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Chicago State University Faculty Senate
Meeting Minutes
Tuesday, February 4, 2024
February 2024 - Zoom Link

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Present: William Jason Raynovich (President), Amzie Moore (Vice President), Sarah Buck (Recording Secretary), Yashika Watkins (Corresponding Secretary), Anser Azim, Ehab Yamani, Anna Kulseth, Carlette Bailey, Charlene Snelling, Devi Potluri, Eddy Gaytan, Gabriel Gomez, Katherine Haan, Liefu Jiang, Mohammad Islam, Nadeem Fazal, Nicole Lavalais, Soo Kang, Garrard McClendon, Jon Patterson, Gayle Porter, Asmamaw Yimer, Austin Harton, Sarah Austin, Jubilee Dickson, Karen Witherspoon, Leslie Baker-Kimmons, Mohammad Newaz, Nicole Lavalais, Olanipekun Laosebikan, Tekleab Gala, Sonja Feist-Price

A. Call to order   12:30

B. Agenda

    a. Approval of Agenda

    b. Rules of the Day (**Appendix A**)

        i. Gaytan moved to approve, Azim seconded > approved by unanimous consent

C. Approval of Minutes (December 2024) (Recording Sec.)

    a. Snelling moved to approve, Azim seconded> motion carried unanimously

D. Senator Comments/Speeches

    a. Sarah Buck

Faculty are being pushed to aid in the recruitment efforts of CSU. A colleague has expressed concern that there are holdups in the application process in Admissions. Rumors suggest many people are applying (perhaps up to 5000), but enrollment remains very low. The following are questions my colleague would like answered:

1. What are some of the reasons students aren't admitted?

2. Is there something we need to do that is systemic as it relates to policy changes we can amend?

3. What is the typical timeline for application admissions from initial submission to acceptance or denial?

4. With new administrators in Enrollment Management, what strategies have they employed since his tenure?

5. What is the strategic plan for 2025-2028 (or moving forward) along with measurables?

6. Can we see an organizational chart with updates since his tenure began? Are there new positions created or redesigned, and what work has been produced as a result of those hires?

Faculty Senate should have a monthly presentation from Enrollment Management. Faculty and Chairpersons are being held to growing their programs, but processes at CSU, such as backlogs in Admissions, severely hinder this process, and once students are admitted, other processes at CSU, such as cutting courses and administrative overreach, severely hinder a student's progress, frequently resulting in departures from CSU. In the words of Phil Beverly, former CSU faculty member and Faculty Senate president, the faculty can't always be wrong. If we wish to grow CSU enrollment, administration needs to take a hard look at processes that are making this growth impossible.

E. CSU Foundation (Kulseth)

   a. Alumni Affairs fall under Foundation

   b. Newly branded Alumni Association launched in 2024

   c. Five advisory committees

   d. Has held first CSU tailgate and alumni survey; hoping to install a Hall of Fame

   e. Faculty are the most important alumni engagement tool. Faculty are charged with gathering stories from alumni to be added to the alumni website (csu.edu/alumni). Alumni stories are being collected via Google Form on website

   f. There will be more "meet and greets", similar to the Hot Chocolate social

F. Graduate School (Potluri)

   a. Provided overview of Graduate Council, academic policy improvements in past four years (e.g., changes in GPA requirements from 3.00 to 2.75, ability to transfer in up to 50% of courses from another institution)

   b. Currently, no scholarships for incoming students. Scholarships for returning students

   c. Graduate more students than we admit

   d. Provided strategies of growing enrollment in various colleges

  e. Contract approved for EAB, marketing company. Will see results from marketing cycle in Fall 2025

  f. Dickson raised the significant concern about transcripts holding up the application process

G. Old Business

  a. Importance of Librarians and Libraries (**Appendix B**)

    i. No further report

H. Provost Report (Feist-Price)

  a. Aiming to increase number of summer camps in order to bring larger number of students onto campus

  b. Faith 500- working with local community churches for recruitment of students (adult learners)

  c. 4 + 1 concept: obtain Bachelors degree plus an MBA

I. Standing Committee Reports

  a. Executive Committee (Pres. of Faculty Senate)

    i. Report Exploring the 360 Evaluation Processes (**Appendix C**)

      1. Raynovich read the report to the Senate

      2. Austin moved to approve the report to the Senate on the 360 Evaluation process, Dickson seconded > motion approved with one *nay* and one *abstention*

    ii. Recommendations for student enrolled in evening classes (**Appendix H**)

      1. Discussion was had regarding what aspects of the library should remain open

      2. Motion carried with three *abstentions*. Recommendations will be taken to the President

  b. Shared Governance Committee (Watkins) (**Appendix D**)

    i. One of the biggest differences is that in at least one department, faculty are not allowed to vote for the Chair (told there was no vote and could only provide advantages and disadvantages; Provost would make the decision)

        ii.   Concern was raised about Deans being able to overrule the vote of the faculty

        iii.   Motion carried with two *nays* and two *abstentions*

   c. Buildings and Grounds (Porter) (**Appendix E**)

        i.   Friendly amendment accepted regarding due date for response: From May 1 to April 1 FS meeting

        ii.   Motion carried with 1 abstention

J. New Business

   a. Clarification to the 3rd Paragraph of CSU Graduates Hiring Policy Ratified Effective as of August 16, 2012 (Gala) (**Appendix F**)

        i.   Motion carried with two *nays* and one *abstention*

   b. The Faculty Grand Marshall Role (Dickson) (**Appendix G**)

        i.   Motion carried with four *abstentions*

K. Adjournment

   a. Austin moved to adjourn, Gala seconded > approved by unanimous consent 2:00

Appendix A

Rules of the Day

1. All Senators and guests shall have their full name as their Zoom signature.
2. All Senators shall send a private direct message to the Corresponding Secretary, Dr. Yashika Watkins, for purposes of taking attendance and census for voting and quorum.
3. Only those who are recognized by the President of Faculty Senate shall speak.
    a. All Senators shall mute when not recognized.
4. Senators may speak on any Action at most twice during any action, the first time for two minutes and the second time for thirty seconds
5. To speak, a Senator shall put the "hand" up in the Zoom feature reactions.
6. All Action Items shall be voted on via Zoom polls.
    a. Only Senators shall vote in the Zoom polls.
    b. The polls shall be anonymous.
    c. The Parliamentarian and the President of Faculty Senate shall unanimously agree that the tally is the sense of the Senate.

Appendix B

Senate Committee: N/A
Senate Meeting Date for Consideration: 12/2/2024
Title: Importance of Librarians and Libraries
Chair/Sponsor: Charlene Snelling
Co-Sponsor: Gabriel Gomez

<u>Proposed Action</u>

Context/Rationale:

I am asking for the Faculty Senate to sign on to the CARLI statement (see the link provided below). Librarians are vital to the operation of our universities and need our support. They are faculty members. We need to help them.

https://www.carli.illinois.edu/membership/Importance-of-Librarians

Exact Language of the Proposed Action:

The faculty Senate is asked to support the CARLI statement on the Importance of Librarians and to advocate for protecting the Western Illinois University(WIU) the faculty librarians at so they may continue contributing to the environment of higher education in Illinois.

Appendix C

Senate Committee: Executive Committee

Senate Meeting Date for Consideration: 2/4/2024

Title: Exploring the 360 Evaluation Processes (Faculty Senate President Report

Chair: William Jason Raynovich

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President of Faculty Senate Report on 360 Evaluations Recommendation
Faculty Senate – February 4, 2025

</div>

On October 1, 2024, the Faculty Senate passed a resolution recommending that the Administration explore a **360 Evaluation process** at Chicago State University. This initiative aims to enhance shared governance and provide faculty with a formal mechanism to assess the effectiveness of administrators. The resolution was approved by a vote of **18 yeas, 1 nay, and 4 abstentions**. Below is the original resolution:

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Proposed Action

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Context/Rationale:

The faculty of Chicago State University is deeply invested in promoting academic excellence, personal excellence, personal, professional and academic integrity, as well as lifelong learning. We believe that the performance evaluation processes of faculty and those to supervise them is central promoting these values.

Current Practices:

Currently, faculty's teaching is evaluated by students, peers and department chairs. Then, their overall performance is reviewed by everyone in their chain of command. This provides faculty with valuable information from a range of unique vantage points. Having this feedback helps to better guide faculty in setting and meeting professional goals that support CSU's values, mission and strategic plan.

Currently, chairs, deans and the provost are only evaluated by their direct supervisors. This process limits opportunities for these CSU employees to recognize their own excellence, and to identify growth opportunities. This in turn leaves them without an important source of information when they are setting goals for their future contributions to our academic community.

Future Opportunities:

A structured and supportive process of processing feedback from both a supervisor and those who are supervised could create opportunities for individual employees to take pride in themselves and in their contributions to CSU, and it can help to guide planning meaningful actions that will support lifelong learning. This approach also has the potential to contribute to a positive change in campus culture in which we each value our role in recognizing the contributions of others and where we critique with kindness with a goal of promoting positive change.

Challenges:

The process of 360 evaluation has not been practiced on the CSU campus since before 2015. Beginning new processes ought to be done carefully and with proper study and planning. Expertise is needed to develop useful questions. There is potential for some faculty to use this anonymous process.

Exact Language of the Proposed Action:

PROPOSAL

The faculty senate recommends that the CSU Administration explore options for engaging in 360 evaluations. The exploration would conclude by February 1, 2025 and the President of Faculty would report the findings of the exploration to the Faculty Senate. This should include:

1. *Contacting at least two agencies that provide guidance/support/consultation related to 360 evaluations at academic institutions to learn about supports that they can provide.*
2. *Notify the President of the Faculty Senate of the two agencies that the administration is contacting.*
3. *Discussing faculty feedback to administrators with the Dean of the College of Health Sciences and Pharmacy (their accreditation requires this feedback).*

4. *Discussing the implications of potential options with the President of the Faculty Senate including*
   a. *Who might be included: Just Chairs and Deans or all academic administrators?*
   b. *Who might give feedback: Could a faculty member submit an evaluation for everyone in their chain of command, just for Chairs and Deans, or just chairs, while chairs give feedback to deans?*
   c. *How could faculty be provided with an introduction to this process?*
   d. *How can we support those who are receiving a new source of feedback? For example, consultation, training and development,*
   e. *How often might this be done: Yearly?*

The resolution outlined a step-by-step process for exploring the feasibility of a **360 Evaluation**. It also directed me, as Faculty Senate President, to report on the findings by **February 1, 2025**. Below is a timeline of key interactions with the Administration regarding this initiative:

Timeline of Events

- **October 1, 2024:** I informed President Scott of the Senate resolution during our regularly scheduled meeting.
- **October 3, 2024:** I emailed the resolution to Dr. Feist-Price (Provost) for consideration.
- **October 25, 2024:** Dr. Feist-Price and I discussed the resolution and the faculty's role in shared governance through this evaluation process.
- **November 19, 2024:** Dr. Rowan (Contract Administrator) contacted me via email to discuss implementation.
- **November 21, 2024:** Dr. Rowan and I had a **30-minute** phone conversation, during which I provided the resolution via email for clarity. We planned a follow-up discussion within two weeks.
- **November 27, 2024:** Dr. Rowan invited me to a meeting with the Provost to continue discussions. However, the meeting was later **canceled** when I was informed that President Scott indicated the matter was under the President's Office, rather than the Provost's Office.
- **December 3, 2024:** In our regularly scheduled meeting with President Scott, we discussed the 360 Evaluation resolution and the benefits of a 360 evaluation process.
- **December 11, 2024:** I met with Ms. Byrd-Reno (Chief of Staff to President Scott) to raise Faculty Senate's concerns. I raised this resolution, as another Action Item, and sent her the action item.
- **January 17, 2025:** I emailed Ms. Byrd-Reno requesting an update, given my reporting deadline to the Faculty Senate.

- **January 29, 2025:** I had an informal discussion with Ms. Byrd-Reno regarding my upcoming report.

Current Status & Concerns

At this time, I must report that while conversations with the Administration have taken place, I am **not aware of any concrete actions taken** to explore or implement the 360 Evaluation process. Specifically:

- I have not been informed whether the Administration has **contacted any agencies** that specialize in 360 Evaluations for academic institutions.
- I have not received information about **which agencies, if any, were consulted**.
- I have not engaged in discussions with the administration regarding the 360 evaluation processes used in **the College of Health Sciences and Pharmacy**.

While some discussions have occurred, the scope of the exploration remains unclear. During conversations in my discussions with Administration, key considerations I have reiterated discussions include:

- Identifying the **appropriate administrators** to be evaluated.
- Ensuring that **constructive feedback** leads to professional development opportunities.
- Determining the **frequency and cost implications** of the evaluation process.

Conclusion

Although the Administration has acknowledged the Faculty Senate's resolution, there has been no substantive progress toward the exploration. I respectfully urge the Administration to take meaningful steps to explore this process and actively engage faculty in shared governance.

I want to highlight the **Guiding Principles for Our Shared Governance Work**, which serve as the foundation for our collaborative efforts:

- We believe that a collaborative system of decision-making based on defined roles and responsibilities for each constituency and a definition of how those roles and responsibilities overlap and integrate is best to serve our campus and community.
- We desire to affirm and recognize that it is in the best interest of the University to have a sustainable system in which we actively engage to share responsibility for identifying and pursuing outcomes that are aligned with our mission, vision and priorities.
- We understand that shared governance is a partnership grounded in honest and transparent communication that fosters trust and promotes collaboration.
- We agree to work together to embrace and support practices and processes that promote the goal of maintaining our agreed-upon system of shared governance.

The Faculty Senate's resolution embodies these principles by advocating for a collaborative, transparent approach to decision-making. Our goal remains a governance structure that ensures shared responsibility, supports informed evaluation, and strengthens our institutional mission through open dialogue and accountability.

Respectfully submitted,
William Jason Raynovich
President, Faculty Senate
February 2, 2025

Appendix D

Senate Committee: Shared Governance Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Yashika Watkins

Co-Sponsor: None

<u>**Proposed Action**</u>

<u>**Context/Rationale**</u>

Many Departments at Universities have a standard method in which Chairs are hired. At CSU, there appears to be differences across Departments in the methodology used to hire Department Chair. Given this, the Shared Governance Committee recommends that a standardized process be established for hiring Department Chairs. We also recommend that the process include faculty.

<u>**Exact Language of the Proposed Action**</u>

The Faculty Senate recommends the establishment of a standardized process for hiring Department Chairs at CSU. The Faculty Senate recommends that the standardized process include faculty participation with all Departments using the same procedure.

Appendix E

Senate Committee: Buildings and Grounds Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Charlene Snelling

Co-Sponsor: Anser Azim

Proposed Action

Context/Rationale

Timely and effective building and campus maintenance can make CSU more functional, appealing, and increase safety and security for students, contributing to recruitment and retention.

Additional information:

Chicago State University Faculty Senate Action Items-Winter2025Pt1Final-EditedB.pdf

Exact Language of the Proposed Action

Develop, publish, present to the Faculty Senate, and implement a short-term and long-term strategy plan by May 1, 2025 for addressing deferred maintenance and campus-wide renovations to improve safety, security, functionality, and campus appeal.

Appendix F

Title: Clarification to the 3rd Paragraph of CSU Graduates Hiring Policy Ratified Effective as of August 16, 2012

Sponsor: Tek Gala

Co-Sponsor: ?

Proposed Action

1: Introduction:

Good afternoon, colleagues and members of the Faculty Senate, Senate President Prof Raynovich (PhD) and Secretary Prof. Watkins (PhD). Recently, I had an informal conversation about how we can use our "brightest" graduates to teach courses in our department and was reminded of a "CSU Policy on Hiring CSU Graduates ratified Effective August 16, 2012 (Updated from July 1, 2011)." (See Appendix 1). The third paragraph of the policy reads:

> "To meet this aspect of diversity, regular faculty and administrative appointments will not be offered to any individual whose relevant graduate degree has been earned at Chicago State University unless the individual has obtained substantial pertinent educational and professional experience at another institution or professional capacity of employment after obtaining that degree, and is otherwise fully qualified for the position." (Appendix 1).

In our conversation, I gathered that this policy, unless clarified, hinders qualified CSU graduate students and recent graduates from employment for temporary part-time teaching at CSU. According to CSU graduates' testimonials the policy has made them think that CSU lacks confidence in the quality of students it trains.

2. Background and Context: Explaining the Problem:

I understand that this policy may be drawn from written and un-written rules in many universities, such that graduates of the universities are encouraged to find permanent (tenure-track) faculty jobs away from the university where they graduated. In my opinion, the wisdom of the rule lies in the fact that these graduates, if hired by the same department from where they graduated, would not bring new (fresh) educational or research ideas, experiences, or practices to their classrooms and that the process would suffers from what

is known as "academic inbreeding"[1]. Among other things, faculty hired from other institution would enhance the institution's reputation, bring network that provide students access to the interuniversity academic connections and opportunities. However, many universities also hire their own graduate students (alumni) for temporary or part-time teaching assignments[2], and it is not fair to exclude qualified CSU graduate students and alumni from opportunities other universities provide to theirs.

3. Impact Analysis:

The policy has had direct negative impacts:

a) *Program Efficiency:*

It prohibits the department from using this available and qualified manpower, especially when there is an instant need to fill the job.

The program will benefit from our graduate's close connection with students and better engagement. On the other hand, studies show that adjunct faculty have relative student' engagement is lesser[34].

b) *Graduate students' Preparation:*

o   Personal and professional growth:

Teaching one or two low-level courses could help our students acquire pedagogical skills, take on more responsibility, and advance their knowledge[5]

o   Professional networks:

Allow our graduates to further connect with faculty members in their respective departments and other related disciplines, the university's faculty supports like IT and library, and a broader academic community, thereby gaining valuable experience that can be leveraged when seeking future employment opportunities in academia or related industries[6]

c) *Ability to Attract Quality Graduate Students:*

Teaching opportunities for qualified graduate students can attract good students to the program. Teaching responsibilities come with benefits such as stipends, tuition waivers, and valuable teaching experience, which can be appealing to prospective graduate students.

d) *Alumni-Alma Mater Connection*

The policy may negatively affect the relationship between alumni and their alma mater (CSU) as it sends an unfavorable signal. Graduates teaching is venue where Alumni engage, participate and contribute to alma mater institution thereby to

[1] Balyer, A., & Bakay, M. E. (2022). Academic Inbreeding: A Risk or Benefit for Universities?. Journal of Education and Learning, 11(1), 147-158.

[2] Bettinger, E. P., Long, B. T., & Taylor, E. S. (2016). When inputs are outputs: The case of graduate student instructors. Economics of Education Review, 52, 63-76.

[3] Danaei, K. J. (2019). Literature Review of Adjunct Faculty. Educational Research: Theory and Practice, 30(2), 17-33

[4] Alsunaydi, R. (2020). The Implications of Adjunct Faculty on Higher Education Institutions.

[5] Homer, S. R. (2018). Should PhD Students Teach? Psychology Teaching Review, 24(2), 77-81.

[6] id

fostering sense of community and continuity. For many universities such cordial relations are a cornerstone of a university's legacy and continued success[7].

e) *Hiring Cost:*
Graduate students have lower teaching costs, vis a vis adjunct faculty. Even if the cost is the same, the internal hiring process of CSU graduates is still cheaper than the hiring cost involving job posting on Academic Job Boards or platforms, and the searching process for hiring.

4. Supporting Evidence:

According to studies:

- Over 46% of the courses offered in higher learning institutions are offered by graduate students[8,9].
- Over 70% of graduate students of higher learning institution had some teaching responsibility[10]
- Graduate students with experience of teaching at higher learning institutions are more likely to be employed for teaching in their early careers.[11]
- According to the CSU Geography Alumni survey, over 25% of CSU graduates (Alumni) are employed in education-teaching sectors.
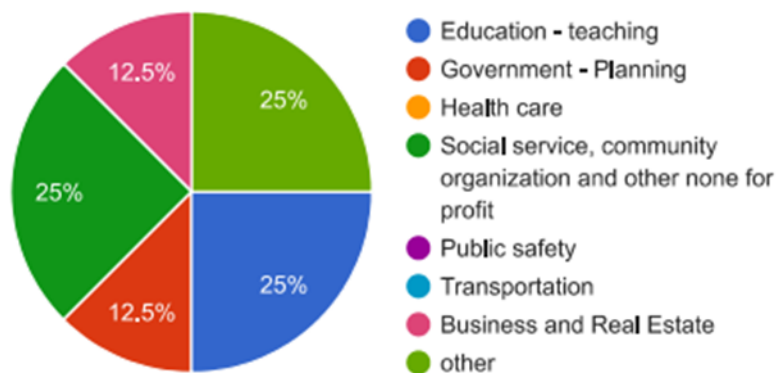

Figure 1: CSU Geography Alumni Survey Result

- As mentioned earlier, the (mis)perception of low confidence in degree power appears in CSU graduate student testimonials. Consequently, it has been very hard for our students to go out to a job market and hunt for jobs with confidence when they know that the institution that issued them a degree prefers to hire graduates from other institution with the same degree over them.[12]

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[7] Obeng-Ofori, D., & Kwarteng, H. O. (2020). Enhancing the role of alumni in the growth of higher education institutions. International Journal of Multidisciplinary Studies and Innovative Research, 4, 40-48.

[8] Bettinger, E. P., Long, B. T., & Taylor, E. S. (2016). When inputs are outputs: The case of graduate student instructors. Economics of Education Review, 52, 63-76.

[9] Ahmed, S., & Rosen, L. (2018). Graduate students: Present instructors and future faculty.

[10] Bettinger, E. P., Long, B. T., & Taylor, E. S. (2016). When inputs are outputs: The case of graduate student instructors. Economics of Education Review, 52, 63-76.

[11] id

[12] Alumni testimonial through personal communication

5. Proposed Solutions:

To mitigate the negative impacts of the programs' strength, graduate students' preparation, the ability to attract quality graduate students, foster Alumni-Alma Meter's connections, and lower teaching cost; and to promote a diverse workforce, and innovative (creative) faculty; we propose the following solutions:

i. The policy defines the phrase "Regular Faculty." The term "Regular faculty" has various meanings in different institutions, and the current CSU faculty handbook does not have a definition. We believe the definition should be clarified that the policy only applies to tenure track faculty positions.

ii. The policy must specify a disclaimer that it does not apply to part-time and temporary employment of "qualified current CSU students" and "Recent CSU graduates."

iii. The policy should determine "Recent CSU graduates," as graduates (Alumni) within the first 3 years after graduation. Our graduates must be encouraged to find a permanent job within 3 years of graduation.

iv. The policy should stipulate "Qualified CSU graduate students" as graduate students who have already obtained a Master's degree and completed the first year of their residency in the program.

Exact Language of the Proposed Action

"Therefore, we respectfully request that the University Senate consider the third paragraph of the policy read as,

> "To meet this aspect of diversity, regular faculty and administrative appointments will not be offered to any individual whose relevant graduate degree has been earned at Chicago State University unless the individual has obtained substantial pertinent educational and professional experience at another institution or professional capacity of employment after obtaining that degree, and is otherwise fully qualified for the position. The term "Regular Faculty" refers to Tenured, Tenure-Track, Resource Professional and Non-Tenured Full-time associates, assistant professors, and lecturers. It doesn't apply to part-time and temporary teaching employment of qualified current CSU students (i.e., those who have a Master's degree and completed the first year at the program) and are a recent CSU graduate (i.e., up to 3 years after graduation)."

Appendix G

Senate Committee: N/A

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Jubilee Dickson

Co-Sponsor: None

Proposed Action

Context/Rationale

Whereas the tradition at CSU is to have a faculty member serve as the Grand Marshall for the commencement ceremony.

Whereas the role of Grand Marshall is best served with experience and the passage of institutional knowledge. However, the work of the Grand Marshall should be shared and the burden not expected to be placed on the same faculty member each year. Sharing the role each year allows for the passage of institutional knowledge.

Exact Language of the Proposed Action

Proposal 1:The Faculty Senate modify our election process for the Grand Marshall from a one year service commitment, to the format of Grand Marshall Elect, Grand Marshall, a Past Grand Marshall across three years. This allows for the passage of knowledge from one faculty member to another to ensure that the institutional knowledge is passed on.

Proposal 2: The Faculty Senate shall hold an election for the 2025-2026 Grand Marshal Elect to conclude by March 31st, 2025.

Appendix H

Senate Committee: Executive Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Sarah Buck

Co-Sponsor: Amzie Moore

<u>**Proposed Action**</u>

<u>**Context/Rationale**</u>

The President asked the Faculty Senate to provide recommendations to provide support for evening students.

<u>**Exact Language of the Proposed Action**</u>

The Faculty Senate recommends that the University implements the following:

1. Student service offices should close no earlier than 6pm.

2. Cafeteria should be closed no earlier than 9pm.

3. The Library should be closed no earlier than 10pm. (If this is cost prohibitive, consider closing at 10pm on the 7th, 8th, 14th, 15th week of classes and finals

4. The Kanis Child Development Center should be available for drop offs for evening classes through 9:15pm to allow for pickup after 9pm classes conclude.