next year will have a lot more higher-ed-related legislation. Several other members of the IBHE staff provided updates on various commissions and projects.

Working groups met and reported on leadership and plans for next year, as did caucuses. Appreciation was extended to officers and members rotating out of positions.

The next IBHE-FAC meeting will be September 20th, at University of Illinois – Chicago.

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. SIUE's alternate representative is Shelly Goebel-Parker, egoeb1p@siue.edu.

UPBC met for the first time this year on Thursday, August 26th where we reviewed and made comments for the Chancellor based on the result of the Wesley Peachtree Group's report on budget practices. Discussion of the past year's budget and for AY 24/25 were pushed to the September meeting due to the change in date for the Chancellor's budget address to the University. We are planning on meeting next on September 19th.

Respectfully submitted,

Jonathan Pettibone

UPBC Chairperson

Professor, Dept. Of Psychology

SEHHB

SOUTHERN ILLINOIS UNIVERSITY

EDWARDSVILLE

FACULTY DEVELOPMENT COUNCIL Report to Faculty Senate 09.05.2024

Prepared by Christine Simmons, Chair FDC

- I. End of Spring 2024 Items**
 - a. Excellence in Undergraduate Education Award – FY25**
 - i. Seven EUE proposals were recommended for funding for a total of \$50,518.62 awarded
 1. <https://www.siu.edu/eue/awards.shtml>
 - b. Teaching Excellence Awards 2023 - 2024**
 - i. TEAC reviewed nominees for the Teaching Excellence Award and Distinguished Teaching Award
 - ii. Dr. Alli Sauerwein for the Teaching Excellence Award
 - iii. Ms. Liz Stygar for the Teaching Distinction Award
 1. <https://www.siu.edu/faculty-center/faculty-awards-opportunities/teaching-award-current-winners.shtml>
- II. Faculty Development Fellow – FY25**
 - a. Applications were reviewed and interviews took place May 6th, 2024
 - i. Dr. Alli Sauerwein was awarded the position of Faculty Development Fellow (starting July 1, 2024)
- III. 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 18th, 2024.
 - ii. FDC will bring the amendments to the Faculty Senate for a first read on September 5th, 2024.
 1. Mark-up copy of the TEAC Operating Papers can be found on the Faculty Senate Teams page.
 2. Summary of substantive changes
 - a. Renaming of the awards:
 - i. Teaching Excellence Award – Tenure (TT)
 - ii. Teaching Excellence Award – Nontenure (NTT)
 - b. Change in the honorarium
 - i. Teaching Excellence Award – Tenure Track (TT) to remain at \$2000
 - ii. Teaching Excellence Award – Nontenure Track (NTT) to increase from \$1500 to \$2000
 - c. Change in language to emphasize *when* schools/colleges submit nominations and that each school/college uses their own criteria to nominate
 - i. Procedure in which TEAC reviews nominees does not change.
- IV. Continuous Improvement Conference - 2025**
 - a. Save the date – CIC 2025 will be on Friday, February 14th, 2025

Rules & Procedures Council Report
for
September 5, 2024

No meetings of R&P since May 2024 Faculty Senate meeting in which Amendments to R&P Operating Papers Appendix 1 were passed.

Proposed Amendments to Appendix 3 were presented to the Provost's Office and work will continue this year.

Discussed and put forward to the Executive Committee (reviewed May 9) proposed changes to policies related to senator alternates, absences, replacements, and shortages. FSEC had concerns about the draft. This will be revisited early this academic year.

-- Tim Kalinowski, Chair

President's Report to Faculty Senate Executive Committee
August 22, 2024

Meeting with Chancellor Minor

1. June 25, 2024

- a. All-Faculty Meeting
- b. Continued focus on student retention.
 - Collaboration between administration, faculty, staff, and students.

2. August 27, 2024

- a. Office Support for University Governance
- b. Upcoming searches
 - Vice Chancellor for Administration
 - Vice Chancellor for Student Affairs
 - Director of Enrollment Management
 - a) Twice failed search
 - b) Using feedback to reimagine the role and reporting lines of this position.
- c. Fall 2024 enrollment
 - Prior to the 10-day census, anticipate flat enrollment with a possible 1-2% drop.
 - Need to be more dynamic with enrollment management using data to target various population of students.

Meeting with Provost Cobb

1. June 14, 2024

- a. Proposed changes to Faculty Senate Bylaws
 - Provost Cobb will confer with Tom Jordan and hopeful of approval.
 - Role of the new council.
- b. All-Faculty Meeting (tentative date: October 29, 2024; back-up date: October 22, 2024).
- c. Guest during 2024-2025 Faculty Senate meetings.
- d. Office Support for University Governance

2. August 9, 2024

- a. Update on university-level searches
 - Director of Enrollment Management
 - Will need appointment from Faculty Senate on search committee.
 - Associate Provost for Research and Dean of the Graduate School.
 - Will continue with same search committee.
- b. Update on Fall 2024 enrollment.
 - Projection is a slight decrease in enrollment: increase in transfer students, graduate students, international students, online students; decrease in first year students.
 - Increase in students in the Honors program and CODES

Meeting with Associate Provost Elza Ibroscheva

1. May 21, 2024

- a. HLC Accreditation visit in March 2025
 - Present updates on the following Faculty Senate meetings: October 3, February 6, March 6
 - Importance of faculty involvement and engagement
 - Deadline for the final report: March 1.
- b. All-Faculty Meeting
 - Focus on faculty role and work on student retention; various initiatives that academic departments/programs have been implementing, showcase what have been working and discuss challenges
 - How can university support such initiatives and what are available resources for departments/programs.

SIU Faculty Advisory Committee

1. May 15, 2024

- a. 2024 Faculty Collaboration Award
 - Received 19 applications.

- Will award two recipients during the September 12 SIU BOT meeting
 - Dr. Mina Sumita (SIUE) and Dr. Mohtashim Shamsi (SIUC)
 - Dr. Natasha Flowers (SIUE) and Dr. Christie McIntyer (SIUC)

Other Faculty Senate Related Activities

1. Contacted unit election committee chairs or appropriate SIUE administrator regarding election of Faculty Senators for 2024-2025.
2. Met with several Faculty Senators and SIUE faculty regarding possible Faculty Senate appointments for 2024-2025.
3. Finalized Faculty Senate Executive Committee appointments to various university positions.
4. Council assignments of continuing and new Faculty Senators.
5. Received Department of Applied Health (SEHHB) reorganization files.