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Senate Meeting, November 3, 2021

Academic Senate, Illinois State University

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Academic Senate Meeting Minutes
Wednesday, November 3, 2021
Approved

Call to Order

Academic Senate chairperson Martha Callison Horst called the meeting to order.

Roll Call

Academic Senate secretary Dimitrios Nikolaou called the roll and declared a quorum.

Public Comment: All speakers must sign in with the Senate Secretary prior to the start of the meeting.

Senator Horst: As per our bylaws, the Academic Senate of Illinois State University welcomes constructive communications from the members of the University community and citizens of Illinois. Students, faculty, and staff are encouraged to provide information relevant to the academic mission of the University.

The Academic Senate allows up to ten minutes in total for public comment and questions during a public meeting. An individual speaker will be permitted two minutes for their presentation. When a large number of persons wishes to speak on a single item, it is recommended they choose one or more persons to speak for them. The Senate accepts copies of the speaker's presentation, questions, and other relevant written or visual materials. When appropriate, the Senate may provide a response to a speaker's questions within a reasonable amount of time following the speaker's presentation. Further comments, according to our bylaws, will be carried over to the next Senate meeting. People may also submit written comments tonight. Just a reminder to our public commenters to please keep their presentations to two minutes. If needed, Senator Nikolaou will provide a 30 second warning before your time has expired. Our first speaker is Brea Banks.

Ms. Banks: I am here to share my experience as the Programming Sub-Committee Chair of the Culturally Responsive Campus Community, or CRCC, conference.

I worked with 2 of my colleagues on this sub-committee, Dr. Debbie Sheldon and Dr. Maura Toro-Morn, in consultation with the CRCC co-chairs, Dr. Erin Quast and Angell Howard, to develop a conference program surrounding student activism that we were very excited to share with campus this fall. We worked a great deal last summer and this fall semester to develop the program and recruit speakers. Our committees' decision to cancel the first week in October was a hard one, given the amount of work we put in, but it was inevitable given the lack of timely support from our institution.

I am an untenured assistant professor. I did not have extra time to commit. I decided to do so because I find this work imperative for our campus community, and I looked forward to working with colleagues I knew that I would learn from.

I decided to make public comments today for 2 reasons. First, our committee submitted a letter to President Kinzy, Provost Tarhule, Vice President Johnson, and Dr. Houston on Friday October 8th, which included a request for a meeting to discuss our experiences and decision to cancel. Three weeks passed before we were contacted to setup a meeting. We have yet to receive any written response regarding the content of the letter and the cancellation of the conference.

Second, during Senate 2 weeks ago, President Kinzy responded to a question about the cancellation of the conference that I do not feel accurately reflects our reason for cancellation. It is difficult to comprehend that President Kinzy would offer comments before responding to our letter and that her comments did not include key details surrounding our unfortunate decision to cancel. CRCC has played an integral role in moving our campus forward since its inception in 2016. It is unfortunate that our University's leadership did not value the work of the committee and the purpose of the conference enough to support its continuation this year. Thank you.

Senator Horst: Thank you. Please send your written comments to acseante@ilstu.edu and I will forward your comments to the President since she's not in attendance tonight.

RERIP discussion (Associate Vice President for Academic Fiscal Management Dan Elkins)

10.21.21.10 RERIP metrics FY 22_draft 10-21-21

*Presentation in Appendix I

Senator Horst: Next we have a presentation on RERIP given by the Associate Vice President for Academic Fiscal Management Dan Elkins. This was reviewed last year by the AABC and separately by the Planning and Finance Committee. All the supplemental material for this was provided to every Senator on the TEAMS site, and you were all asked at the beginning of the year to review this material. With that I'll turn it over to Associate Vice President Dan Elkins.

AVP Elkins: Good evening. I appreciate the opportunity to talk to you about the Recruitment, Enrollment, Retention Incentive Program. I'm Dan Elkins. I'm in my third year as Associate Vice President for Academic Fiscal Management in the Office of the Provost, a professor in the College of Kinesiology and Recreation, and a proud former Academic Senator.

Tonight presentation, I plan on giving you a little bit of a background and some rationale, talk a little bit about the principles of this program, get into the metrics (which you

received in your Senate packet), and talk a little bit about the future plans and how this has evolved over time.

It's important to note that this is a program. This funding is provided by the Vice President of Finance and Planning. These are designed to be enhancement funds. We have operated for many years at this institution with an incremental budget model, which I can best describe as a budget model that provides no increment. It's remained flat for many, many years -- as many years as I can recall. In fact, it's decreased with multiple budget reductions. So, a department that has grown receives no additional funding in their permanent operating budgets and, alternatively, a department that has shrunk continues to receive the flat rate of funding they've received in previous years.

I'm going to share briefly some data that you've seen in many presentations; many of you have seen this data for many years. It tells a story that is not positive. But we certainly have seen a funding decrease of \$15 million from the State of Illinois from 2010, and \$22 million decrease since 2002. This is a chart I think you are familiar with since it's been presented by Vice President Stephens twice this year at Senate meetings. For no reason, we receive less state support per student than any other state institution, almost by half. What that really tells us is that we rely heavily on tuition at this institution. Our state appropriation is actually down to 14% from 14.4% last year. So, we continue to get less and less state support, which is what makes funding challenging at this institution.

RERIP is a temporary measure to provide relief to departments that have grown rapidly over time. Some departments over the last ten years have grown tremendously. Some have stayed flat. So, there are some departments that have the demand, the space, the capacity to increase their enrollment, but they're reluctant to do so because they don't have additional funding to support the students or the faculty. In many cases, programs that have grown rapidly have received additional tenure track lines, and those operating funds have to be spread even further. So, we're bringing in faculty with no additional resources. It is a program that is trying to address growth where there's opportunity. Growth's not possible in all areas. It's not expected to grow in all areas. There may be a lack of demand. There may be space limitations. There may be lab space limitations. There may be accreditation limitations. So, this is really geared towards programs who have the capacity to grow but are reluctant to do so because of a lack of resources. I speak from experience. In the School of Kinesiology and Recreation, our school created a new sequence and I had to get an MOU to get additional seats in classes in Biology, Physics, and Chemistry. Those department chairs are always reluctant to do that because they don't know where the resources are coming from. How are we going to fund these additional sections?

So, just a little bit of history here. I sit as an ad hoc member on the Planning and Finance Committee, and in 2019 we had many guests come and visit. The theme that particular year was access to majors. We had chairs and directors, advisors, and a lot of student input. We were turning students away because we were using enrollment management practices, not giving student access to majors because of the lack of resources. Many of the chairs and directors at that meeting expressed that concern. When the concerns were raised last year, I did actually provide a presentation to the Planning and Finance Committee. We had a

really good conversation last March. Again, we shared those details. I didn't get a lot of negative feedback from the Planning and Finance Committee.

The bottom line is there are academic programs that have the capacity to grow enrollment, whether it's freshman, first time in college or transfer students -- if there's additional resources. That's the history behind this program.

I want to show you a couple of examples of what is very common at our institution. You can see that the Department of Psychology, in this case, has grown from less than 600 students to over 800 students. What you see, in terms of their operating funds, is they've remained flat and in FY17 when there was a budget reduction, were decreased. So, despite enrollment growth, their operating fund remained flat, which makes it very challenging for those departments to support students and faculty when they don't have operating funds to grow. Educational Administration and Foundations is a similar situation with a graduate program. They've grown rapidly over the years. Same type of situation. So, there's lots of examples of this. There's also the opposite example, of programs that are down hundreds of students who still have a flat operating budget from 10 year ago.

Essentially, RERIP was developed for a temporary enhancement to support these programs that are struggling. These programs that will take students if there are resources to follow. We have permanent budget adjustment discussions that we have to have, and we are having those discussions, but that's a complicated and difficult process. It's a discussion we will have, a plan we will take, but until then we have to provide some relief to those departments, and that's what this program does. No school or department operating budgets are impacted at all from this. These are purely enhancement funds. No permanent budgets are touched.

This is a program that's not just about headcount. It's about a lot of other factors. I mentioned the service courses earlier. General education, service courses, credit hours produced by serving other majors is an important element. This includes a lot of programs that serve majors that can't grow or don't have an interest in growing. I gave the example of Chemistry, Biology, and Physics; they previously received no credit for serving the majors in Kinesiology and Recreation in a new sequence, but now they do.

This is a flexible program. 15 out of 36 departments would benefit if it was based solely on headcount. Because it includes things other than enrollment growth, credit hour, graduation rates, retention rates, accepting new transfer students, headcount maintenance—so if a program has not grown recently but grew a lot years ago, it benefits that program. So, 33 out of 36 schools benefited. That means an additional 8 school and departments benefited simply by looking at credit hours and variables of that nature.

The metrics that you see in your handout and the metrics that have always been part of this program deal with two items where we're looking backwards. We look at enrollment and productivity in the previous current year compared to the previous three-year average. Then there's an element of planning. If you want to improve your enrollment and you're developing a marketing plan and you're investing, and you need resources, these are things

that we're trying to support. It's giving us an opportunity to learn about what colleges are doing, schools and departments are doing, and it provides us an opportunity to support those things.

These are the original metrics when the program started. The first two items have not changed because they both impact revenue to this institution. Headcount and credit hours, retention, progress towards degree, access to majors, those all have a direct impact on revenue. The student success efforts, the examples that you see in the updated document are things departments have done to address their retention or enrollment issues. These are department-initiated activities that departments have done.

So, this is what we did when we heard concerns and we talked to the Senate leadership. The first two items are the same, but we decided to provide an option for programs that are engaged in efforts and need support. They see that they have retention rates that are not where they want to be, they want to improve, and they want to help; they can apply for an element of funding to support those initiatives. So, it's not just about headcount, but it's important. And it's not just about productivity, but everybody has an opportunity to receive additional funds. Every department on this campus is in need of additional operating funds.

In the future, as I mentioned earlier, we have to readjust permanent budgets; but that will take a long time. That will take a lot of conversation, a lot of input, and a lot of planning. So, in the meantime this is a program providing that temporary relief. That's why this program was well received by fiscal agents by departments. So, at this time I think I'll turn it over to Dr. Tarhule who wanted to make some additional comments and then we'll be glad to answer questions.

Provost Tarhule: Thank you, Dan. I will make three comments as quickly, if I can. First of all, I'd like to publicly thank and acknowledge the collaboration and assistance of my colleague, Vice President Dan Stephens, for being very collaborative and thoughtful in helping with this project. This is not money that comes from the Provost's office. This is money that comes from Dan Stephens. He understands that, as Dan Elkins says, we depend a lot on tuition; if we are unable to continue to maintain our tuition, then it affects all of us. I appreciate Dan very much for understanding that and being willing to work with us.

Again, as Dan Elkins has said, every department on campus is short of funds. We just don't have enough operating money for departments. But the situation is worse for those departments that have to serve more and more students. So, in the absence of a mechanism that allows us to support those departments that are taking in more students, this program allows us to... it's a budgetary measure to provide some relief to those departments so they can continue to serve those students.

I'm also very grateful to the Academic Senate leadership, both past and current, for probing and wanting to learn more about this program.

As Dan Elkins explained, there are three components to it. When it was rolled out last year, there was some concern in some quarters that maybe the third part of that may be

infringing on academic issues, which really is the domain of the Senate. So, in further consultations and discussions with the Academic Senate leadership, we have modified that part to make sure that it does not infringe on any decisions related to academic matters. So, we are going to convert that to a grant program. That means rather than saying here is money for doing those things, if a department on its own has an opportunity or an interest in initiating some of those programs, or find it beneficial to initiate, those programs will want to be able to support them with the resources necessary for them to be successful. So, basically that's the basis of this program and what we're trying to accomplish.

Long term what we need to do is to find more money, or maybe find a readjustment in the permanent budget that departments get. As Dan Elkins has said, that's a huge undertaking, that's not something... first of all, it's not in the control of the Provost office. That's a University initiative that will take several years of efforts and consultation. So, in the meantime, rather than leaving the departments stranded, we would like to continue to provide them help in using this temporary measure. So, I thank you all for listening and if there is time, we'll be happy to answer any questions.

Senator Blum: In the past when this has come before the Senate, there's been a lot of concern about numbers like DFW rates and things like that, in terms of being specific criteria. So, I'm not really sure, but I just want you to respond to that. And off of Provost Tarhule's remarks, there's a lot of concern about how we address those kinds of problems, dealing with them in a more academic domain, rather than a budgetary domain. I'll just let you respond to that.

Dr. Hurd: That's where the grant portion will come in. If your department had a course that you wanted to address DFW rates in with course redesign or something like that, then you would apply for that grant to fund that work. Does that make sense?

Senator Blum: Kind of. I'm not completely sure how the grant helps the concern, if those are still criteria or not. I don't quite understand how the programs work.

Provost Tarhule: Those types of issues that we identified, and I don't want to speak for the Senate leadership, but there was lots of feedback that we got from faculty and from Senate leadership, so those types of issues that we thought we saw were concerning to people about exactly that issue, we've taken that out of the metrics. So, the RERIP metrics will no longer include those. However, with a specific type of example that you've given, if there is a course that has a high DFW rate, maybe the department wants to engage in some tutoring. Maybe the department wants to engage in some course design. Whatever it is the department wants to do, that's the department deciding how they want to address those issues. If there is a need for additional money, they can apply to us. So, this is no longer part of the RERIP; this is a different part of the program or a different resource that they can apply to for money to deal with that. So, we took that out; but, we recognize that departments may have a need to want to do that, so we created a separate initiative -- the grant project to assist with those type of issues.

Senator Stewart: I have a procedural question about the history. Why or how was it deemed acceptable to turn ERIP into RERIP without really even seeking advice from the Senate, at least that's my understanding.

Senator Horst: And if you could give background on ERIP, please.

AVP Elkins: I wasn't in the office at the time of ERIP, I was a school director at the time of ERIP. ERIP was purely a head count formula. So, if you grew your enrollment, there was a formula that brought additional resources to your department; and my department benefited from that by growing. I don't know if that came to the Senate. I was a school director at the time. With RERIP, I viewed it not necessarily as a policy matter but as a budgetary matter. In retrospect, I suppose I was brand new in this position and was trying to get money to departments, that was my objective. If I missed a step, I guess I didn't understand the procedural piece of that. As a former senator, it's not the type of thing that we ever weighted in on, in my experience.

Provost Tarhule: Let me add one more dimension, Senator Stewart, to Dan Elkins response. As I understand it, we had a program back in 2015 called ERIP. I think with the budgets shut down, that program was suspended. So, we didn't have it for a number of years, it wasn't awarded. When the Vice President for Finance made some money available to us, the decision was made to reactivate the program, and like with anything else, after a number of years some modifications were made to the program, including a change of name. So, it was a reactivation of a program that had gone dormant for financial reasons, and some of the changes that you see. The natural outcome is we've learned some things since then, so we took advantage of the opportunity to reactivate that program to make some of the changes that were then included.

Senator Nahm: Will the funding that's distributed through the RERIP matrix and the funding that comes from the grant, will they come from the same funding pool or will there be separate pools for those two programs?

AVP Elkins: It's the same funding pool. About \$700,000 was made available last year. We're down in enrollment each year; the plan is to reprioritize. We're down to 20,200 students now, so the headcount piece is perhaps not going to be weighed as much so that we can spread as much funding as possible for the production piece and for the grant piece. But the plan would be to have, and I think the breakdown was about \$150,000 was for headcount \$350,000 was for the productivity piece (the credit hours), and then that leaves about \$150,000 for the grant piece.

Senator Samuel: In your presentation, it said that this was a temporary program. Is there a timeline when the program will end?

AVP Elkins: Well, we're viewing it as temporary because we do want to go through a process of adjusting budgets permanently. Non-tenure track funding is not sufficient. GA funding is not sufficient. There are a lot of problems to solve, so it's going to take time. I'd love to solve those problems in a couple of years, but it's temporary until we are able to

readjust budgets in a way that the funding in the departments is more reflective of their current needs versus what those needs were 15 years ago.

Provost Tarhule: Let me add one additional part. I'm trying to keep my good friend Vice President Stephens in a good boot. The other thing that can really derail us is this; anytime he doesn't give us this money, then we can't do the program. It's like I said, it's not a budget in the Provost office, it's money that he gives us on a temporary basis every year. So, if next year he were to say the budget doesn't allow us to send you this money, we won't be able to do it. So, it's temporary based on what Dan Elkins said is correct, but the other thing that we have to measure is the Vice President of Finance's ability to continue to give us this money.

Senator Midha: Is there clear criteria for the grant? Like for the first two points it's very objective. But the grant, I don't see any description on that. So, how is that going to be evaluated and who is going to evaluate those things?

AVP Elkins: That would be the next step. This program's been on hold; it hasn't been implemented in FY22. We're here having a discussion, and I think that's an area that would have to be developed. I know that when we met with Senator Horst and Senator Nikolaou, we talked about a committee being involved in that, so I would envision something of that nature. Depending on the timing, I would like to consider the grant program to be implemented this year, but we are into the fiscal year. Giving somebody funding in the spring doesn't necessarily give them a lot of time to plan and spend. So, we may have our grant aspect of it be funding that we would consider for next year. So, we would preapprove it this year, and offer them the funding next year. So, that will give us a little time to develop that plan.

Senator Midha: The \$550,000 in grants that you mentioned, would that be used for the other two this year, or that will be pushed back to the next year?

AVP Elkins: I would envision if we have \$700,000 every year, hypothetically speaking, let's assume we have that. If we only allocate \$500,000 this year, we approve \$200,000 worth of grants that are FY23 expenses, then we roll that money to next fiscal year and then we combine it with the \$700,000 next year. It wouldn't be ideal, if this program continues, but given where we are in the fiscal year, given that this is in development, and we are in November, that might be something we do for this year only. Then we plan appropriately and allocate appropriately.

Senator Avogo: This is not a question, it's just a concern about the competition that this program creates amongst departments. Because you have three departments that were awarded these funds. They might feel like they're failing. So, going forward, if this is going to be a permanent part of funding criteria for departments, we would need to be able to create a situation where the competition is a little bit decreased or reduced. It's just that feeling in your department that wants but are not awarded any funds, there is something that you are doing wrong. But if you look at the criteria, there are so many things that are out of your control. You just cannot grow. There are so many reasons you cannot grow.

AVP Elkins: You point is well taken. But I think looking at the data for the three departments that did not receive funding, first of all they're not competing against other people, they're competing against their three-year average from the previous year. So, it's not a retention target that we're setting for the University. The Department of Chemistry has a 65% retention rate; they are getting compared to their rate from the previous year, not the University average. The departments that did not receive funding in the fiscal year were down significantly in students. We're talking 40% down in students. If you think about the way we have the metrics, there's an instructional video that I've put together that explains the metrics, the statistics, and the data. If the department achieves 95% of their previous three-year average, which represents a 5% decrease, they can receive funding. So, we're simply asking people to maintain their numbers, to maintain their enrollment, even allowing for a drop of 5% because, yes, sometimes things are out of your control. You don't have to gain; you have to maintain. You maintain your students, the enrollment, the retention, that's what we're trying to incentivize here.

Provost Tarhule: I think it's more than incentivizing here. Theoretically, you could say, we have a limited amount of money, right. Say we have \$10. There's one department that has grown by, and remember it's not just growth, it's credit hour production, all those various metrics that Dan Elkins mentioned. But let's just use growth as an example, if one department has grown by 40% another department has shrunk by 40% and we have \$10 to help a department with resources that needs resources. Remember the department that has shrunk still has its budget. Because we have an incremental budget, your total budget, you received it without any impact. But we have this supplemental \$10 to help departments with budget issues. Do you help the department that now has more students, needs more resources and more faculty, or do you give it to the department that has lost 40% of its students, which means on a capital basis its budget per student is now higher?

One way you can look at the issue we are trying to face is this. We talk all the time about the capital budget allocation at ISU and how it is so much smaller than everyone else. Now, there's lots of reasons why that is, but one of the contributing factors is that we have maintained our enrollment. The other universities lost enrollment. So, if we all started out with \$100 and 100 students (so \$1 per student FTE) and one university has lost 50% of its students, well, guess what, its FTE per student is now \$2 per student. If the other universities haven't lost any, you're still at 1:1, that's what is happening to us at a university level. The same thing is happening at the department level because we haven't changed our budget in a very long time. Those departments that have a lot more students now have less money per student, compared to those that are losing. So, the same kind of issue we're trying to fight in Springfield to get more money, is happening at the department level, and RERIP is a measure to help us readjust or accommodate and address the needs of those departments that have been so badly affected. So, it's not just we're trying to incentivize, we have some re-budget issues that this can help us alleviate on a temporary basis.

Senator Horst: I just want to make a comment that the original criticism by Professor Crothers was that this has a strong academic component, and based on that, it should have come to the Academic Senate via consultation or presentation or something. So, I

appreciate you coming tonight, and in the spirit of keeping the Senate in the loop, could you give us an update or report in a year?

AVP Elkins: Absolutely.

Chairperson's Remarks

Senator Horst: Good evening, everyone. Thank you to Associate Vice President Dan Elkins for his presentation on RERIP this evening. Although the faculty and students are not the expert voices in budget matters, I do appreciate his willingness to keep the Academic Senate informed and consulted, especially with RERIP, as it includes a strong academic component. I hope that the administration will continue to keep us informed about the committee work that you mentioned, how this program is functioning, and update us on the RERIP program in the future.

I want to call your attention to two items that are on the "Consent Agenda" and that are printed on this agenda and posted on the Senate website. Both the internal committees and the Executive Committee recommended these for Consent Agenda review. They will remain on the Consent Agenda until December 6th unless a senator requests that they be removed. If you have questions about this procedure, please contact acsenate@ilstu.edu. I will be discussing this process with the Executive Committee at our next meeting.

I met with other Senate chairs from across the state on October 22nd and learned a lot about how other academic senates are handling items such as the OMA during COVID. A lot of other faculty chairs remarked on the lack of support they received from their university. I am grateful that Illinois State University supports our Academic Senate not only with physical office space in Hovey but also with our wonderful Office Administrator Cera Hazelrigg.

I want to make the Senate aware of two disturbing events happening nationally at other state institutions. In Georgia, the Board of Regents has given its universities the power to fire tenured professors with little to no faculty input. This applies to the entire Georgia university system. If a professor receives two failing annual reviews and fails to complete an improvement plan, they may be terminated, with no peer review process with other faculty. Having fellow faculty review dismissal cases is extremely important, and I was appreciative that the Faculty Affairs Committee made quick edits to the Academic Integrity policy last time to ensure that a faculty panel would be involved in any potential dismissal process guided by policy 1.8.

In Florida, administrators are denying three professors' requests to serve as paid experts in a voting-rights lawsuit. The University of Florida denied all three professors' permission to testify, saying it was a "conflict of interest" because "litigation against the state is averse to University of Florida's interests." In response to this decision, the professors' lawyer said that it was a violation of the first amendment rights of these three faculty, and that "it's unprecedented in American history for a public institution to attempt a ban like this ... It's chilling the (exercise of free thought) and speech."

Just this morning, I heard on NPR about a University of Florida pediatrician who was supposed to testify pro-bono regarding masks and was barred from doing so. He went ahead and testified due to the Hippocratic Oath. The accrediting authority for the University of Florida is asking them to explain these situations; it is disturbing to hear about a state trying to bar professors from sharing knowledge.

So, as we exercise our power to shape and edit our ASPT processes this evening, and as we review a budget program intended to help departments meet their actual budget needs, and as we vote on the Academic Integrity policy which contains an edit to include a peer evaluation panel of a potential dismissal charge against a faculty, and as we eat the cookies that Cera ordered for us with the financial support of the Provost, I think we should recognize that, despite our occasional disagreements with the administration, shared governance is strong at Illinois State University.

Student Body President's Remarks

Senator Villalobos: I, too, echo your comments on the importance of shared governance at our institution. I'm sure we are all thankful for that.

Just a few updates from Student Government Association. I'm very pleased to report that the annual SGA sponsored College Democrats versus College Republicans debate was a success. We had a large audience in attendance in the Brown Ballroom as well as viewers that tuned in to the livestream. My thanks go out to the participants, many of whom are actually in this room as we speak, as well as the Civic Engagement Committee, that was headed by Senator Biancalana, for their hard work in making that event possible. Thank you very much.

We were pleased at our last meeting to welcome Dr. Doris Houston as our Caucus speaker to better understand her role as interim Assistant to the President for Diversity and Inclusion. Within that meeting a resolution was unanimously passed that authorizes an SGA Hot Cocoa on the Quad event. This will essentially be a winter form of our Quad Office Hours. Maybe we will see the Provost there again for the Hot Cocoa; you are welcome to come for that.

Part of our last SGA meeting also consisted of a brainstorming session in which we discussed various ways that we can improve as an association and how we can best assist our constituents. Along with that, I am, in conjunction with the other student body executive officers, exploring the possibility of establishing commissions that will be focused on specific student issues to find the best way that we, as an association, can assist the student body. I hope to have updates on that soon. As always, I encourage students to contact their SGA representatives either by visiting them during their office hours or through email as we are here to serve you.

Lastly, a bit of good news. We are now finally close to filling the final two spots in our secretary cabinet. We now have multiple interested candidates and will be conducting interviews for the Secretary for Diversity Affairs and a Secretary of IT positions. We hope to have those filled by the next Senate meeting. Thank you.

Administrators' Remarks

- ***President Terri Goss Kinzy- excused***
- ***Provost Aondover Tarhule***

Provost Tarhule: I'll be praying for good weather for the Quad event to make sure that I attend. As I shared in my message previously, I'm very delighted (I'm sure you all are too) that we were able to reach an agreement with our graduate teaching assistants. We continue to work behind the scenes in the logistics in implementing that agreement, once the contract is officially signed. Although you haven't had any updates since we made that announcement, please be assured that we continue to work day and night on the details on how to implement it, and those details will be provided as soon as the signatures and the logistics are finalized.

The Dean of the College of Education, Jim Wolfinger, has accepted a position at St. Johns University in Queens, beginning in June. So, he'll continue to serve as Dean of the College of Education until the end of this academic year, and he'll start his new position at St. Johns in June. I'll be consulting with the leadership in the College of Education, hopefully very soon, on the next step for possibly naming an interim, or if opportunities exist, to see if we are able to fill that position permanently. But we wish Jim a successful career in New York, and we assure him that he is going to be missed; his service and contribution here is going to be deeply missed.

This week is First Generation Celebration Week where we honor the contribution and achievements of students, faculty, staff, and alumni who are the first in their families to enter higher education. Our students are part of this celebration; they have experienced a kickoff brunch, Tea@3 First-Generation Student Speed Networking, a Lunch and Learn with potential first generation students at Bloomington High School, and a dinner experience with Epiphany Farm owner Ken Myszka. And we're very grateful to Dr. Shatoy Black, who organized these events, and her team for pulling such a wonderful event together.

Immigrants Day and Art Installation was also heard on the Quad on November 1. I was delighted to be part of that event and be supportive of such a worthwhile event. And that concludes my remarks for this evening.

Vice President of Student Affairs Levester Johnson

Senator Johnson: Thank you, Provost Tarhule, for sharing that information about First-Gen week. That's a very important acknowledgment for the campus community. I encourage you all to go out and support the students and programs.

The Illinois State University Police Department's (ISUPD) mission is to serve, protect, and educate with pride and in partnership with the campus community. In that spirit, earlier this year, the University retained Margolis Healy and Associates to conduct a two-phased Campus Police Study and Departmental Review. This work was prompted by recommendations from student activists, "Anti-Black ISU (ABISU)," who expressed their

concerns regarding policing practices on campus specific to African American students. As a result of students' request, as well as the genuine desire to ensure the equitable and just treatment of all those whom ISUPD serves, this external review of ISUPD policies and practices was conducted in the spring of 2021.

This external review by Margolis Healy and Associates consisted of an assessment of the University Police Department's operations and approach in addition to a series of key stakeholder interviews with students, faculty, and staff. Additionally, community listening sessions were organized to gather feedback about current perceptions and needs regarding campus and community safety. While all students were invited to participate, special invitations were extended to student groups representing marginalized identities. The results of this rigorous and comprehensive review affirmed that the processes and operations of ISUPD are conducted in an appropriate manner, adhere to legal and industry best practices, and, in many cases, provide innovative solutions to campus safety issues. However, the report also acknowledges that there are opportunities for improvement.

Within the report there are 67 recommendations that cover a number of important areas, including transparency and accountability, staffing, training, policies, and partnerships. Work on these recommendations has already begun, and ISUPD looks forward to collaborating with the ISU Police Advisory Committee, the President's Diversity and Inclusion Advisory Council, students, and student organizations in order to accomplish these goals in the coming months.

Consistent with ISUPD's commitment to openness and transparency, the full and unabridged Margolis Healy University Police Department report was released via campus update on Tuesday and is available at the ISUPD webpage.

The campus community is encouraged to read the report thoroughly and share their thoughts through the following open forums: Monday, November 15 at 5 p.m. via Zoom, Wednesday, November 17 at 5 p.m. in Watterson Towers Rosa Parks Room, or additional insights or questions may also be directed to StudentAffairs@IllinoisState.edu.

We have two upcoming events at Watterson Dining Commons and Marketplace at Linkins: our Friendsgiving Dinner will take place on Wednesday, November 10 starting at 4:30 p.m., and we will be serving special treats starting at 11:00 a.m. on November 11 in honor of Veterans Day.

We also have two upcoming Career Fairs. Don't miss out on our Education and Student Teacher Career Fair on November 4th and the Health, Human, and Public Service Career Fair on November 11th.

I continue to be encouraged by student use of Career Services. We had 576 check-ins during the month of October. This included interview spaces, huddle rooms, and employers visiting campus for recruiting purposes. Keep it up!

Vice President of Finance and Planning Dan Stephens

Senator Stephens: I only have one item this evening to speak about that's related to a question that was posed earlier today by Senator Cline concerning our current response to House Bill 641, which is the availability of free access to menstrual hygiene products for our students. Since this legislation was passed back in August, several teams within the University have been working diligently to comply with this new law. We're also working on a way to identify and monitor student use so that the areas can be more effectively stocked that are heavily utilized. What has been accomplished in phase one of this effort is that baskets and products have been purchased and distributed to the first-floor restrooms, both women's, men's, and all gender, in academic buildings and administrative buildings with student related services like financial aid, career services, etc. The next step is to purchase and install permanent product dispensers in these restrooms, which should cut down on the waste and restocking issues. Our teams currently indicate that we have a sufficient supply of product in inventory; however, there is backlog of getting the permanent dispensers due to the high demand caused by this new legislation. Restocking restrooms should be occurring each time other bathroom products are checked and refilled. This may end up only occurring one time per day, depending on the specific cleaning schedule for those restrooms. However, if someone does notice an empty basket, they can contact the BSW team by phone at 438-5656 or by submitting a work request via the iservice desk, and someone can immediately come address the issue.

ISU is also working with other universities so that we're all working towards the same goal of providing this important benefit to our students. I hope this addresses the Senator's question. That concludes my remarks for the evening.

Senator Spranger: I just wanted to ask, the bridge between Tri and Cardinal, can you speak on that at all? Are there plans to redo that? I know it doesn't affect everybody on campus, but for the people in Cardinal, that's the route that a lot of people take to campus, and it's been closed the whole semester.

Senator Stephens: Based on the last update I had with our facilities team, they're currently working internal, and I believe also externally, with getting a contractor out there to rebuild that particular bridge. It is a rather complicated matter, and it is actually quite expensive to redo. But we know how important it is for that pathway. But I do believe teams are currently working on that as we speak.

Action Item:

Faculty Affairs Committee:

10.07.21.06 Policy 1.8 Integrity policy - Current Copy

10.22.21.01 Policy 1.8 Integrity policy - Mark Up

10.22.21.02 Policy 1.8 Integrity policy - Clean Copy

Senator Nikolaou: Since last time Senator Horst, Senator McLauchlan, Ms. Kathy Spence, and I met with Legal to make sure that the changes that we made are okay. There are three changes. One was before, if you remember, the policy was talking about sanctions; because it had a specific definition within the ASPT document, we changed it into disciplinary actions. So, Legal recommended to say "disciplinary actions and/or other appropriate

action” because it’s not always the case that we are going to have a disciplinary action. This is reflected in the document that you have.

The second one was on page 11 of the mark up when we talk about the composition of the investigation panel. We rearranged the sentences so that it makes more sense. Now it starts by saying that all investigation panels are going to have three members. Then it moves to say that if the respondent is going to be a tenured or tenure-track faculty, then all three members are also going to be tenured or tenure-track faculty. If it is any other respondent, non-tenure track or tenured, then it’s going to be the three categories that we had in the previous version of the policy.

Then under notifications on page 15, we added IRB as an example for where we are going to have the notification. These are the changes we made.

Motion by Senator Nikolaou, on behalf of the Faculty Affairs Committee, to approve the changes to policy 1.8 Integrity in Research, Scholarly, and Creative Activities. The motion was unanimously approved.

Information Items:

From Rules Committee:

01.21.21.11 COUNCIL ON GENERAL EDUCATION-current

10.13.21.01 COUNCIL ON GENERAL EDUCATION charge Mark Up

10.12.21.08 COUNCIL ON GENERAL EDUCATION Charge-CLEAN Copy

Senator Stewart: The changes to the Council on General Education Bylaws are relatively modest. We updated several names and titles throughout. There are some other small stylistic changes. One of the more consequential changes is we did discover that the mechanism proposed for selecting members for the CGE was vague; it kind of pointed to colleges but did not even explain how they were going to do it. So, Rules, after some discussion, decided to update that to bring it in line with the current practice of what many of the committees do, where it’s the Faculty Caucus that will nominate and then select the candidates. It also makes clearer that the jurisdiction of CGE is to evaluate specifically general education proposals. So, some of that language was added throughout. That’s a quick summary of most of the changes done by two separate Rules Committees.

Senator Nikolaou: When we talk about the ex-officio voting members, we might want to explicitly state that the associate dean is from CAS. Because even though it’s the current title, down the road another college might adopt a similar title; so we want to make sure it’s the CAS associate dean.

Senator Stewart: I take that as an entirely friendly amendment. I thought that the title was perhaps unique, but I think Senator Nikolaou makes a very good point.

Senator Horst: I just have two points. My first one is an observation that this is curriculum committee, but it doesn’t have a faculty majority, and it’s been that way for a while. Do you have any comment on why? We have nine faculty, four students, and five ex-officio with voting status. So, you have an idea why a curriculum committee was set up without a majority of faculty?

Senator Stewart: No. I don't know the particular history of that. It might partly be the thought that, while I certainly understand what you mean that ex-officios technically aren't faculty, but there's this other sense in which many of them do count as faculty or where faculty. So, that might help mitigate the problem. But I understand the point.

Senator Horst: A principle of share governance is that faculty, not administrators, will have a majority in a committee like this. That's just an observation. My other comment is I note that the University Curriculum Committee has language that says the faculty would be chair of such a committee, but this doesn't have language like that. Can you comment on why the committee decided to go that direction?

Senator Stewart: This issue did come up in the committee last year in Rules. Rules did consult with the Council on General Education last year about that. Interestingly enough, the Council on General Education, if I recall, voted unanimously to keep the language the way that it was. Rules then further debated the issue. I believe that the vote was 9 in favor of allowing this language one against (maybe it was 10-1 if forget the details of that). The reasons were primarily that the members of the Rules Committee wanted to defer to the Council on General Education itself because this seems like part of consistency with broadly shared governance. I think it's also (I'll speak for myself here, I can't speak for other remembers of Rules) an issue better brought up in the Senate floor than decided within the Rules committee itself.

Senator Horst: I'm bringing it up on the Senate floor. I would just point out that with shared governance, faculty would share and maintain control of a committee such as this where they're the experts. That's the principle of shared governance in this situation. Bu thank you for that update.

From Faculty Affairs Committee:

10.07.21.01 Policy 7.4.7 Filling Grant Positions - Current Copy

10.07.21.02 PROPOSE DELETION of Policy 7.4.7 Filling Grant Positions

Senator Nikolaou: This policy is back from 2015. At that point the then Faculty Affairs recommended to add on the list of types of employment. But then there was an email from Human Resources that we don't actually need this policy because the types of employment are explicitly listed on the Human Resources website. Also, we checked with Senator McLauchlan that deleting the policy will not create any problems with grant compliance; as he told us, sometimes they are different based on the Department of Health and Human Services. And since there were no conflicts, that's our recommendation to delete policy 7.4.7 Filing Grant Positions.

From Faculty Affairs Committee:

10.07.21.03 Policy 3.2.1 Academic Personnel - Current Copy

10.12.21.01 Policy 3.2.1 Academic Personnel - Mark Up

10.12.21.02 Policy 3.2.1 Academic Personnel - Clean Copy

Senator Nikolaou: Apart from some small typos, we proposed to remove the portion that talks about additional information; and the reason is that what is referred under additional information focused more on faculty, but this is a policy about Academic Personnel in general. So, for example, we have a specific policy for A/Ps, 3.4.3, for CS 3.6.9, for lab

schools 3.5.1. That's why it didn't make sense to only include something that refers to the ASPT policy. So, that's the main change that we have.

From Academic Affairs Committee:

10.21.21.02 Policy 2.1.14 Withdrawal Policy Current Copy

10.28.21.02 Policy 2.1.14 Withdrawal Policy Mark Up

10.28.21.01 Policy 2.1.14 Withdrawal policy Clean Copy

Senator Cline: This evening we bring an item for information policy 2.1.14 Withdrawal policy. The Academic Affairs Committee was asked to consider changes to the University's policy. The current Withdrawal policy contains two deadlines and an associated consideration. One relates to the deadline for the withdrawal from courses and one treats withdrawal from the University. The deadlines are currently different. The end of the 8th week for course withdrawals and the end of the 12th week for University withdrawal.

Registrar Jess Ray and Dr. Amy Hurd brought a proposal to the Senate's Executive Committee in August 2020 to address concerns with the Withdrawal policy in the short term as it related to the special circumstances of the 2020-2021 academic year, and desired structural changes to the policy for the long term. The short-term proposal was to suspend normal procedures during the semesters that begin under a gubernatorial state of emergency order and allow for the unification of the two deadlines to be the Friday of the 14th week of the semester. This proposal was approved and is currently in place.

Ray and Hurd's proposal for long term policy revision was to create a streamline Withdrawal policy for both course and University withdrawal, unifying the deadline, and clarifying the policy as necessary to support the change. ISU is currently the only Illinois public University to have disparate deadlines for course and university withdrawal. We are an outlier in having a course withdrawal deadline as early as the 8th week. The earliest deadline in other universities is set at 10 weeks. The members of the Academic Affairs Committee heard feedback and concerns from 17 different process partners across campus: from Financial Aid, to Housing, to Athletics. We decided to create one unified deadline for withdrawal at the end of the 12th week of the semester.

The committee has three concerns that became evident in their review of this policy that they would like to share with their senator colleagues. Although the Registrar's office has a subpage on its website dedicated to withdrawal procedures, the format of this page is not student friendly. Faculty report that students are uninformed about withdrawal procedures, and we suggest that an improvement in how these procedures are communicated to students is warranted. Checklists are especially helpful for students and might be a good format for the student facing information.

Two, faculty on the whole do not know about Withdrawal policies and procedures. Although the new proposal gives students four additional weeks to drop a course, faculty should be better informed about the practical considerations that students face concerning withdrawal that is providing meaningful feedback on coursework to assist students on making informed decisions. We suggest that perhaps greater emphasis on this matter might be introduced in new faculty orientation or incorporated in discussions about course design at the Center for Teaching and Learning.

Lastly, as many students, especially freshman and sophomores, drop courses early in the semester, we encourage greater development of second eight-week courses. When a student drops a course at six weeks, for instance, they are currently largely unable to add another course in their effort to stay on track for graduation. An expanded set of offerings, especially in introduction or in general education courses during the second half of the semester, would be helpful to improve time to graduation and student retention.

With that we submit the policy revisions for your comments and questions.

I would just say that the Registrar and Dr. Amy Hurd are here to help.

Senator Nikolaou: I had a question on the paragraph where it talks about the grade of F for the last sentence. Where it says, "... in unusual cases exception may be granted by the Office of the University Registrar." I'm assuming that this sentence is referring to the fact that we may have a late withdrawal beyond the 12th week, but because it's included in a paragraph that talks about how a grade of F is going to be assigned, it might give the impression that the office of the University Registrar might change a grade that an instructor has assigned. That's why I didn't know if maybe it needs to go into the next paragraph, because the next paragraph talks explicitly about delayed withdrawal and it doesn't conflict with when a grade of F is going to be assigned.

Mr. Ray: So, there are situations in which we have students who enroll, who actually never attend, and Fs are assigned. If we find out through evidence, we reach out to instructors and find out that those people actually never did attend, we will remove the grade and the WX in some of those cases. I think that's what that exception piece is really referring to, is those very unique situations in which the student was assigned the grade but really did not earn the grade. Does that make sense?

Senator Cline: Yes. Senator Nikolaou, would it be sufficient for you to add something in that sentence that says, "in consultation with the faculty member?"

Senator Nikolaou: Yeah. The part where you mentioned that it's after you consult with the faculty member, that would resolve it. And if we made the language adjustment, we should make it just before accommodation, the second paragraph above it, because it uses exactly the same sentence, under Withdrawal from the University.

Senator Cline: Okay.

Senator Nikolaou: And then another smaller one that I have, probably we want to keep when the policy was revised so that we can keep on track at the very end.

Senator Cline: Oh yes.

Senator Horst: Can you clarify again where the second place that you want to add?

Senator Nikolaou: The second paragraph before accommodation, because it uses the same language.

Senator Horst: I was wondering if you could clarify why, under the Withdrawal from the University there's this language, "if medical or other reasons make it impossible for the student to follow the usual procedures..." What led to the deletion of that paragraph? It's the fifth paragraph down in the markup. "If medical or other reasons make it impossible for the student to follow the usual procedures, the student must submit a signed letter requesting withdrawal that explains the situation..."

Senator Cline: Sure. The reason that we deleted that was because of this sort of ongoing hope to remove process out of policy, that was understood as a process and that certainly there's enough information in the policy that gives guidelines to students in unusual cases to contact the Registrar's office. That just seemed to verge a little too much into procedure and hamstringing that office, so we lifted that out.

Senator Host: So, if there was some reason why they couldn't, they would be contacting the Registrar office to begin with, and you didn't want to specify the procedure.

Senator Cline: Correct.

Senator Horst: I see.

Senator Cline: The starting point is always best to contact the Registrar's office. Yeah.

Senator Horst: Did you at all consider any kind of withdrawal date that would be later than the 12th week?

Senator Cline: Sure. The committee considered up to the 14th week. But it was decided that the 12th week was... there are some Universities that go as early as the 10th week. We didn't want to go any earlier than we are already set. So, we perceived this as pushing the withdrawal of courses date back by four weeks and unifying it. I think there is some concern about pushing it too far back, especially with housing and other issues when a student is asked to remove themselves from a dormitory, only to move back two weeks later. So, that actually causes more difficulty in certain aspects of the process. So, 12 weeks seemed like a fitting place to leave it at this time. Essentially not pulling it back to 10 weeks but giving four extra weeks for courses.

From Planning and Finance Committee:

10.21.21.04 Policy 3.1.29 Right of Access to Personnel Files Current Copy

10.21.21.05 Policy 3.1.29 Right of Access to Personnel Files MARKUP

10.21.21.06 Policy 3.1.29 Right of Access to Personnel Files CLEAN COPY

08.19.15.01 - URC recommendations 2015_ not accepted by PF2021_3.1.29

RightAccessPersonnelFiles

Senator Vogel: Our committee received some recommendations on this policy 3.1.29 Right of Access to Personnel Files that were developed around 2015 from the URC. After reviewing those suggested changes, in consultation with Vice President Bonneville, the committee decided not to accept those suggested changes for the following reasons.

First, the policy that we're discussing 3.1.29 applies to all employees, not just academic employees, and needs to match the Personnel Record Review Act of 2002. Some of the

suggested changes from the URC had ASPT type language in them which would only include our academic employees.

Second, policy 3.1.29 includes some language that points to more specific files but are kept in department, schools, or colleges. These files for academic employees are separate from the personnel files that are referred to in this particular policy.

The committee also consulted with Chad Buckley who is the current chair of the URC, who was going to wait to see the discussion of the Senate tonight; but otherwise we had moved forward with not accepting those changes in the document that you have before you tonight. It has just minor changes to the language there. I'll walk you through some of those.

The initial paragraph is just reworded slightly there to change reference to the Human Resources. We are striking the word "academic" for the reason I just mentioned. There's the addition of school to our units. Changes in the language of "his/her" to "their." Grammatical change.

Senator Horst: Thank you Senator Vogel. And just for those who don't know, the ASPT does contain similar language in the last part of the document. And the URC (University Review Committee) is the external committee of the Senate that is in charge of reviewing the ASPT in particular. But it was explained by Associate Vice President Bonneville that we needed to go this direction.

Senator Nikolaou: I have a small question. On the third sentence, after access to personnel files, to specify that it is seven business or working days, which ever language you want to use. Because the second sentence says that it is seven working days and then the third sentence, "the university shall have an additional seven 'working' days to comply."

Senator Vogel: We would consider that a friendly amendment.

Consent Agenda:

From Planning and Finance Committee:

10.21.21.14 Policy 3.7.1 Graduate Assistant Appointment Procedure Current Copy

10.21.21.15 Policy 3.7.1 Graduate Assistant Appointment Procedure Mark Up

10.21.21.16 Policy 3.7.1-Graduate Assistant Appointment Procedure CLEAN COPY

From Faculty Affairs Committee:

10.21.21.11 Policy 3.2.3 Academic Notice of Appointments - Current Copy

10.21.21.12 Policy 3.2.3 Academic Notice of Appointments - Mark Up

10.21.21.13 Policy 3.2.3 Academic Notice of Appointments - Clean Copy

Academic Affairs Committee: Senator Cline

Senator Cline: So, the Academic Affairs Committee today reviewed two policies 7.7.2 and 7.7.8. These are statutory changes that are required after an internal audit. We reviewed the Textbook Affordability Report.

Administrative Affairs and Budget Committee: Senator Smudde

Senator Smudde: This evening the Administrative Affairs and Budget Committee reviewed its task schedule and committee assignments and we had summaries about the different tasks that are on our docket and are looking at some of the timing of some of these things. So, we are in process of working on three different policy collections, policy 3.2.15 and 3.2.16, policy 6.1.3 and 6.2.3 and 7.1.4. Contacts will or will be made for making sure that those policies can have the review and we can submit them to the Executive Committee with our recommendations.

Faculty Affairs Committee: Senator Nikolaou

Senator Nikolaou: The Faculty Affairs Committee met this evening, and we started our discussion about the Sabbatical policy.

Planning and Finance Committee: Senator Vogel

Senator Vogel: Tonight, the committee did a review of policy 3.1.11 Leave of Absence and policy 3.1.13 Illinois State University Domestic Partner Benefits policy. So, those will be coming to the Executive Committee. We also began our discussion of the Academic Facilities Report and the committee needed a little bit more information from that. And then our subcommittees continued their work on the remaining policies on our Issues Pending list.

Rules Committee: Senator Stewart

Senator Stewart: Rules did meet tonight. We discussed policy 1.15 Whistleblower. We also discussed policy 5.1.8 Skateboarding Activities policy. We will make a mark up of both of those that we will be sending to Legal for approval and then we'll discuss those again before approving them ourselves. With the rest of our time, we began our really detailed work through of the College of Education Bylaws revisions.

Senator Horst: Did you receive any comments from the compliance group on the Whistleblower policy?

Senator Stewart: Not yet. That's actually one of the reasons why after our initial read through in catching some typos and things, we'll send it to Legal next.

Senator Horst: Okay. Very good. I think Alice Maginnis might be the person to contact.

Communications

Adjournment or Hard stop at 8:45 p.m.

Motion by Senator Villalobos, seconded by Senator Cline, to adjourn. The motion was unanimously approved.

	Senate
Name	Attendance
Aldeman, Matt (rep Qaddour, Jihad)	1
Avogo, Winfred	1
Beucher, Becky	1
Biancalana, AJ	1
Blum, Craig	1
Bonnell, Angela	1
Chassy, Grant	1
Cline, Lea	1
DeNeve, Sarah	1
Deutsch, Lucky	1
Garrahy, Deb - EXCUSED	0
Harpel, Tammy	1
Hogue, Hannah - EXCUSED	0
Hollywood, Mary	1
Horst, Martha	1
Johnson, Levester *	1
Kinzy, Terri * - EXCUSED	0
Lahiri, Somnath	1
Landfair, Lawrence	1
Marx, David - EXCUSED	0
McLauchlan, Craig *	1
McNab, Maddie	1
Meyers, Adena	1
Midha, Vishal	1
Miller, Chloe	1
Monk, Eduardo	1
Nahm, Kee-Yoon	1
Nichols, Wade	1
Nikolaou, Dimitrios	1
Hinkel, Troy (sub Noel-Elkins, Amelia)	1
Novotny, Nancy - EXCUSED	0
Otto, Stacy - VIRTUAL	1
Palmer, Stuart	1
Pancrazio, Jim	1
Paoni, Devin (TRUSTEE) *	0
Peters, Steve	1
Phares, Kevin	1
Rademaker, Hannah	1
Rardin, Nate	1

Restis, William	1
Samhan, Bahae	1
Samuel, Isabel	1
Schmeiser, Benjamin	1
Seeman, Scott	1
Small, Maddy	1
Smudde, Pete	1
Spranger, Avery	1
Stephens, Daniel *	1
Stewart, Todd	1
Swiech, Livi	1
Tarhule, Aondover *	1
Torry, Mike	1
Toth, Dylan - EXCUSED	0
Valentin, Rick	1
Villalobos, Rodrigo	1
Vogel, Laura	1
Zoltek, Sophia - EXCUSED	0
Wolfinger, Jim (dean rep) *	1
Bowden, Rachel (chair rep) *	1
VACANT - 1 CAS SS Faculty	0
VACANT - 1 Faculty Associate	0
VACANT - 1 Student Senator	0
QUORUM (VOTING) (28) (*=NV)	44

Appendix I

Recruitment, Enrollment, and Retention Incentive Program (RERIP)

Presentation to Academic Senate
November 3, 2021

*ILLINOIS
STATE*

Overview

- Background/Rationale
- Principles / Metrics
- Future plans

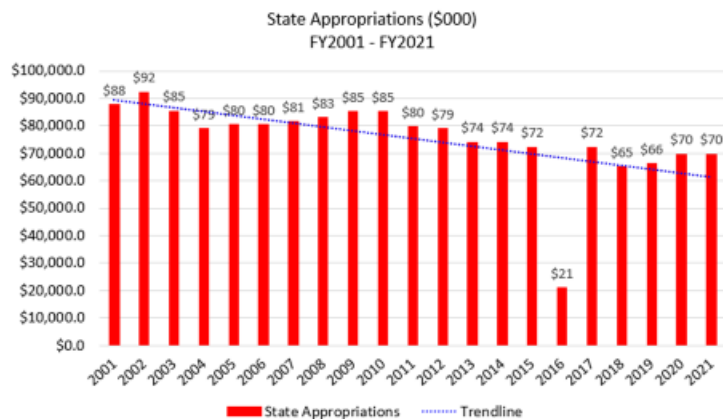
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STATE*

Background/Rationale

- Funding provided by Vice President of Finance and Planning
 - These are enhancement funds
- Incremental Budget Model – Permanent operating budget allocation has not changed in many years

ILLINOIS
STATE

Historical State Appropriations



ILLINOIS STATE
UNIVERSITY
Illinois' first public university

FY2021 IL Public Universities Appropriation per All-Student FTE						
University	Fall 2020 All Student FTE	FY21 Appropriation (Operating Funds)	Operating Appropriation per Student FTE	Operating Appropriation as Percent of Total FY21 Appropriation	Student FTE as Percent of Total FTE	
ISU	18,226	\$ 69,619,300	\$ 3,820	6%	11%	
EIU	6,610	\$ 41,424,300	\$ 6,267	4%	4%	
U of I System	89,411	\$ 562,528,200	\$ 6,291	51%	55%	
NIU	13,742	\$ 87,804,400	\$ 6,389	8%	8%	
GSU	3,220	\$ 23,193,600	\$ 7,203	2%	2%	
NEIU	4,672	\$ 35,566,900	\$ 7,613	3%	3%	
WIU	6,226	\$ 49,588,000	\$ 7,965	5%	4%	
SIU	19,795	\$ 191,491,000	\$ 9,674	17%	12%	
CSU	1,983	\$ 35,018,900	\$ 17,660	3%	1%	
Total State	163,885	\$ 1,096,234,600	\$ 6,689	100%	100%	

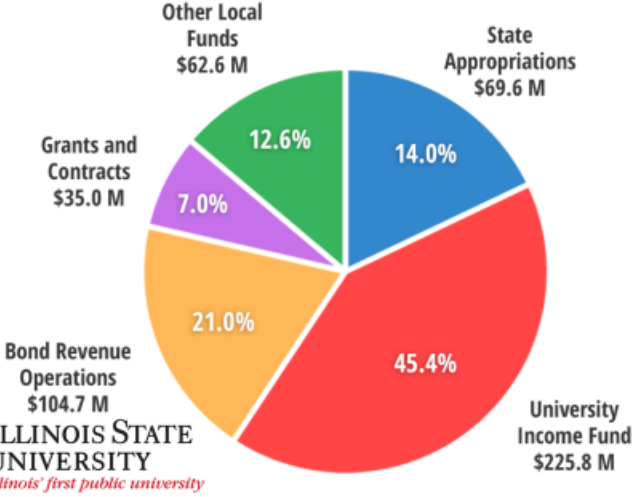
Source: IBHE Website - Preliminary Enrollments & Fiscal Affairs/Appropriations

ISU is \$2,447 or 39% below next lowest EIU and \$2,869 or 43% below the state average - Increasing ISU to the level of the next lowest university (EIU) would provide an additional \$45 million per year in financial support – or – approximately \$52 million per year if ISU was funded at the State's overall average of \$6,689 per FTE student.



Pieces of the Budget Pie

FY2022 Operating Revenues by Source – \$497.7 Million



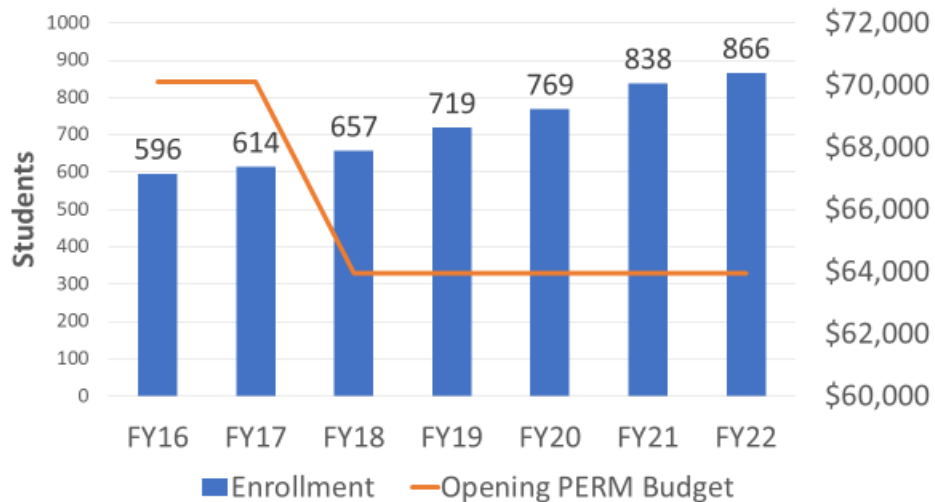
Background/Rationale

- RERIP is a temporary measure to provide relief departments that have the demand/space/capacity to increase enrollment
- History
 - Need emerged from Academic Senate – Planning and Finance Committee in Fall 2019
 - Academic Senate – Planning and Finance presentation, March 23, 2020
 - There are academic programs who have capacity to grow enrollment (FTIC or transfers) if there are additional resources

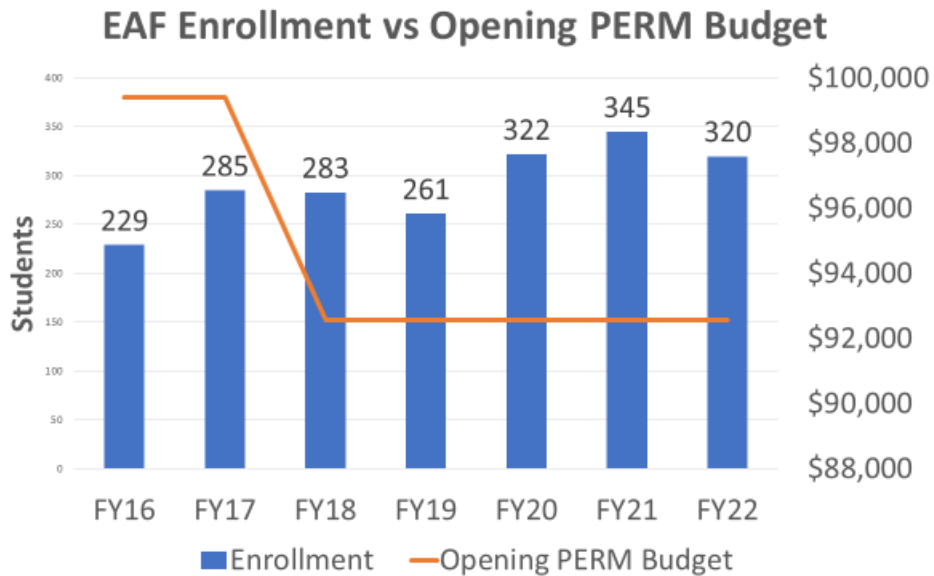
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Background/Rationale

PSY Enrollment vs Opening PERM Budget



Background/Rationale



Principles

- These are temporary *enhancement* funds to support growth as we examine options for overdue permanent budget adjustments
 - No school/department permanent budgets are reduced
- Support more than enrollment
 - General Education, Service Courses, CHs produced through serving enrollment growth in other departments/schools
- Flexibility – includes many variables that provide opportunity to any school/department
 - 33 of 36 schools/departments received funding in FY 21

ILLINOIS
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Metrics

1. Enrollment
 2. Productivity
 3. Student Success
- Past
- Future
-
- The diagram uses white curly brackets on a red background. The first two items, '1. Enrollment' and '2. Productivity', are grouped by a bracket pointing to the word 'Past'. The third item, '3. Student Success', is grouped by a bracket pointing to the word 'Future'. The background features a large, faint seal of Illinois State University with the motto 'Gladly we learn and teach'.

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Metrics (original)

1. Enrollment
 - 10th day headcount compared to previous year
 2. Productivity (current year compared to school/department 3-year average)
 - CH production, retention, graduation, new FTIC, new transfer (internal/external), new graduate, 9-year enrollment
 3. Student Success Efforts
 - Department initiated efforts/resources needed to improve enrollment and/or retention
-
- The diagram lists three main categories with sub-bullets. The background features a large, faint seal of Illinois State University with the motto 'Gladly we learn and teach'.

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Future plans – Modifications (in packet)

1. Enrollment
 - 10th day headcount compared to previous year
2. Productivity (current year compared to school/department 3-year average)
 - CH production, retention, graduation, new FTIC, new transfer (internal/external), new graduate, 9-year enrollment
3. Grant application process

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Other Future Plans

- Permanent Operating Budget Adjustments

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Summary

- Dr. Tarhule

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Questions?

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