

FACULTY SENATE MEETING
Peck Hall, Room 2405
November 7, 2024 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:30 pm on Thursday, November 7, 2024 in Peck Hall, Room 2405 by President Marcus Agustin.

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

Absent: Jeff Banker, Sungho Kim, Erik Krag, Didi Martinez, Sorin Nastasia, Laurie Rice (ex officio), David Sherrill, Carrie Vogler, Andrew Wesemann

Guests: None

Consideration of Minutes:

One senator was incorrectly marked absent, while being on sabbatical. The edited October 3, 2024 meeting minutes were approved as amended.

Public Comment:

None.

Announcements:

- Continuous Improvement Conference: AI: Policy, Potential, & Pedagogy
 - 8am-12 noon, February 14, 2025
- Faculty Senate Executive Committee Appointments
 - Dr. Rakesh Bharati – Vice Chancellor for Finance and Administration Search Committee

Action Items:

- A. Changes to Policy 111(Academic Probation and Suspension, Undergraduate), Policy 112 (Regulations Concerning Academic Suspension), Policy 115 (Declaration of a Major or Minor) – Amy Winn from Curriculum Council discussed the edits to the policy changes that were given a first read last month. On 111, there was confusion whether the appointee needed to be from the Faculty Senate body, or if it could be a faculty member not necessarily on Senate. Marcus Agustin clarified that in the spirit of past policies, the appointee does not have to be a Faculty Senate member to serve. All the Changes to Policies 111, 112, and 115 were approved by Faculty Senate by a voice vote.
- B. Approval of Faculty Senate Representative to SIU Vice President for Finance and Administrative Affairs Search Committee - Dr. Anne Powell – approved by acclamation

- C. Endorsement of the CARLI (Consortium of Academic and Research Libraries in Illinois) Statement on the Importance of Librarians in Academic Libraries – Marcus Agustin explained the attached document, which has garnered support from other Universities. If possible, Marcus would like Faculty Senate to endorse a statement of support for CARLI. Jacob Del Rio, Senator from the Lovejoy Library, provided more clarification regarding CARLI. The endorsement was approved by Faculty Senate by acclamation.

Unfinished Business

- A. Changes to the Faculty Senate Bylaws – Bylaws have left the Provost’s Office and are now in the Chancellor’s Office for consideration and approval.
- B. Changes to Teaching Excellence Award Committee Operating Papers – Still waiting on an update.

New Business

- A. Open Meetings Act Training - Faculty Senators who have not undergone training should do so; each council needs to have a designee. Training can be access here: <https://illinoisattorneygeneral.gov/open-and-honest-government/pac/pac-training/> See attached for a detailed breakdown of how to register.

Reports from Standing Committees:

IBHE Faculty Advisory Council: see attached report.

Reports from Council Chairs:

Curriculum Council: see attached report.

Faculty Development Council: see attached report.

Graduate Council: see attached report.

Rules & Procedures (Governance) Council: see attached report.

President: see attached report.

Adjournment:

The meeting adjourned at 3:47 pm.

Submitted by Michael Tadlock-Jackson, University Governance

Academic Warning, Probation and Suspension, Undergraduate - 111

1. Students whose cumulative grade-point averages are 2.00 or above are considered to be in Academic Good Standing.
2. When students' cumulative grade-point averages fall below 2.00, they will be placed on Academic Warning and will be subject to the restrictions placed on warning students. Students who have been placed on Academic Warning must receive intensive academic counseling and advising during the next term of enrollment. Advisors will assist students to identify difficulties and to develop a plan of action mutually agreeable to the advisor and the student. They will receive written notification of their warning status and information regarding the Academic Warning, Probation and Suspension policy. Such notification will occur early in the term immediately following attaining warning status.
3. Students on Academic Warning will not change their status until they raise their cumulative average to the 2.00 level, or move to Academic Probation.
4. In the event students on Academic Warning fail to attain a 2.00 term average for their next term of attendance, they will be placed on Academic Probation.
5. Academic Probation students will be required to enroll in an appropriate college success course as determined by the advisor through Learning Support Services. The course will focus on subjects for academic recovery such as effective learning strategies, study skills, time management, organization, utilization of finances, and follow-through within and outside of the classroom.
6. In the event students on Academic Probation fail to attain a 2.00 term average for their next term of attendance, they will be placed on Academic Suspension.
7. Suspended students will be ineligible to attend SIUE for at least one term (fall, spring, or summer). After one semester, a suspended student may return to SIUE and enroll in courses. Students will be required to meet three times during their return semester with an advisor.
8. Suspended students who re-enroll shall be classified as “exploratory” and will assume probationary status.

If a student is suspended for a second or subsequent time, the student must seek approval to re-enter from the [Suspension Appeals Committee](#). The Suspension Appeals Committee will include an appointee by the Provost, the Director of Retention and Student Success, and an appointee from the Faculty Senate who shall serve a three-year term. In cases where a student had been accepted to a major, the Committee may add a representative from that major department. A student must file an appeal before any action can be taken by the Suspension Appeals Committee. The student will not be allowed to re-enter the University without a favorable action from this committee.

Plan of Action

A plan of action is a course of study designed to help the student progress more effectively. A plan of action may include:

1. Reduction in number of hours attempted

2. Change in program (major)
3. Enrollment in courses prescribed by the advisor, e.g., writing
4. Re-enrollment in courses in which the student previously received a failing grade
5. Career counseling
6. Other measures recommended by the advisor

Approved by Chancellor effective 1/8/18

This policy was issued on January 21, 2010.

This policy was edited on September 10, 2018, replacing the January 21, 2010 version.

Document Reference: 111

Origin: CC 43-85/86; CC 18-88/89; CC 15-91/92; OC 1/11/10; CC 14-17/18

Regulations Concerning Academic Suspension - 112

As per SIUE policy, Academic Probation and Suspension, Undergraduate - 111 (7), suspended students will be ineligible to attend SIUE for at least one term. A suspended student may then re-enroll only upon favorable action by the Suspension Appeals Committee (appointed by the Associate Provost) provided that the student agrees to intensive academic advisement and counseling. The Suspension Appeals Committee shall include at least one faculty member appointed by the Faculty Senate to serve a three year term. The student and Academic Advising must reach agreement upon a plan of action.

The Suspension Appeals Committee will be administered by Academic Advising, and in cases where a student had been accepted to a major, the Committee may add a representative from that major department. A student must file an appeal before any action can be taken by the Suspension Appeals Committee.

Suspended students who are permitted to re-enroll revert automatically to undeclared status. However, upon reinstatement of a student to the University who previously had been accepted to a major, the major department shall be asked to indicate whether or not it wishes to immediately re-admit the student to its program. Upon reinstatement to the University, a student may request a major when that student meets the stated admission criteria for a given program.

Suspended students who have been permitted to re-enroll will assume probationary status (see Academic Probation and Suspension, Undergraduate - 111, (1)).

Approved by Chancellor effective 1/11/10

This policy was issued on January 21, 2010, replacing the February 1, 1996 version.

Document Reference: 112

Origin: CC 5-72/73; OP 2/2/87; CC 18-88/89; CC 15-91/92; OP 8/2/95; OC 1/11/10

Commented [JT1]: Recommend deleting this policy entirely since all information is already in 111.

Student Academic Standards and Performance

Declaration of a Major or Minor

Students are declared into a major of their choice at the point of acceptance to the University. It is then incumbent upon the student to maintain the outlined standards published for the major in order to be eligible to continue in the major.

Transfer Students: Transfer Students in good standing and in accordance with [Policy 1E1](#) acceptance standards with University, will be declared into the major of their choice. Transfer students with 24 or more credit hours will be advised in their major advising unit. Transfer students with fewer than 24 credit hours; those who are admitted to the university and are not in good standing in accordance with [Policy 1E1](#); or who are exploratory will be advised by the Office of First-year and Transitional Advising. Once this group of transfer students has attended the university for least one semester, are in good standing, and have selected their major, they will be shifted to their major department for advising.

Still Deciding Students:

- a. Students who are still deciding upon a major after being accepted to the University will be considered Exploratory students. Students will work with a first-year academic advisor to determine the proper courses and other actions to effectively learn about and explore career and major options.
- b. Once students have made a determination of the Major and/or Minor they choose to study, they must discuss that decision with their academic advisor. The academic advisor will complete a Request for Declaration form which will notify the academic department and corresponding academic advising unit of a student's intended path of study.

Change of Major: If students choose to change their major, they will communicate that desire with their current academic advisor who will help the student to understand how the change will affect the student's time to complete a degree and then submit a request for declaration form on behalf of the student. Students will then be reassigned to a new advisor if necessary. Students who do not wish to continue in their current major but have not made a decision on a new major may be declared as an Exploratory student and work with the Office of First-year and Traditional Advising to choose a new major of study.

Second Major or Minor: If a student wishes to add a second major or a minor, that request will be submitted by the student's academic advisor. Upon receipt of the request for declaration, the communication of a new student will be shared with the academic department chosen. A student who is double majoring or who has a minor(s) may have multiple academic advisors in order to best support and inform the student of the degree requirements.

Request for Minor or Change in Minor: Students who want to request a minor be added to their program of study will work with their academic advisor to add the minor to their student record. Students who want to change or delete their minor will also work with their academic advisor to have the minor updated or deleted from their student record.

Progress in Major: A student who has failed to meet the retention standards of their declared major may be dropped from the major program and will be required to declare a different major or declare as an Exploratory student. Students who declare as Exploratory will be advised in the Office of First-year and Transitional Advising.

Approved by Chancellor effective 4/11/96

This policy was issued on July 1, 1996, replacing the February 1, 1996 version.

Document Reference: 115

Origin: CC 14-78/79; OP 2/2/87; CC 18-88/89; CC 20-88/89; CC 7-93/94; CC 15-95/96

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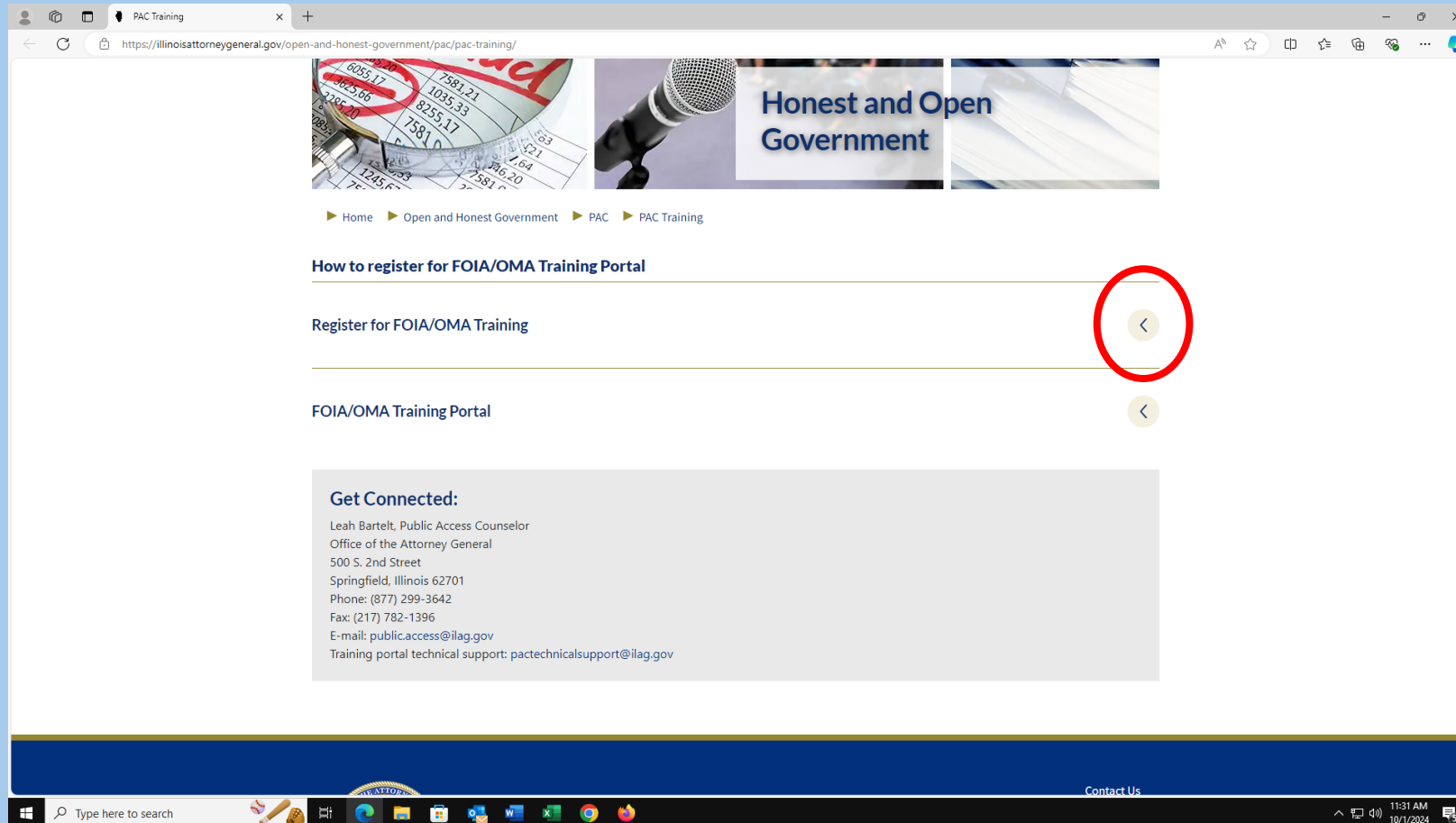
Origin: CC 14-78/79; OP 2/2/87; CC 18-88/89; CC 20-88/89; CC 7-93/94; CC 15-95/96

How to Register for the FOIA/OMA Training Portal

The FOIA and OMA electronic training created by the Public Access Counselor for FOIA officers, elected and appointed officials, and Open Meetings Act designees, is available on the website of the Office of the Illinois Attorney General:

<https://illinoisattorneygeneral.gov/open-and-honest-government/pac/pac-training/>

Individuals who are taking FOIA or OMA training for the first time since December 2021 must first register an account on the training portal. To do so, click the arrow following “Register for FOIA/OMA Training.”



The screenshot shows a web browser window with the URL <https://illinoisattorneygeneral.gov/open-and-honest-government/pac/pac-training/>. The page features a header with a magnifying glass over a document and a microphone, with the text "Honest and Open Government". Below the header is a breadcrumb trail: Home > Open and Honest Government > PAC > PAC Training. The main content area has a section titled "How to register for FOIA/OMA Training Portal" with a sub-section "Register for FOIA/OMA Training". A red circle highlights a left-pointing arrow next to this sub-section. Below it is another section titled "FOIA/OMA Training Portal" with a similar arrow. At the bottom, there is a "Get Connected:" section with contact information for Leah Bartelt, Public Access Counselor, Office of the Attorney General, 500 S. 2nd Street, Springfield, Illinois 62701. Contact details include Phone: (877) 299-3642, Fax: (217) 782-1396, E-mail: public.access@ilag.gov, and Training portal technical support: pactechnicalsupport@ilag.gov. The footer includes a "Contact Us" link and the date 10/1/2024.

On this registration page, you will be asked to provide your email address, select a password for the training portal, select your own security question and answer (if you need to reset your password in the future), and provide your title, position, name, and contact information.

The screenshot shows a web browser window with the URL <https://illinoisattorneygeneral.gov/open-and-honest-government/pac/pac-training/>. The page features a navigation breadcrumb: Home > Open and Honest Government > PAC > PAC Training. Below this is a header image with the word "Government" and a section titled "How to register for FOIA/OMA Training Portal".

The main content area is titled "Register for FOIA/OMA Training" and contains three sections of form fields:

- Account Information:** Includes fields for Email (* Email Address), Password (* Password), and Confirm Password (* Confirm Password).
- Security Information:** Includes fields for Security Question (* Question) and Security Answer (* Answer).
- Registration Information:** Includes fields for Title and Position (* Title), Name (* First Name, Initial, * Last Name), Public Body (* Public Body Name), Address (* Street Address), City, State, Zip (* City, Illinois dropdown, * Zip Code), and Phone Numbers (* Primary Phone, Alternate Phone).

A blue button labeled "Register your account" is located below the registration information fields. At the bottom of the page, there is a section titled "FOIA/OMA Training Portal". The Windows taskbar at the bottom shows the time as 11:23 AM on 10/1/2024.

Account Information

- Email: We recommend you use the email address issued by your public body. If you do not have a public body email address, you may use a personal email address.
 - If you receive the message “Email is already registered” then you or someone has already created an account on this portal.
- Password: Passwords must be
 - At least 8 characters long
 - Include at least one upper case letter, one lower case letter, one number, and one special character (!, @, \$, etc.)
 - Cannot include first name, last name, or part of email address

Security Information

- Security Question: Your question to yourself must be at least 4 characters long and can include spaces and a question mark.
 - ➔ Your question cannot include an apostrophe (’), such as “Mother’s maiden name?” or “First dog’s name?” You will receive the message that your question has an Invalid Format. Please reword your question.
- Security Answer: Your answer must contain at least 4 characters, and can include uppercase letters, lower case letters, and numbers.
 - If your security question is “Name of first dog?” and your first dog’s name was “Max,” your answer is too short, so you must choose a different answer, or different question and answer combination.

Registration Information

- Title: This is your title with your public body. Examples include:
 - Clerk, Deputy Clerk, Records Manager, Administrative Assistant
 - Trustee, Commissioner, Alderperson, Board Member, Mayor, President
 - These are just examples – list whatever title you hold with your public body.
- Position: Select FOIA Officer, OMA Designee, Public Body Member, or General Public
 - An OMA Designee is someone who has been designated by the public body to receive annual training on OMA. If you are an elected or appointed official for your public body but you have not been told that you are the OMA designee, select “Public Body Member” as your position.

Registration Information

- Name: Enter your first name, middle initial (optional), and last name
 - Public Body: Enter the name of the public body for which you are the FOIA officer or an elected or appointed official. Examples include:
 - City of Westfield; Village of Southland; Town of Lakeside
 - East Township; North County; Westside Sanitary District
 - River Community College Board of Trustees; Westlake School District 618 Board of Education
 - City of Westfield Zoning Board of Appeals; Town of Lakeside Advisory Board for Community Affairs
- If you are taking this training as a member of the general public, please enter “general public.”

Registration Information

- Address/City/State/Zip: Enter the contact information for your public body
- Phone numbers: If you have a phone number for a phone issued by your public body, enter that number. If not, you may enter a personal phone number

Click “Register”

- If any of your entries do not meet the requirements of the field, a yellow arrow will pop up and notify you that the format is invalid. A blue box labeled “Need Help?” will also appear. Click that box to read the requirements for each field.

Once you have successfully completed registration, a confirmation box will appear that displays your name, email address, public body, and the title you selected.

The screenshot shows a web browser window with the URL <https://illinoisattorneygeneral.gov/open-and-honest-government/pac/pac-training/>. The page features a header with a navigation menu: Home > Open and Honest Government > PAC > PAC Training. Below the header, the main content area is titled "How to register for FOIA/OMA Training Portal". A central confirmation box displays a green checkmark and the message: "You have successfully registered with the Office of the Illinois Attorney General." The box contains a "Registration Information" section with a placeholder for a profile picture and the text "Your info here!". Below this, it says "Registered as:" followed by a blank space. A "Login to the portal to:" section lists the following actions:

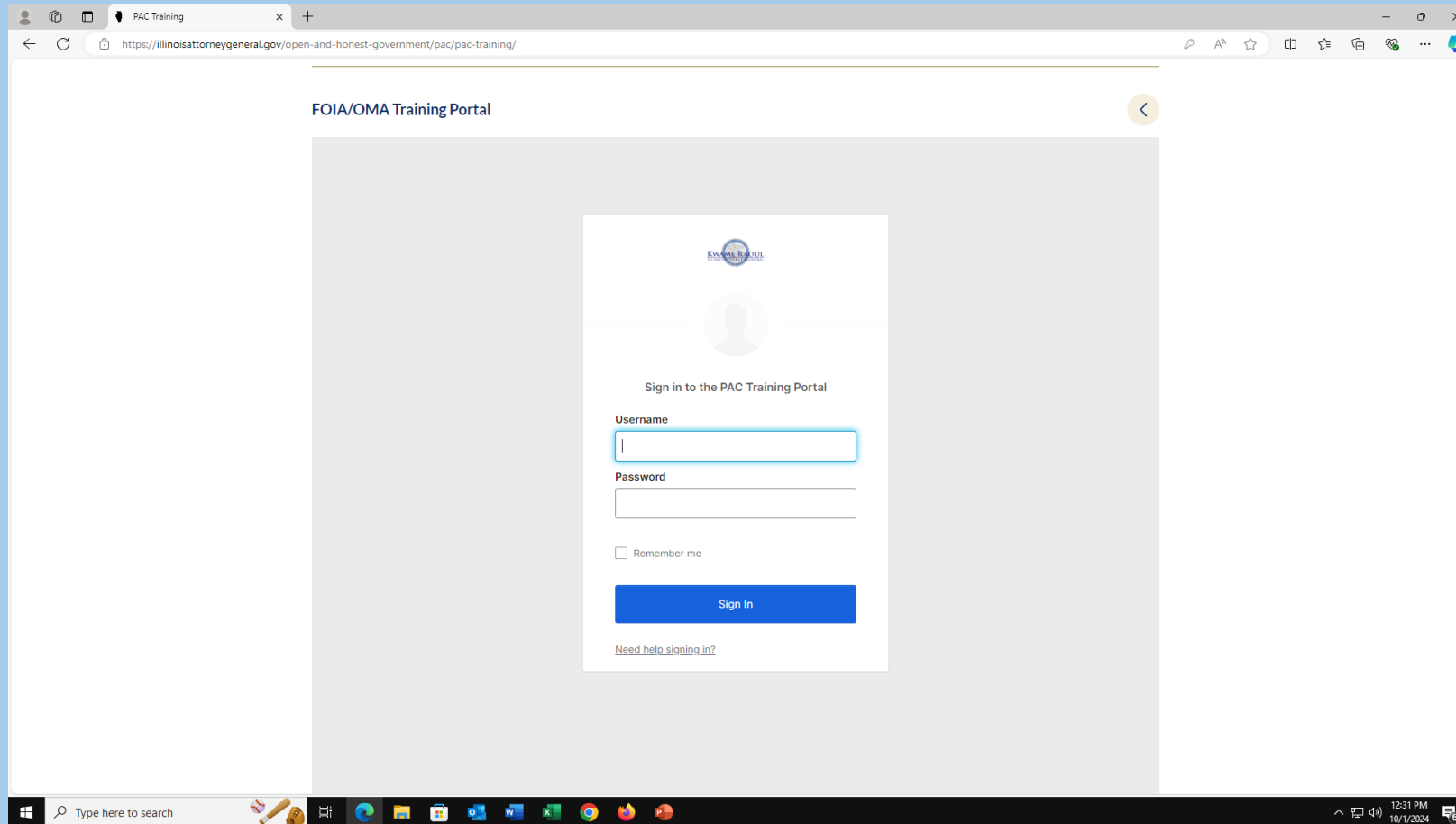
- Take the FOIA and OMA training
- Review your past training
- Edit your registration information
- Reset your account password

At the bottom of the page, there is a footer with the text "FOIA/OMA Training Portal". The Windows taskbar is visible at the bottom of the screen, showing the search bar and various application icons. The system tray in the bottom right corner displays the time as 12:23 PM on 10/1/2024.


The next step is to use the email address and password you entered at registration to login to the portal. Click the arrow following “FOIA/OMA Training Portal” to proceed.

The screenshot shows a web browser window with the URL <https://illinoisattorneygeneral.gov/open-and-honest-government/pac/pac-training/>. The page features a header with a banner image containing a magnifying glass over a document, a microphone, and the text "Honest and Open Government". Below the banner is a breadcrumb trail: Home > Open and Honest Government > PAC > PAC Training. The main content area includes a section titled "How to register for FOIA/OMA Training Portal" with a sub-section "Register for FOIA/OMA Training" and a "FOIA/OMA Training Portal" link. The "FOIA/OMA Training Portal" link is highlighted with a red circle. Below this is a "Get Connected:" section with contact information for Leah Bartelt, Public Access Counselor, Office of the Attorney General, 500 S. 2nd Street, Springfield, Illinois 62701. The contact details are: Phone: (877) 299-3642, Fax: (217) 782-1396, E-mail: public.access@ilag.gov, and Training portal technical support: pactechnicalsupport@ilag.gov. The footer contains a "Contact Us" link. The Windows taskbar at the bottom shows the search bar, taskbar icons, and system tray with the time 11:31 AM on 10/1/2024.

Enter your email address as your username, and the password you entered at registration, then click “Sign In.” Please make sure you have typed your password in the password box.

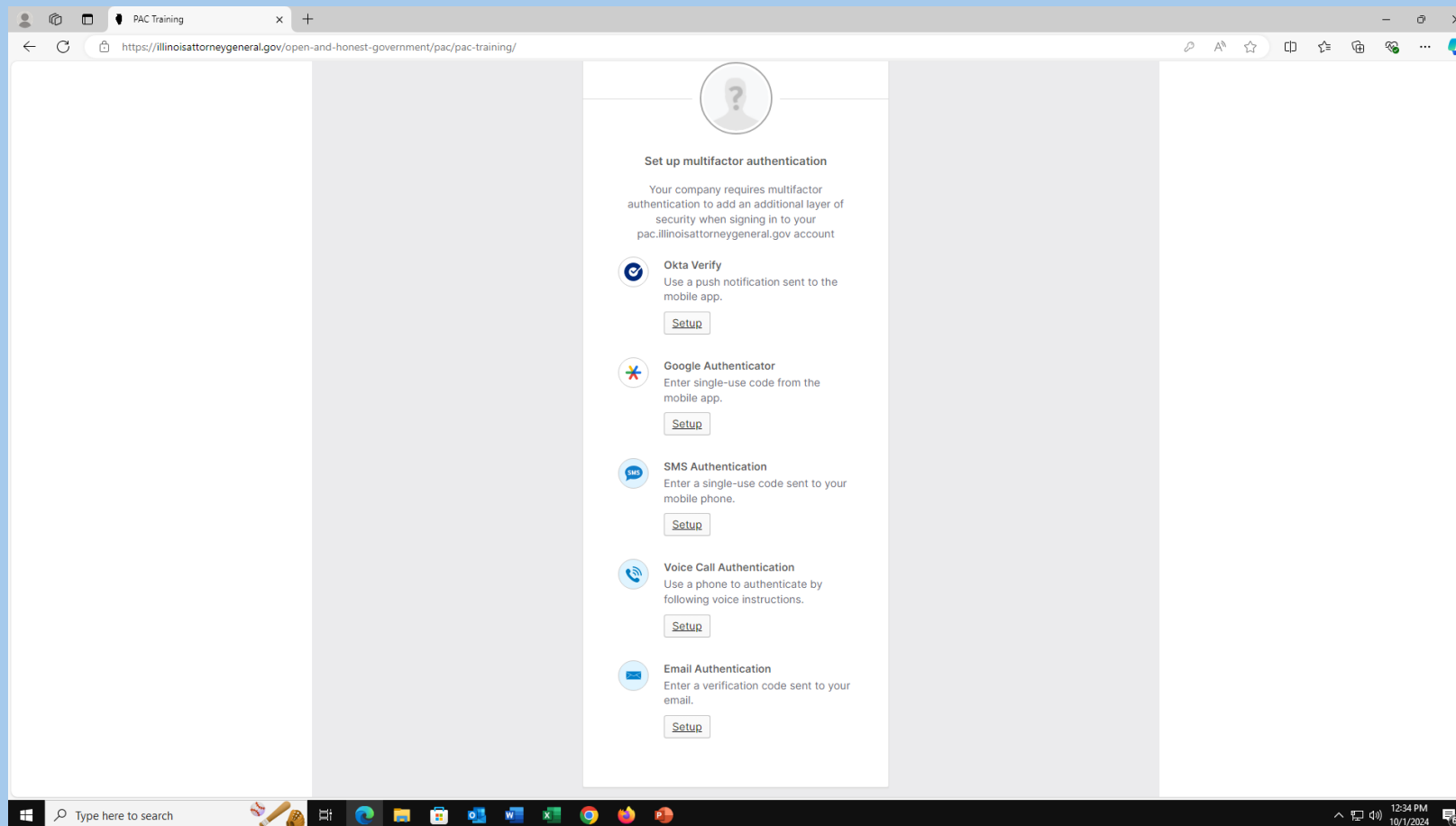


The screenshot shows a web browser window with the URL <https://illinoisattorneygeneral.gov/open-and-honest-government/pac/pac-training/>. The page title is "FOIA/OMA Training Portal". The main content is a sign-in form with the following elements:

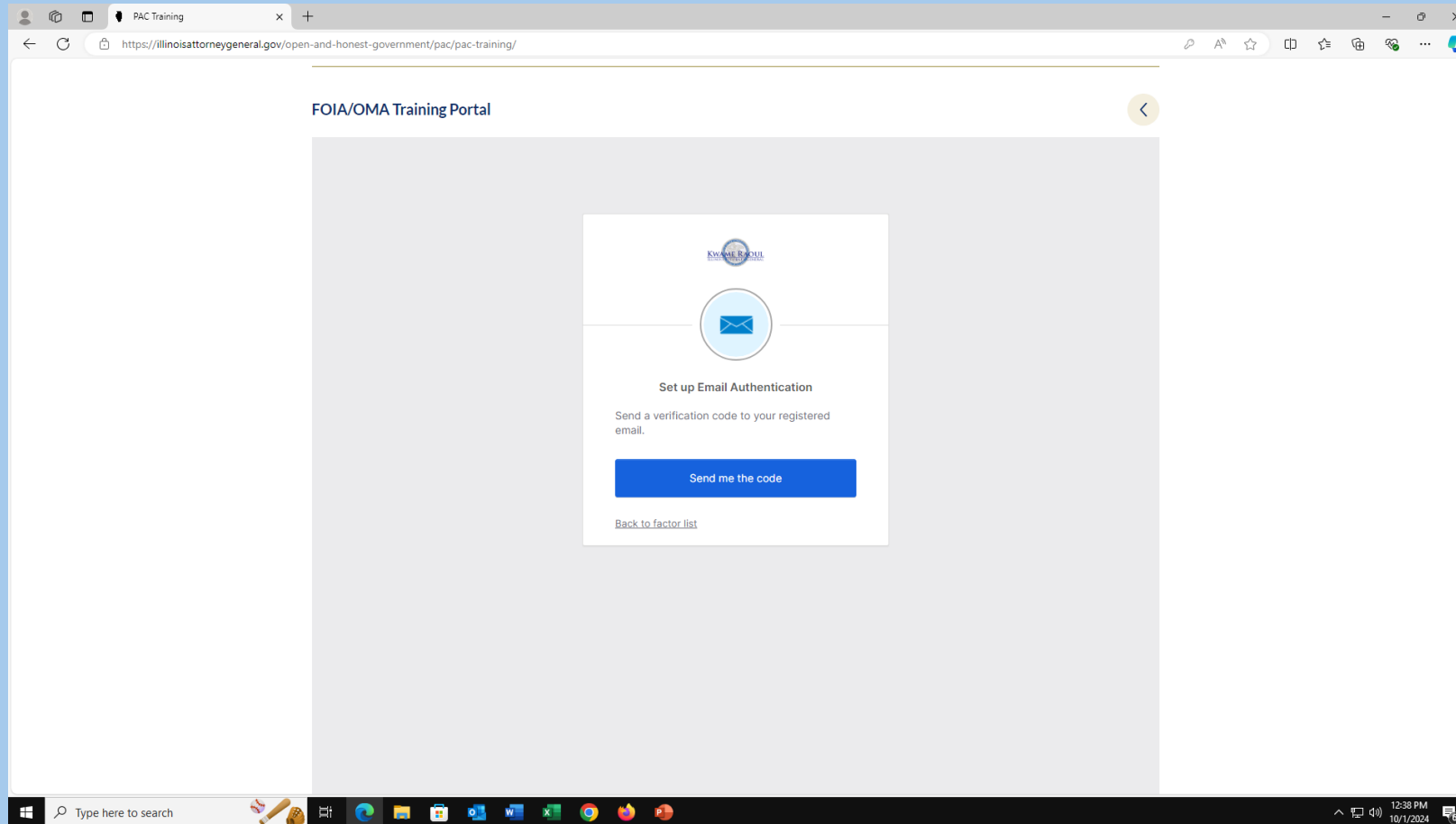
- Logo: 
- Text: "Sign in to the PAC Training Portal"
- Form fields:
 - Username:
 - Password:
- Checkbox: Remember me
- Button:
- Link: [Need help signing in?](#)

The Windows taskbar at the bottom shows the search bar with "Type here to search", several application icons, and the system tray with the time "12:31 PM" and date "10/1/2024".

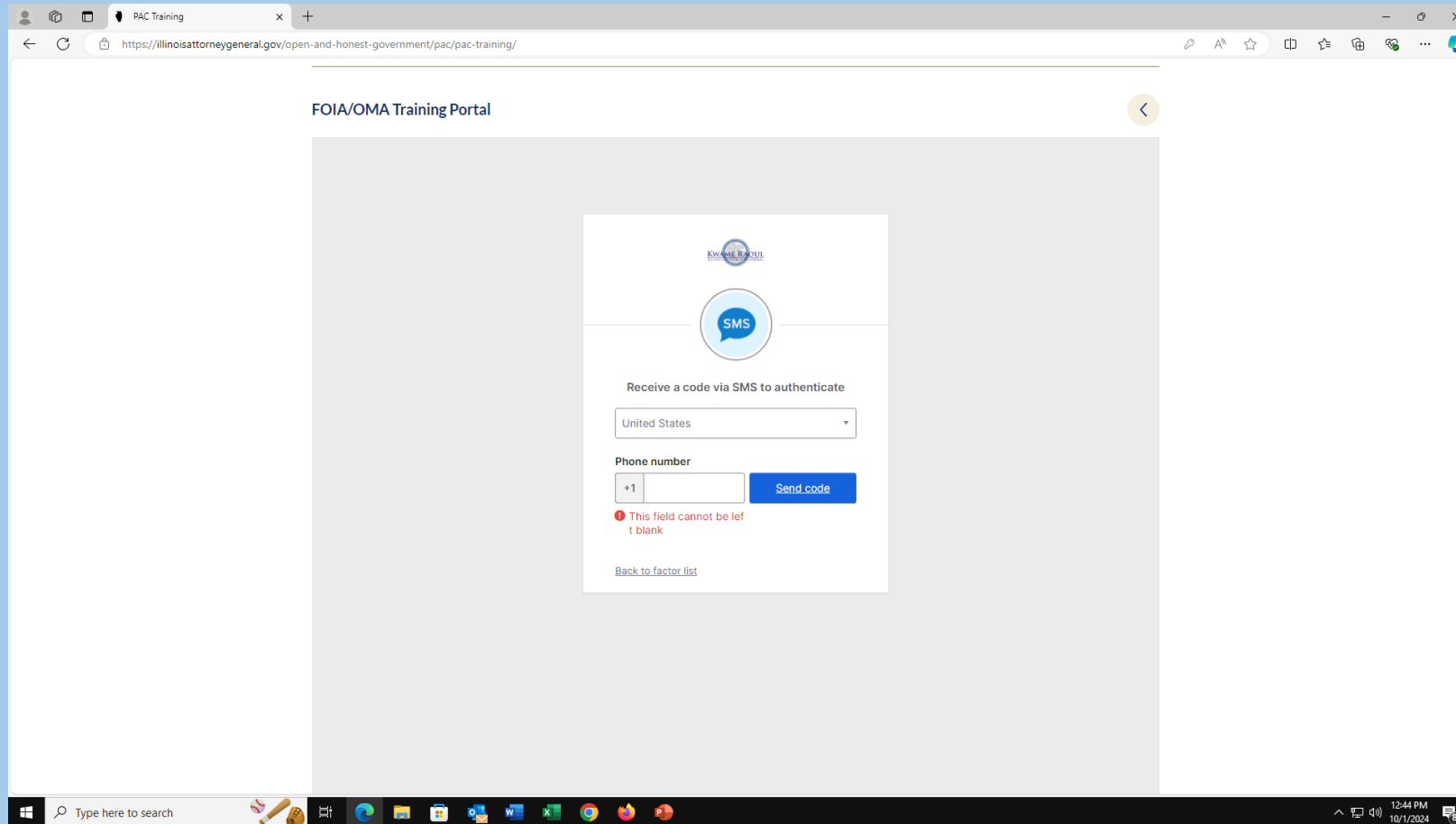
The system will prompt you to set up multifactor authentication. This process protects your data and our system. You can select one of five methods. We suggest using SMS Authentication, which will send a code to your mobile phone, or Email Authentication, which will send a code to your registered email address. Click the “Setup” box under your selected factor.



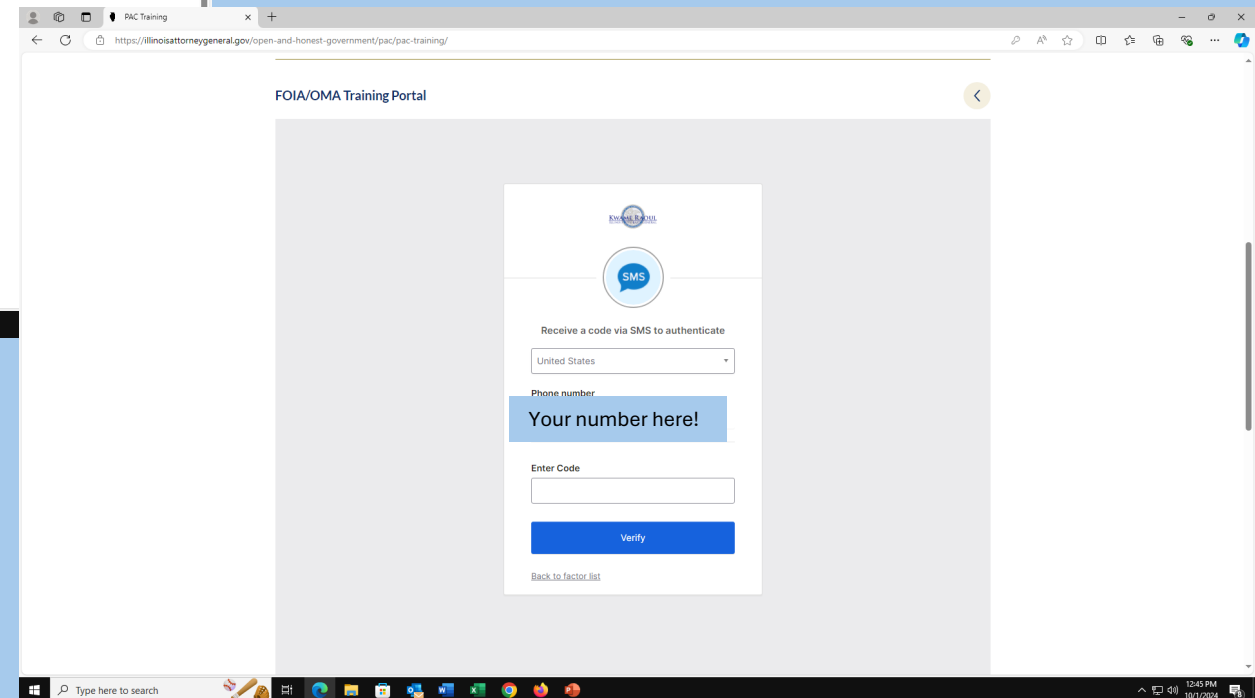
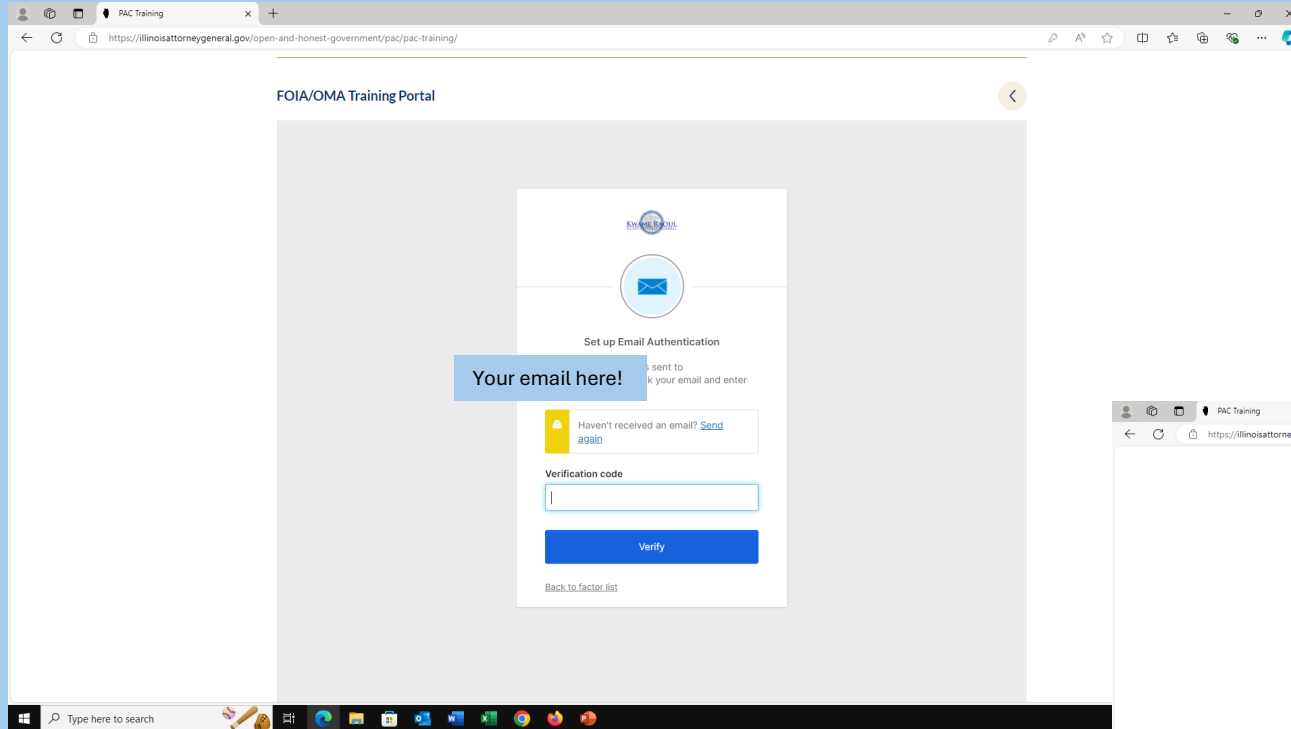
The next screen will confirm your selection (SMS Authentication, Email Authentication, or another choice). If you selected Email, you will see this screen. Click “Send me the code.”



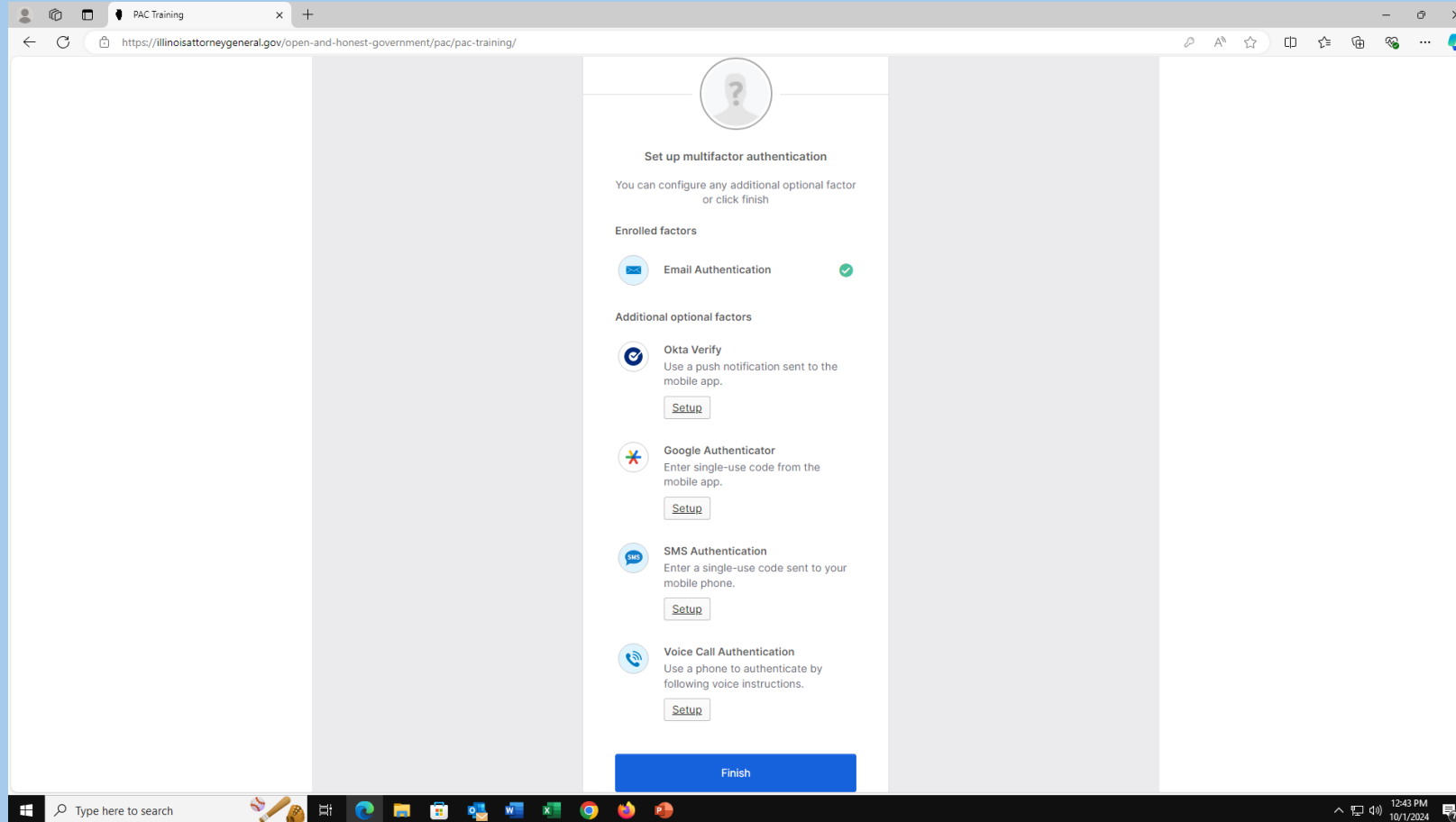
If you selected SMS, you will see this screen. Enter your mobile phone number, then click “send code.”



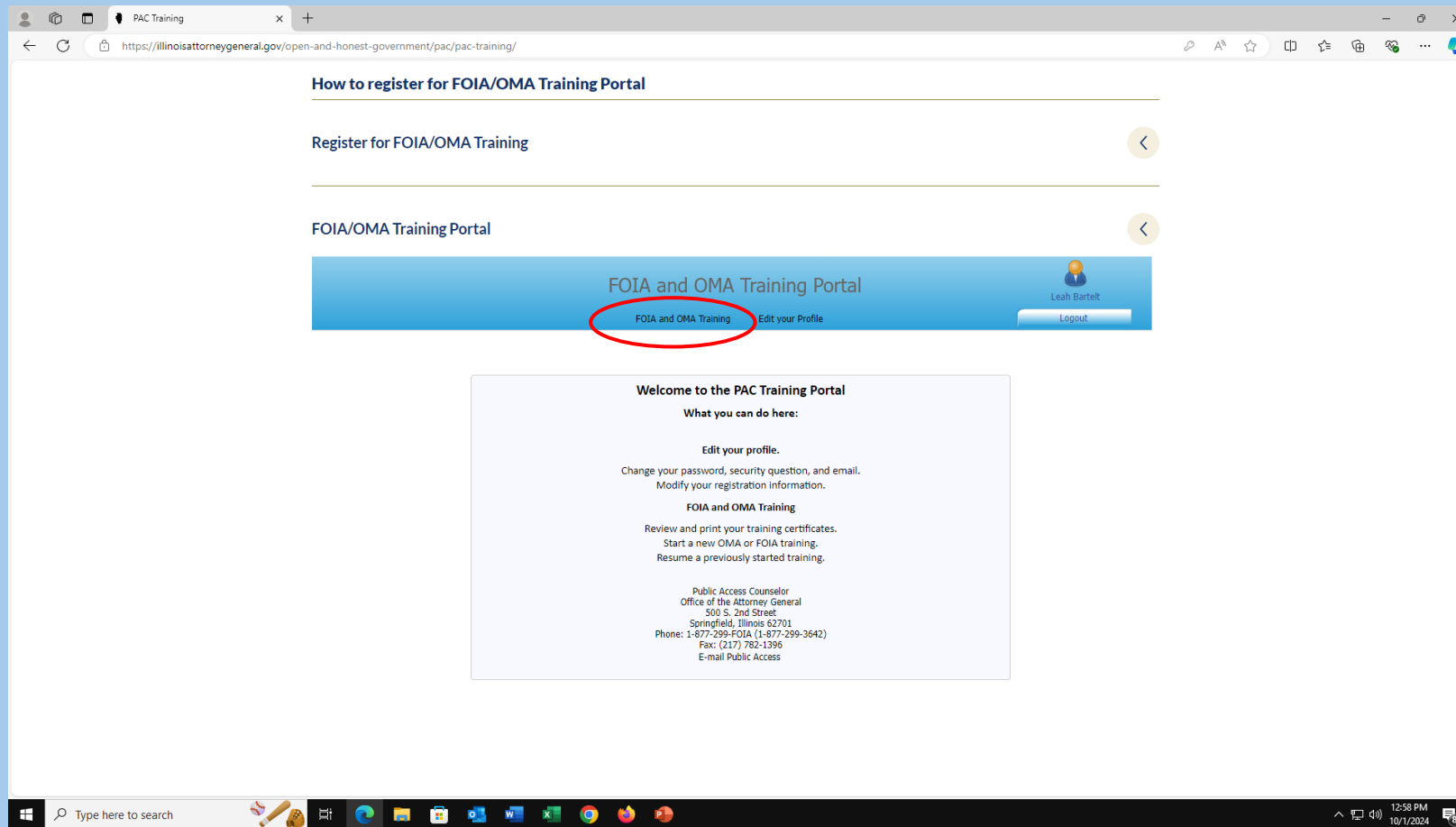
The screen will then ask you for the verification code you received via text or email. Check your texts or email account for a message from Okta Verify. Enter the code you received in the “Verification Code” or “Enter Code” box, and then click “Verify.”



The next screen will confirm your selection. Click “Finish.”



You are now in the FOIA/OMA Training Portal. To start training, click “FOIA and OMA Training” in the blue bar.



If the system did not automatically send you to this screen, then click the arrow following the FOIA/OMA Training Portal, enter your username/email address and password again, click “send me the code,” enter the verification code, and you will access the portal.

The next screen will ask whether you would like to start the FOIA Training module or the OMA Training module. Click the blue arrow under “Action” to start your selected training.

How to register for FOIA/OMA Training Portal

Register for FOIA/OMA Training

FOIA/OMA Training Portal

FOIA and OMA Training Portal

FOIA and OMA Training Edit your Profile Logout Leah Bartelt

Start a new training

Training	Published Date	Action
2024 - FOIA Training	1/24/2024	➔
2024 - OMA Training	1/24/2024	➔

Training in progress and completed

Type	Training	Date	Status	Current Page	Action
No data to display					

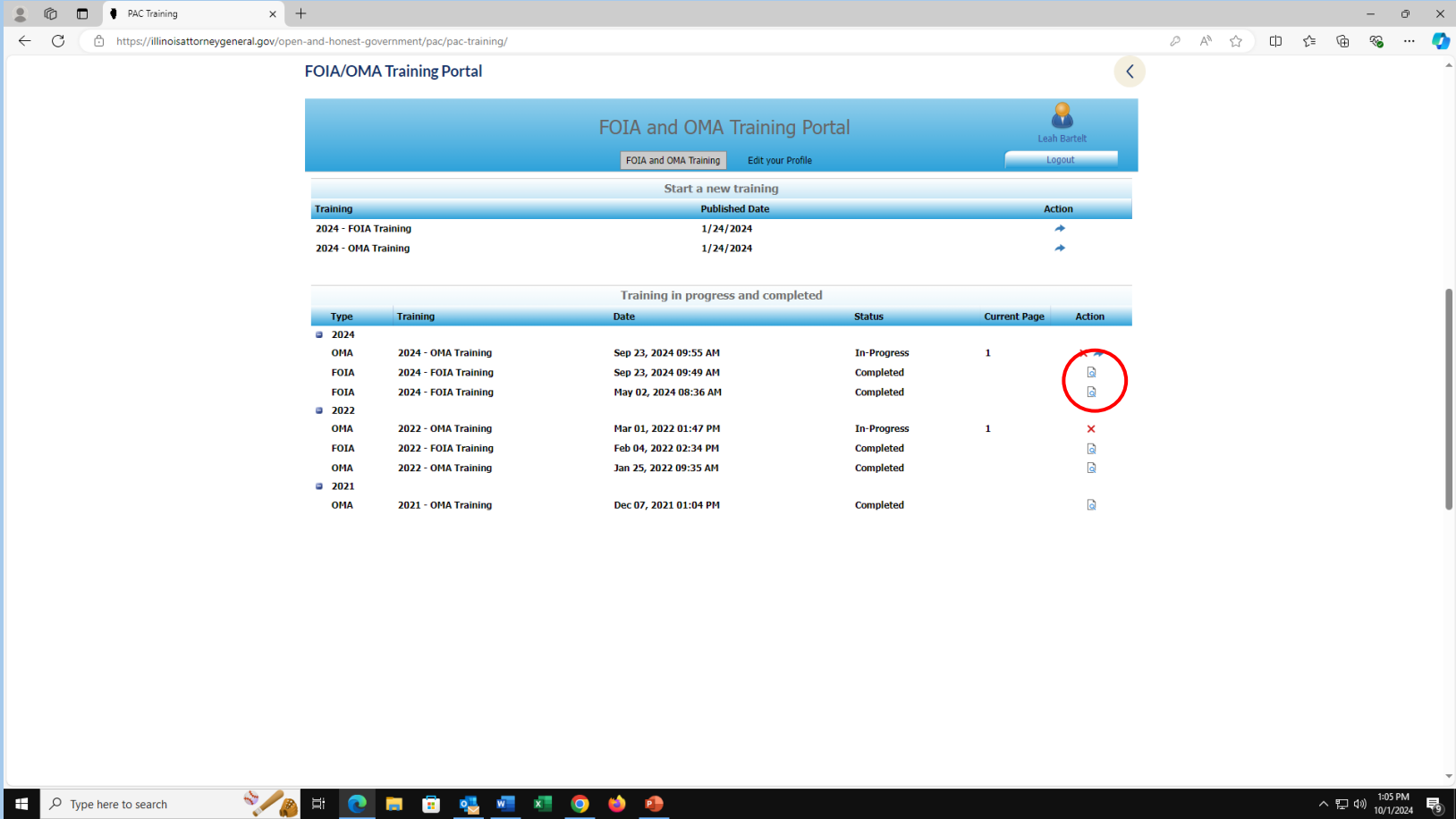
The training module you have selected will appear. Read the information and advance the training by clicking “Next.”

The screenshot shows a web browser window with the URL <https://illinoisattorneygeneral.gov/open-and-honest-government/pac/pac-training/>. The page content includes:

- A breadcrumb trail: [How to register for FOIA/OMA Training Portal](#) > [Register for FOIA/OMA Training](#) > [FOIA/OMA Training Portal](#)
- A blue header bar with the text "FOIA and OMA Training Portal" and a user profile for "Leah Bartelt" with a "Logout" button.
- A navigation bar with "FOIA and OMA Training" and "Edit your Profile" links.
- A pagination indicator: "Page 1 of 118 (118 items) < Prev 1 Next >"
- A main heading: "2024 Freedom of Information Officers' Training"
- A sub-heading: "WELCOME"
- Two paragraphs of introductory text about the training program and requirements.

The Windows taskbar at the bottom shows the search bar, system tray, and taskbar icons for various applications, with the system clock displaying 1:02 PM on 10/1/2024.

Once you have completed training, your certificate will be available on the FOIA and OMA Training page. Click “FOIA and OMA Training” to return to the main portal page. Under “Training in progress and completed” click the icon in the “Action” column for the applicable training certificate you wish to view.



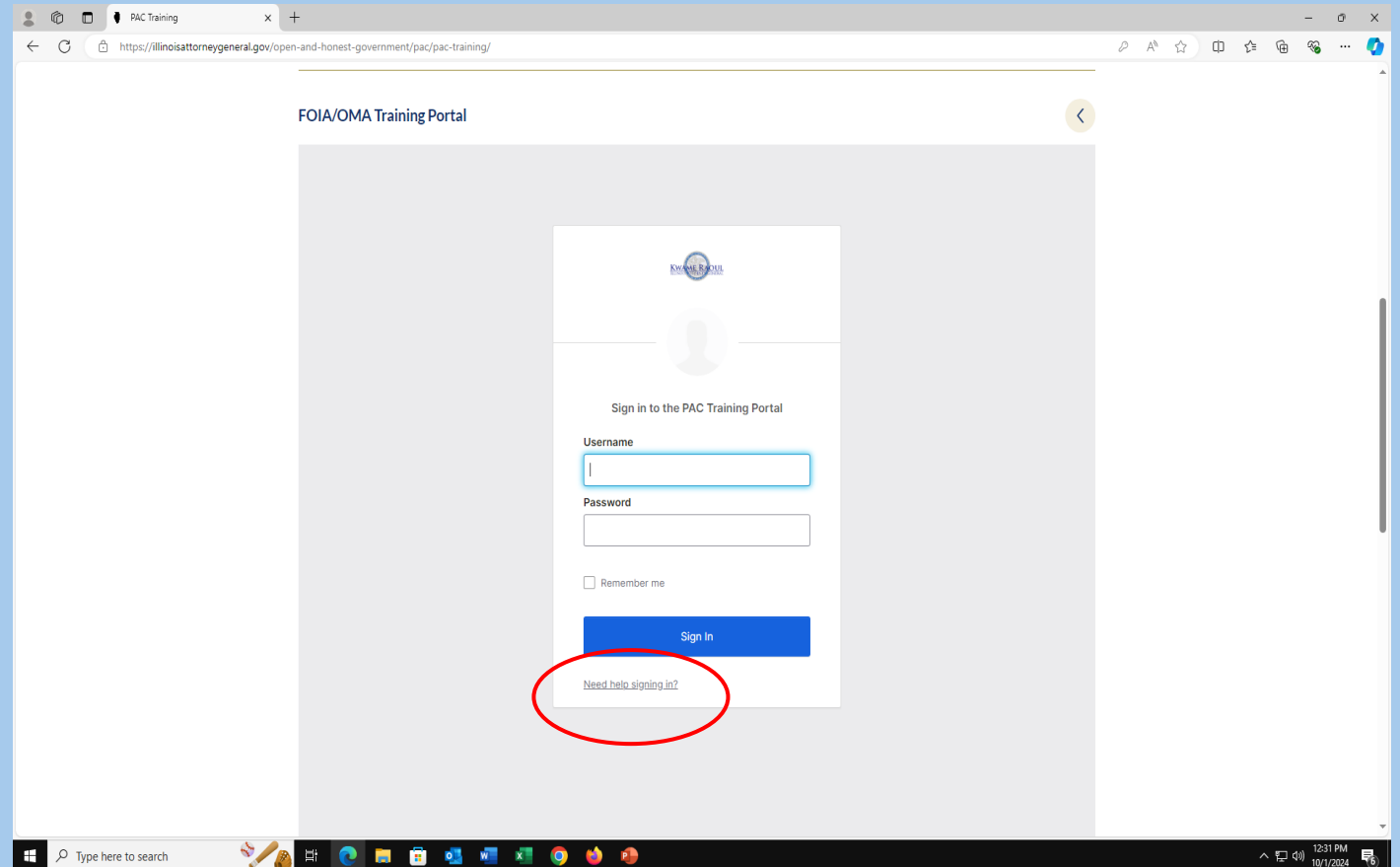
Your certificate will appear. Click the printer icon to print or the save icon to save an electronic copy of your certificate. If you are an elected or appointed official who completed OMA training, make sure you provide a copy of your certificate to your public body for its records!

The screenshot displays a web browser window with the URL <https://illinoisattorneygeneral.gov/open-and-honest-government/pac/pac-training/>. The page title is "FOIA and OMA Training Portal". The user is logged in as "Leah Bartek" and has a "Logout" button. The main content is a certificate from the "Office of the Attorney General, State of Illinois". The certificate text includes: "Certificate of Completion", "Your name and title here!" (in a blue box), "Has successfully completed the Freedom of Information Act training.", "Version: 2024 - FOIA Training", and "Completed: Tuesday, October 1, 2024". A red circle highlights the printer and save icons in the top right corner of the certificate area.

Thank you for completing training!

If you were unable to complete the registration and sign-in process, please contact public.access@ilag.gov or leave a voicemail message at 877-299-3642 and a member of the Public Access Bureau will respond to you.

If you have forgotten your password or your account is locked, click “Need Help Signing In?” and follow the instructions. If you are unable to resolve the problem, please contact our Technical Support team at pacttechnicalsupport@ilag.gov. Send your email from the account you used when you registered.





Statement on the Importance of Librarians in Academic Libraries September 2024

On August 9, 2024, state university Western Illinois University (WIU) laid off all its librarians (except for the library dean), nine faculty librarians in total, effective May 2025.ⁱ This follows Columbia College Chicago's May 2024 decision to lay off five staff, including the director, four of whom were librarians.ⁱⁱ

What has happened at WIU and Columbia is part of a growing national climate of budget cuts, mergers, and closures in higher education, for colleges and their libraries.ⁱⁱⁱ [CARLI members](#) seek to participate in the conversations around the impact of shrinking access to information services in higher education on students, faculty, and other stakeholders. With this statement specifically, CARLI emphatically proclaims the importance of librarians in higher education libraries. Librarians (and libraries) are not an excisable luxury that is somehow detached from an institution's educational excellence but are instead critical components of campuses and the academic experience. Their work is inextricably interwoven with student success and well-being for the duration of the student's academic career, and they are important colleagues who contribute to the essential work of faculty.

Librarians serve the interdisciplinary teaching and research mission of higher education institutions. Every interaction with a student, undergraduate or graduate, is aimed at student success; that is, producing a successful, skilled scholar or professional who is informed by perspectives both within and beyond their course of study. Librarians also enhance the work of faculty in the roles of co-educators and partners in research.

Librarians connect students and faculty with available resources and services. They ensure that patrons can discover and access carefully curated collections that are scoped to the institution's mission, curriculum, student needs, and faculty interests. Without librarians making these connections, students and faculty would be left without navigators. Professional faculty librarians are skilled in these areas in a way that staff are not. Campuses need human beings who can leverage technology to align with the mission and population of the school. Technical solutions will never be plug and play. Library staff are experts in using systems for immediate patron needs, but professional librarians use library systems for higher-level, specialized functions such as managing electronic resources, and configure systems, and create policies to support research, instruction, and collection management.

Academic librarians are on the frontlines of the information revolution. Access to global networks of scholarly communication is important for the economic health of our communities. Such access is also necessary for our students and faculty to contribute to vital political and cultural discussions that will shape the future of our world. Digital technologies have decentralized communication networks in ways that hold both promise and peril for the future. Academic librarians fill important leadership roles as campuses respond to new technology such as generative AI, Open Educational Resources, and the open access movement.^{iv, v} They are building healthy communities to collectively negotiate for an information ecosystem that is both equitable and affordable. Librarians also serve as advocates for intellectual freedom and the role of academic freedom in research and scholarship. For decades, academic librarians have anchored the complex information needs of campuses, and that need for information professionals is more pressing now than ever.

The role that academic librarians fill is not immediately visible without a deepened understanding of the work that is happening every day in every library, a day that includes contact with a spectrum of patrons from a variety of backgrounds who have needs ranging from deficits in basic information skills, to social and life needs, to deep exploration of niche subject areas and the communication of innovative ideas.

Today's academic libraries make resource discovery and access seamless for students and faculty. Library services and spaces are critical supports for academic success, career preparations, and student well-being. Professional-level library personnel are essential for the development of resources, systems, services and space that reflect the radical and transformative changes which are occurring in higher education and in society. Libraries are a vibrant, central piece of every campus.^{vi} CARLI and its members see firsthand the library's value and contributions to learning, creativity, retention, graduation, and skill development. Our members' contribution to Illinois higher education is lasting and intertwined with their parent institutions' missions.

For all these reasons, CARLI asks all stakeholders within the higher education community to advocate for protecting academic librarians so they may continue contributing to the robust environment of learning and innovation within Illinois. We want Illinois students to be the most highly educated and engaged population possible. Such an aspiration points to high employment, innovative approaches to problem solving, and an understanding of diverse viewpoints.^{vii}

Endorsed by the CARLI Governance Board on September 18, 2024.

ⁱ [An Update on WIU's Financially Sustainable Future](#). August 9, 2024.

Franz, Maddie and Schlueter, Mikaela. [Aftermath of WIU's Decision to Lay Off Employees Being Felt by Campus Community](#), August 16, 2024.

Lindquist, Sherry C.M. [This Is Why It Matters that Western Illinois University Fired All Its Librarians](#). September 4, 2024.

Palmer, Kathryn. [Library Faculty Eliminated Amid 'Fiscal Insanity' at Western Illinois](#). August 20, 2024.

ⁱⁱ Hurston, Patience. [Forced Out of Job After Nearly 35 Years, Columbia Librarian Remains Hopeful College Will Survive Financial Challenges](#). June 20, 2024.

ⁱⁱⁱ Higher Ed Dive Team. [A Look at Trends in College Consolidation Since 2016](#). August 14, 2024.

^{iv} Rodriguez, Michael. [College Closures and the Implications for Libraries and Vendors](#). *The Scholarly Kitchen*. September 5, 2024.

^v ACRL Research Planning and Review Committee. [2024 Top Trends in Academic Libraries: A Review of the Trends and Issues](#). *College & Research Libraries News*. June 2024.

^{vi} Oakleaf, Megan. [Value of Academic Libraries](#). September 2010.

Brown, Karen and Malenfant, Kara J. [Connect, Collaborate, and Communicate: A Report from the Value of Academic Libraries Summits](#). June 2012.

ACRL Assessment in Action reports: Academic Library Contributions to Student Success: Documented practices from the field. Documented Library Contributions to Student Learning and Success: Building evidence with the team-based assessment in action campus projects. Putting Assessment in Action. [White Papers and Reports](#).

^{vii} For support, the continuing education initiative [CARLI Counts: Analytics and Advocacy for Service Development](#), trains member librarians in learning how to use data to shape program and services, and how to talk to stakeholders about the library's contributions.

Faculty librarians at Western Illinois University – news

If individuals want to express support for the existence of librarians as faculty members in academic libraries, options for doing so include but are not limited to:

- Endorsing the CARLI (Consortium of Academic and Research Libraries in Illinois) Statement on the Importance of Librarians in Academic Libraries <https://www.carli.illinois.edu/membership/Importance-of-Librarians> (Note that there is an institutional endorsement from SIU School of Medicine – attributed to Geoff Pettys, who is the Director of the Medical Library there – and a personal endorsement from Marlee Graser, the SIUE Dean of Library and Information Services)
- Sending a statement or letter of support to the Save WIU Librarians website <https://savewiulibrarians.org/>; note links from supporters including [SIUE librarians](#)

Remember that people should usually make a distinction between statements made as individuals (who happen to be employed by or students at SIUE) and statements made in their official capacities.

The Faculty Senate or other body could do either of the above, or could also have the option of passing a resolution of support for librarians as faculty, to then be disseminated as the Senate sees fit, e.g. to the sites above or elsewhere. Some university bodies are considering such actions, in some cases perhaps sending resolutions to their own library committees or libraries.

Background:

WIU press release about plans for layoff so address financial problems, August 9 2024.

https://www.wiu.edu/news/newsrelease.php?release_id=20070

Inside Higher Ed article with more detail specifically about the library aspects of the layoff plans, August 20 2024: <https://www.insidehighered.com/news/business/cost-cutting/2024/08/20/library-faculty-eliminated-western-illinois-university>

All,

The Illinois State University Academic Senate passed a resolution in support of the Western Illinois University faculty last night. The text is below.

As we discussed at our October meeting, I am forwarding this resolution and the Council of Illinois University Senates resolution to the chair of the Board and the President of the university via snail mail.

I hope that others can pass similar resolutions in support of the faculty at Western.

Thanks to Yueh-Ting, for suggesting this!

All the best,
Martha Horst
Chair, Academic Senate
Illinois State University

RESOLUTION ON SUPPORT FOR THE WIU FACULTY

Whereas we, members of the Illinois State University Academic Senate, are saddened by the significant layoff of faculty at Western Illinois University, and

Whereas, as residents of the state of Illinois, we wish to see our state maintain excellent public institutions of higher learning, and

Whereas we desire to see Western Illinois University maintain its reputation as a high-value regional public university, and

Whereas the loss of large numbers of faculty may disrupt students' educational programs, and

Whereas the wholesale laying off of faculty can be seen as a serious breach of trust, and

Whereas this breach of trust will make it more difficult to attract quality faculty in the future, and

Whereas the core of a university is its tenured and tenure-track faculty, and

Whereas non-tenure track faculty are essential for helping students bring the theory of the classroom into the world of practice, and

Whereas the significant loss of non-tenured track faculty will make it more difficult for students to acquire and apply practical skills, and

Whereas library faculty prepare students and faculty for success by actively developing and maintaining collections, and fostering research and creative activity, and

Whereas the loss of all library faculty will harm both students and faculty by making it more difficult for them to access, evaluate, and use information for their research and creative activities, and

Whereas the disruptions caused by the loss of faculty may hinder both recruitment and retention of students, compounding Western Illinois University's financial woes,

Be it resolved that we, members of the Academic Senate of Illinois State University, voice our full support for the faculty of Western Illinois University and urge the administration of Western Illinois University to reconsider its decision to drastically cut its faculty.

Be it further resolved that we all encourage our faculty, staff and administrations to continue to advocate for the increased funding for higher education in Illinois.

Resolution passed by the Illinois State University Academic Senate on _____.

IBHE-FAC report for the SIUE Faculty Senate meeting on 7 November 2024

The IBHE-FAC met on 19 October 2024 at Roosevelt University in Chicago, with a limited Zoom option.

Dr. Michael Maly, Interim Provost and Executive Vice President of Academic Affairs; Roosevelt University, greeted the FAC and discussed how the founding of Roosevelt on a mission of diversity and social justice has carried through to today, including a tuition reset a few years back that dropped their tuition by 40% as part of their commitment to accessibility.

A panel of presenters from *Roosevelt University's Department of Education (Dr. Stanley Griggs, Dr. Monique Herard, Dr. Jin-ah Kim, Dr. Erin Mackinney, and Dr. Peggine Burnett-Wise)* shared information about their Ed.D. program, their Dual Language Teacher Leader program, their role in [ECACE](#), their teacher-leader and principal pathways. They have had significant success with obtaining grants to build capacity for dual language teachers in Chicagoland, including hosting a dual language symposium since 2019, and for their recruitment of African-American and Latinx candidates to become principals.

Dr. Glen Brodowsky, Dean, Walter E. Heller College of Business, Roosevelt University; Dr. Gina Buccola, Dean, College of Humanities, Education and Social Sciences, Roosevelt University; and Dr. Lizette Rivera, Director of Hispanic Serving Initiative, Dominican University; discussed “How can a Hispanic Serving Institution Actually Serve the Hispanic Community: From Hispanic Enrolling to Hispanic Serving”. Dr. Brodowsky pointed out that the Hispanic Serving Institution (HSI) definition is an FTE undergraduate population that is 25% Hispanic; the US is 19.5% Hispanic, so this designation should not be rare. Dr. Rivera pointed out that most Hispanic people are also indigenous, and discussed a range of activities that Dominican has carried out. According to [Excelencia in Education](#), there are 34 HSI's and 26 emerging HSIs in Illinois (all in the northern part of the state). Dominican and Roosevelt are two of only 16 institutions nationwide that got PPOHA (Promoting Postbaccalaureate Opportunities for Hispanic Americans) grants. Staff can play an important role in HSI settings, since there are often more minoritized people on staff than on faculty. If an HSI, don't shy away from highlighting and using the designation out of fear of alienating other populations – done right, the work should lift up everyone. Part of a response to a question about language teaching programs on their campuses was that there are many different languages in Hispanic populations; they also offer language lessons for faculty who want to communicate better with students, and offer some specialized language classes for particular fields, such as health care professionals.

Kenley Johnston and Caroline Crozier from the Roosevelt University Honors Program engaged the FAC with “Just a Little Bit More Complexity: Honors and Engaged Learning Practices”. This included a guided activity from Lynda Barry called “Spiral your way in”(an example of this is in Barry's [“Writing the Unthinkable” video](#)). They discussed how they view the honors program as seeking to integrate creativity, discussion, and risk-taking – not more work, not different students, but a different experience. In question and answer discussion, we discussed how highly articulated programs and high throughput courses work with honors program goals, the impact of early college, how they get faculty buy-in, and how transfers are able to participate in their honors program.

Shawn Schumacher, FAC Chair, discussed some upcoming meeting topics. *Mike Phillips, FAC Legislative Liaison*, pointed out that the campaign season is almost over. The higher ed funding bill, [SB3965](#), is posted now, even though the senate is not in session. While it is likely to change and may not pass in this version, he encouraged people to read it because more eyes matter, and input can be collated and shared. Dan Hrozencik suggested we should push to have a faculty member on the sub-committee (proposed in the bill) that is about ongoing review of the formula rather than the transparency sub-committee.

Jill Gebke, Assistant Director Academic Affairs for IBHE, reported on changes of staff at the IBHE. She said that ECACE scholarships have been renewed and that the Nursing Faculty Fellowship Grant is currently open (until Nov 8th, 80 positions at \$10,000 each). No news on the 90-hour degree topic.

Jackie Moreno and Eddy Brambila of the [Illinois Student Assistance Commission](#), talked about the work that ISAC has been doing to try and help connect high school students to college and the FAFSA despite the problems with FAFSA last year. Despite completing the FAFSA (or a waiver form) being a requirement for high school graduation in Illinois, thoughts fewer Illinois high school seniors completed in 2024 compared to previous years. They had some success in decreasing that gap over the summer, but that takes much more effort than if it can happen during the school year. Ideally, they would even like it to be during the school day rather than a special event.

Working groups met; some notable comments are that there have been some concerns about academic freedom violations related to dual credit courses (pressure to change books), and that there are upcoming meetings about higher education funding. Key topics from caucus discussions were issues about dual credit (two-year), the importance of librarians as faculty members (public four-years), and how well-prepared students currently are (private and proprietary).

In a post-meeting email thread about the issue of librarians as faculty members, the [Save WIU Librarians website](#) and the [CARLI \(Consortium of Academic and Research Libraries in Illinois\) Statement on the Importance of Librarians in Academic Libraries](#) were shared.

The next IBHE-FAC meeting will be November 15th, at Rosalind Franklin University of Medicine and Science in North 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.

Curriculum council report 11/7/24

At the October meeting we:

- Discussed moving our council meeting time to 2pm for the spring semester due to course conflicts for some members. A decision on this will be made at the November meeting.
- Approved a proposed amendment to the policy 1i5 revisions going up today for a second read at full senate. The amendment would add a statement that Exploratory students (those without a declared major) may declare or continue a minor.
- Approved appointment of Steve Morrese (Math and Statistics), Myron Jones (Chemistry) and Bryan Jack (History) to the Admissions Review Committee.
- Voted to remove the Academic Standards and Policies and Student Success Committee from our council operating papers and list the duties previously assigned to this subcommittee under those stated for the council as a whole. This fits what we have done in practice lately since the subcommittee has not been active for several years. This change will be incorporated with the other operating papers edits approved by the council last January to be brought forward for senate approval.

SOUTHERN ILLINOIS UNIVERSITY

EDWARDSVILLE

FACULTY DEVELOPMENT COUNCIL Report to Faculty Senate 11.07.2024

Prepared by Christine Simmons, Chair FDC

- I. Continuous Improvement Conference - 2025**
 - a. Save the date – CIC 2025 will be on Friday, February 14th, 2025
 - b. Title: *AI: Policy, Potential, & Pedagogy*
 - c. Speaker: Dr. Jennifer Friberg, Illinois State University

- II. Formation of an *ad hoc* committee of faculty to investigate the academic uses of AI at SIUE**
 - a. Joint committee with Student Government to form the University working group
 - b. Initial meetings of the working group will occur in the next month

- III. Faculty Development Interest Survey**
 - a. FDC is working on a survey to gauge faculty interest in topics for MWM, workshops, learning communities etc, in conjunction with the Center for Faculty Development and Innovation

- IV. Other Awards and Respective Due Dates**
 - a. Excellence in Undergraduate Education (EUE) awards for 2025 are in preliminary discussion with the Office of the Provost – strong indication that the EUE will proceed similar to last year (theme and funding budget)

Grad Council Report on 10/17/24 Meeting

1. Jim Monahan from Enrollment Management let the Council know that application numbers are similar to where they were last year. Also, international applicants are still encountering challenges with visa approvals, particularly when coming from Africa and China.
2. Liz Cali let the Council know that the Graduate School is still waiting on an interim dean, so she is still acting in that role for now. There has been a change in the way policy changes are approved. Certain policies that have a broader impact than just the Graduate School will need to be approved at a university-level going forward.
3. Bhargav Patel let the council know that ERP had reviewed the Policy on Graduate Student Matriculation, Advisement, Instruction, Evaluation, and Assistantships and recommended no changes to it. ERP suggested clarification to the international travel policy regarding action that could be taken for non-compliance. The committee suggested adding this sentence: "Disciplinary action such as potential loss of future funding including but not limited to graduate school, department and other university funding." The Council discussed getting clarification on what kind of disciplinary action could be taken and who would oversee it. Since the policy is a federal policy, the University is not in charge of much of the language included in it.
4. Gloria Sweida from the program review committee summarized the interim program review for Diversity Equity in Education and the Integrative Studies 91A, which was approved by the committee.

Rules & Procedures Council Report
for
November 7, 2024

Reviewed changes to surveys regarding the Chancellor and the Provost.

Voted to change the scale from “Poor/Excellent” to “Strongly Disagree/Strongly Agree”. Requested from the Chancellor and the Provost any concerns or objections they might have related to the change.

-- Tim Kalinowski, Chair

President's Report to Faculty Senate

November 7, 2024

Meeting with Associate Provost Ibroscheva

1. October 3, 2024

- Discussed logistics and overall set-up of All-Faculty meeting; initiatives that can come out from the meeting presentations and discussions.
- Schedule of HLC Accreditation visit.
 - Will present to FSEC HLC Assurance Argument – target will be January 2025 FSEC meeting.
 - Will present to Faculty Senate more specific details of the accreditation visit – target will be February 2025 Faculty Senate meeting.

University Quality Council

1. October 3, 2024

- HLC Updates – Assurance Argument available January 2025; discussed the important dates related to the visit (March 31-April 1, 2025)
- National Survey of Student Engagement (NSEE) Data
 - Student Assessment of Experience – perceived gains among seniors (highest is thinking critically and analytically); highest performing relative to comparable public universities (seniors: completion of a culminating senior experience); lowest performing relative to comparable public universities (seniors: quality of interactions with academic advisors)
 - What questions may be added for future survey?

Meeting with Provost Cobb

1. October 11, 2024

- Invited to the All-Faculty meeting.
- Discussed Strategic Enrollment Management Plan – faculty have opportunity to have a voice in developing the plan.
- Working with Rules and Procedures Council on revision of questions for annual review.

- Discussed possible ways on how SIUE collectively will address potential push to have 90-credit hour degrees.
 - How will it affect various programs; reality is not all programs can go that route.
 - Need to plan in case it will be in the horizon; working group will be established.

Meeting with Chancellor Minor

1. October 22, 2024

- Invited to the All-Faculty meeting.
- Working with Rules and Procedures Council on revision of questions for annual review.
 - Proposed changing “Annual Evaluation” to another term (survey of faculty perception).
 - Need to consider questions that are more relevant to how the Chancellor’s roles have evolved.

Constituency Heads Meeting

1. October 22, 2024

- Presentation on “data points” relating to student on-campus employment to student retention.
- Discussion on FY 25 budget.
 - Need to address current financial reality; need to make intentional decisions.
 - FY 24 and FY 25 combined decline in enrollment resulted in loss of \$6M in revenue; anticipated FY 25 structural deficit is around \$10M.

All-Faculty Meeting: *Empowering Student Success- Faculty-led Initiatives and Visions for the Future (October 29, 2024)*

- Over 50 faculty (with some staff) attended the meeting.
- Presentations from various academic programs (Biology, Chemistry, Business, Mathematics, English) plus General Education Assessment report, First-Semester Transition, Center for Faculty Development and Innovation.
- Breakout Table Discussions

- Identify an initiative that may work best for your discipline/program.
- Identify an initiative that you think has the potential to be expanded/adapted. (What resources will be necessary? What will success look like for this initiative?)
- Will work with Associate Provost Ibroscheva to examine various ideas generated by faculty during the table discussions.

Other Faculty Senate Related Activities

1. Met with various SIUE faculty about All-Faculty meeting participation.
2. Contacted an SIUE faculty on interest to serve on the search committee for the SIU Vice President for Finance and Administrative Affairs – request from SIU VP for Academic Innovation, Planning, & Partnerships Gireesh Gupchup.