

Senate Meeting Date for Consideration: 5/6/2025

Title: Faculty Senate 2024-2025 End of Year Report

I. Shared Governance & Leadership Engagement

During the 2024–2025 academic year, the Faculty Senate actively participated in shared governance at the university. The President and Vice-President of the Faculty Senate met with the University President and a member of their staff at least twelve times over the past year. Additionally, the Senate held two special sessions with University Leadership in August 2024 and January 2025.

The Faculty Senate President met with the Provost more than twenty times during the year—**nearly double** the frequency of prior years. Throughout the academic year, the Administration engaged the Senate, often through the Senate President, to appoint faculty to university-wide committees.

In addition to its regular functions—approving minutes and conducting elections—the Senate approved **sixteen** Actions, submitting recommendations to the Provost and/or University President to support institutional effectiveness and faculty priorities.

II. Broader Administrative Engagement

The Faculty Senate also engaged with other areas of University Leadership, including Enrollment Management, the Graduate School, the Chief Financial Officer (on matters of the University Budget), and the Chief Information Officer (on the Microsoft Teams migration and other technology-related concerns). The Senate also collaborated with the University Foundation on initiatives to support faculty.

We thank the Administration for its ongoing engagement with faculty on issues central to our shared mission.

III. Senate Actions and Living Document

A living document tracking all Senate Actions can be found here:

 **Faculty Senate Actions Tracker (Google Sheet)**

A PDF of all formalized Actions as of May 5, 2025, is included at the end of this report.

IV. Summary of Actions (2024–2025)

- **Summer Committee Report 2025** – *Approved* (September 2025)
 - **Exploring the 360 Evaluation Processes** (*Appendix A*) – *Approved* (October 2025)
 - **Faculty Appreciation Dinner Support** – *Approved* (September 2025)
 - **Request to Make Spring 2024 Student Evaluations Optional in Faculty Portfolios** (*Appendix B*) – *Approved* (November 2025)
 - **Importance of Librarians and Libraries** (*Appendix C*) – *Approved* (December 2025)
 - **Academic Building Maintenance and Safety** (*Appendix D*) – *Approved* (February 2025)
 - **Clarification to 3rd Paragraph of CSU Graduates Hiring Policy** (*Appendix E*) – *Approved* (February 2025)
 - **Rethinking the Faculty Grand Marshal Role** (*Appendix F*) – *Approved* (February 2025)
 - **Support for Students Enrolled in Evening Classes** (*Appendix G*) – *Approved* (February 2025)
 - **Chair Elections – Shared Governance** (*Appendix H*) – *Approved* (February 2025)
 - **Inclusion of OER Workshops at Faculty Institute Day** (*Appendix I*) – *Approved* (March 2025)
 - **Academic Amnesty** (*Appendix J*) – *Approved* (March 2025)
 - **Faculty Research Survey** (*Appendix K*) – *Approved* (March 2025)
 - **Research Committee Name Change** – *Approved* (April 2025)
 - **Ad Hoc Committee – Investigate 360 Evaluations at CSU** – *Approved* (April 2025)
 - **Grants Proposing Gen Ed Requirements** – *Pending* (May 2025)
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V. Senate Participation and Debate

This year, 13 of the 28 Senators (46%) sponsored or co-sponsored Actions—an increase from 28% the previous academic year. Several Actions prompted substantial debate, especially those concerning shared governance, including:

- Student Evaluations
 - Hiring of CSU Graduates
 - Chair Selection Policy
 - Academic Amnesty
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VI. Highlights from Committee and Independent Initiatives

Before sharing highlights of the year, I call your attention to the first sentence of our Constitution and Bylaws:

“Article I: All matters affecting the academic functions of the University and the general welfare of the University are necessary concerns of the Senate.”

This year, I believe we strengthened our impact on the academic functions of the university, and this report offers evidence of that progress.

Among the Senate’s significant contributions were Actions to:

- Examine 360 Evaluations
- Provide support for students through Academic Amnesty
- Improve experiences for evening class students
- Recommend policy creation for Department Chair selection

I want to acknowledge the crucial work of each subcommittee. I encourage you to thank the Chairs of the subcommittees you serve on or engage with—their leadership has been essential to our progress.

VII. Acknowledgments

I extend deep thanks to **Provost Feist-Price** for her leadership and commitment to shared governance. Her efforts have significantly increased faculty participation. I have appreciated working alongside her and find her leadership to be innovative, thoughtful, and strong.

I also thank **Dr. Mohammed Islam**, our Senate Parliamentarian. His guidance has supported my leadership with dignity and respect for our proceedings.

Finally, I thank *each of you* for your conscientious participation. I see myself as a conduit for your actions—facilitating and advocating for the matters you debate and pass. Your increased participation has made the role of President more meaningful and effective.

When you engage fully—bringing motions, asking questions, and shaping our discussions—I am confident in carrying your voices forward to the Administration.

Your input is vital—to the faculty, to our students, to the university at large, and, dare I say, to the **State of Illinois**.

Below, you’ll find links to: **PDF of Action Item List**

Respectfully submitted,
William Jason Raynovich
Faculty Senate President
May 6, 2025

Appendix A

Senate Committee: N/A

Senate Meeting Date for Consideration: 10/1/2024

Title: Exploring the 360 Evaluation Processes

Chair/Sponsor: Sarah Austin

Co-Sponsor: Jubilee Dickson

Proposed Action

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. 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, or once every three years?

Appendix B

Senate Committee: N/A

Senate Meeting Date for Consideration: 11/12/2024

Title: Make Spring 2024 Student Evaluations Optional in Faculty Portfolios

Chair/Sponsor: Jubilee Dickson

Co-Sponsor: Gabriel Gomez

Proposed Action

Context/Rationale:

The Spring 2024 student evaluation process was, in general, a catastrophe. The first roll out of evaluations did not include all classes or all students. When students logged in to the system, many were only able to evaluate one or a few classes, or in some cases, they had no classes available for evaluation. Moreover, some class sections were unavailable for all enrolled students. To address this issue, the class evaluations were sent out again later. However, this only created more problems.

The second roll out of student evaluations was sent after finals, which went against the agreement that the Administration had previously made with the Faculty Senate. (As a reminder, this issue was first approved by the Senate at the February 2023 meeting, and agreed upon by the Administration, as reported by Provost Roundtree, at the May 2023 meeting). More alarming, the second roll out included classes that students did not take, had dropped before census date, and even classes that had been canceled before the semester began. Faculty have noticed and reported that they had more evaluations than the number of students enrolled in the class, and they had evaluations for classes they did not teach. Furthermore, students reported that they actually completed evaluations for classes they did not even take. (They simply completed all the evaluations available because they were trying to make the reminder emails stop.)

All of this indicates that there were very serious problems with the student evaluations in Spring 2024, to the point that the validity and relevance of the ratings should be questioned.

Exact Language of the Proposed Action:

The Faculty Senate recommends that faculty have the option to not include the AY 2023-2024 student evaluations in their faculty portfolios. For those faculty who would choose to include AY

2023-2024 evaluation, we request that any missing student evaluations from that semester be considered null and are not considered in portfolio evaluations.

Appendix C

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

Proposed Action

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 D

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 E

Senate Meeting Date for Consideration: 2/5/2025

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 suffer 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 assignments², 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^{3,4}.

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 knowledge⁵

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 industries⁶

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 success⁷.

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 responsibility¹⁰
- 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.

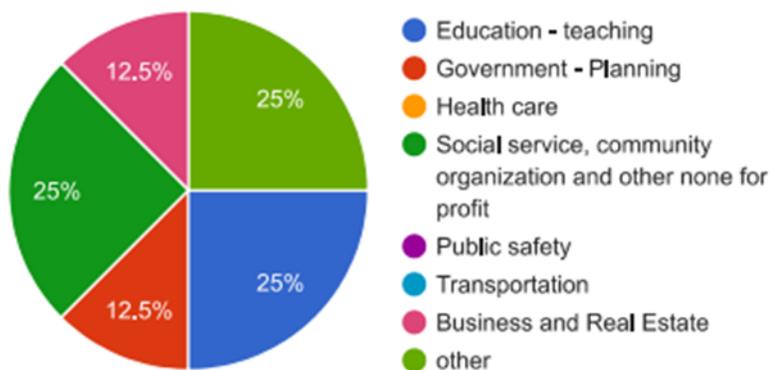


Figure 1: CSU Geography Alumni Survey Result

- 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

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 Mater'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 F

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 G

Senate Committee: Executive Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Sarah Buck

Co-Sponsor: Amzie Moore

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

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.

Appendix H

Senate Committee: Shared Governance Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Yashika Watkins

Co-Sponsor: None

Proposed Action

Context/Rationale

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.

Exact Language of the Proposed Action

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 I

Title: Inclusion of OER Workshops at Faculty Institute Day

Senate Committee: Academic Affairs Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Sarah Buck

Co-Sponsor: Olanipekun Laosebikan

Proposed Action

Context/Rationale

The purpose is to provide faculty with information on what Open Education Resources are and how to obtain and use them in their classes.

Exact Language of the Proposed Action

The Academic Affairs Committee recommends to include hands-on Open Education Resource workshops at the Faculty Institute Day to provide information to faculty on how to obtain resources for their classes.

Appendix J

Title: Academic Amnesty

Senate Committee: Academic Affairs Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Sarah Buck

Co-Sponsor: ????

Proposed Action

Context/Rationale

This proposal relates to what happens to D/F grades after student has been away from CSU for a period of time and wishes to be readmitted. CSU currently counts these grades in the GPA, resulting in the requirement of having to retake courses, even if not a part of their major. Most other schools have the GPA start fresh upon readmission.

Exact Language of the Proposed Action

The Academic Affairs Committee moves to recommend the Faculty Senate approves a one-time academic amnesty policy for students to return two years subsequent to dismissal, at which time the GPA will be calculated from the point of readmission forward. Courses earning a D/F grade that are in the student's major must be retaken.

Appendix K

Title: Faculty Research Survey

Senate Committee: Research Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Olanipekun Laosebikan

Co-Sponsor: ?????

Proposed Action

Context/Rationale

In 2021, the Faculty Senate facilitated a survey of faculty research to gather data on faculty satisfaction with research resources, to track trends in research interests, and determine how faculty generally perceive the campus research environment. The survey produced revealing results which were shared with the administration. However, the survey was a stand-alone and has not been facilitated in the years since. We are calling for the creation of an ad-hoc committee to develop and disseminate a new faculty survey.

Exact Language of the Proposed Action

Research Committee recommends the Faculty Senate create an ad hoc Committee to develop, disseminate, and produce a report with a new faculty survey regarding research as a follow up to the 2021 survey. The Committee's work shall conclude November 30, 2025 for approval at the December 2025 Senate session. The Senate shall attempt with all effort to make sure that each College and Library and Instruction Services are represented on the Committee.

