Faculty Senate Meeting Minutes
February 10, 2026
Via MS Teams & Morris Library Room 754
1:00 p.m. - 3:00 p.m.

I. **Call to Order: (Khalid Meksem)**
The February meeting was called to order by Vice President Jennifer Sherry.

II. **Roll Call: John Farrish**
Present: Nwamaka Anaza, Gary Apgar, Randall Auxier, Erica Blumenstock, Lingguo Bu, Lavern Byfield, Christopher Chiasson, Kwangho Choiy, John Farrish, Laurel Fredrickson, Timothy Hurley, Ghassan Ishak, Jenna Jamieson, David M. Johnson, Seung-Hee Lee, Jia Liu, Khalid Meksem, Katie Moore, Cinzia Padovani, Shelly Page, Kaitlyn Poirier, Jun Qin, Jonathan Remo, Nicole Roberts, Mohtashim Shamsi, Jennifer Sherry, Angela Shultz, Ahmed Torky, Cassie Wagner, Jennifer Walker, Haibo Wang, Christopher Wienke, Geoffrey Young
Absent: Erin Hascup, Frances T. Lee, Kang Sun
Guests: Iraklis Anagnostopoulis, Jebaraj Asirvatham, Kelly Bender, Ben Bricker, Amber Burtis, Hong Cheng, Julie Dunston, Shelly Gehrke, Jeff Harmon, Hananiah Jones, Vjollca Konjufca, Melissa Laake, Dipanjan Mazumdar, Kymberli Morgan, Rebecca Pursley, Aaron Scott, David Shirley, Susan Simmers, Jennifer Smith, Sheryl Tucker, Juliane Wallace, Lichang Wang

III. **Approval of Minutes from December 9, 2025**
Motion: J. Remo
Second: L. Fredrickson
A vote commenced: 24 Yeas, 0 Nays, 0 Abstentions. The minutes from December 9, 2025, were approved as presented.

IV. **President's Report: Khalid Meksem**
A. **Promotion & Tenure Policies Ad Hoc Committee –** charge received from Provost Tucker via email 1.6.26; Erin Hascup volunteered to serve as Faculty Senate rep.
B. **Teaching Effectiveness Ad Hoc Committee -** (waiting for charge)
C. **Policy on Selecting University Distinguished Professors** – draft policy from Provost Tucker 1.20.26

Motion: L. Fredrickson
Second: C. Padovani
A vote commenced: 22 Yeas, 0 Nays, 0 Abstentions. The draft Policy (from Provost Tucker) on Selecting University Distinguished Professors was approved as presented.

V. **Vice President's Report: Jennifer Sherry**
A. **Faculty & Staff Excellence Awards Committee –** Jennifer Sherry volunteered to serve.
B. **Early Career Faculty Excellence Award Committee -** Jennifer Sherry volunteered to serve.

J. Sherry stated that she volunteered for both committees, because one of the requests came with a very quick turnaround. So, K. Meksem asked if I would serve, and I agreed. Those are actually moving right along: they're in process right now.

VI. **Invited Guests:**
A. **Chancellor Lane**
CoS David Shirley stated Chancellor Lane is en route for the Florida Takeover, and I was asked to present a PowerPoint slide ("Spring 2026 Enrollment & Retention Highlights"). We have wrapped up our 10th day census for spring 2026. And so, at that point we were able to do our official counts for enrollment and retention. And overall, our enrollment is up. If you all have seen the press release, a lot of this information was in that. Transfer students is up. We had some growth in our sophomores and juniors. We had some key

academic areas that saw some growth. We saw an incredible growth spurt from our law school and growth as well online. We also saw a good bit of growth across our various demographic groups: black students, Hispanic students, white students, and Asian students. Our female students were overall up, and one of the areas that I know we're really proud of in terms of the work that we've been doing with high school visits and even the Southern Illinois Takeovers that started last year, our Southern Illinois demographic is up by 8%. When we look at retention, we see a really similar story. We're keeping more students. We're up 2.6% to 86.7% retention rate from last fall to this spring. And so that bodes well for the retention rate that we'll be reporting, which is the fall to fall retention rate. So far, our black students are up, our Hispanic students are up, same similar demographics. And even our Pell eligible and 1st generation students you'll see are up. Lastly, we've got some improvements with our credit hours registered and those are also reflected in some of our colleges and schools. The last two things to note is that our Saluki Start program that we pretty much are piloting this year, we were able to get 130 students from 27 different high schools in our region, and to be clear, this is not a dual credit program where students would be getting credit in high school and at the college university level. This is just a dual enrollment effort where students are still staying in high school. There's no credit hours being promised or given at the high school level. They're just getting credit hours here, one free course. And then lastly, our international student enrollment continues to have a downward trend here, about 14% where we had 709 this spring and there was 833 last spring.

D. M. Johnson stated thanks for that and thanks for all the hard work people are doing on campus about enrollment. So, we were up 50 students it looks like as far as head count, but we were up 130 for the Saluki Start, right? Which is the free high school seats. We're up online a lot. Correct me if I'm wrong about this. We have about 80 fewer paying students than we did a year ago, and we have almost 500 fewer students on campus this spring than we did the previous spring. Is that correct? **D. Shirley** stated yeah, I would say that those numbers are, I'm not sure about the 500, but yeah. Whether the students are on campus or not, I believe we're still seeing revenue from student enrollment on those. **D. M. Johnson** stated yeah, online students are real students. I don't mean to say that we shouldn't be caring about online students, recruiting them, retaining them, etc. However, a bunch of them are probably Risepoint students, correct? And Risepoint students pay half tuition? **VC Susan Simmers** stated no, they don't pay half tuition. We pay half the tuition to Risepoint for recruiting them. **D. M. Johnson** stated sorry, yeah, so they pay everything yes, but we collect half the tuition. **VC Susan Simmers** stated we collect 100% of the billed tuition and then we remit to Risepoint their portion. **D. M. Johnson** stated so the students pay full price for their education, but only half of that money stays at SIU. **VC Susan Simmers** stated, "Correct."

G. Young stated I just wanted to follow up on what Dave just said about Risepoint. This is something that I only recently became aware of our partnership with Risepoint. So, I think it would benefit everyone for those who are like me up until recently, probably I learned about it about a month ago. It's very concerning. I think it would benefit us all to get an overview of what Risepoint is and how our partnership works with them. **D. Shirley** stated we can certainly prepare some information. There's some Risepoint representatives that will be on campus for any of the programs that are slated to be added to that Risepoint portfolio here. So, the faculty who are involved in that have been invited, or at least the school directors at this point, and then there'll be a subsequent meeting with the faculty as well. So yeah, great question and that's something that we can certainly bring. **G. Young** stated would it be possible for that to coincide with the Faculty Senate meeting? If not in person, then at least virtually someone could come and answer our questions directly, someone from Risepoint. **D. Shirley** stated Tony is our representative from Risepoint, and I don't think he would have a problem with that. **J. Jamieson** stated how many Risepoint programs do we have and is it just graduate or undergraduate as well? **Provost Tucker** stated the original contract had several programs in business. So MBA, how they count them in terms of concentrations is a little bit different so, half a dozen, even though most of them are specializations or concentrations under the MBA. And then the MPH Program, so primarily business originally and then one program in Health and Human Sciences. The list that Risepoint prepared based on market data is undergraduate and graduate both. That list we are not held to. That's what their market data shows would be helpful to expand the portfolio. But right now, we are graduate only and looking at a broader portfolio. I think there's 30 some programs that they ultimately would like to see, but it's up to the institution on what that portfolio becomes. So, it's an excellent time to have those discussions.

B. **Provost Tucker**
   1. Update on DFW Resolution Advising Support
   2. Update on Dean's strategic planning

A couple of things before items that are listed there on the agenda. I do want to thank faculty in the School of Education, the College of Liberal Arts and the College of Business and Analytics. They had 100% of their grades turned in from the fall semester. So, we've gone from one college to three colleges this year. That's quite an improvement, and I really appreciate faculty getting those grades in. Also, I want to give you just a quick update on the Textbook Adoption Program that started in fall of 2025. Follett continues to make improvements to opting out, making improvements to how faculty can select materials - you can even select OER materials through that portal. In the fall, students saved $2.1 million, and in the spring, students saved $1.6 million. That's phenomenal; it's important that our students do get a savings on their textbooks. Also, I want to mention not just the savings, but the pricing will stay the same per credit hour for next year. They've already looked at that, and we will continue to work with faculty on improving the program. Particularly Follett has some knowledge of where you may have selected course materials, and some of those materials were never accessed by the students during the semester. And so, that's good information, because you may want to rethink what you're doing if the students aren't using some of the resources you've selected or maybe things changed, but it never rolled off of the adoption.

The Ad Hoc Priority Review Program Committee - we are working with Dr. Remo to get all those scheduled. There were about 45 programs on that list. We are grouping them by discipline area. So, if you had multiple levels of degree, it's one meeting. We have about 34 meetings that are being put together, and we have representation not only from Faculty Senate but also Graduate Council for graduate programs. And I know the last Senate meeting there were a couple questions on why our list is different than IBHE's list. IBHE does odd and even years and then 2024 was not cumulative due to staff shortages at IBHE. We found out they did not do a full survey like they normally do. So, what was recommended by System to us is that we use the IBHE criteria on our own data set. So, if you go to Power BI, you can easily see the numbers and where that came from. Also, I want to mention to you, I believe I sent you the Regular and Substantive Interaction (RSI) Policy for consideration. So, that is a Department of Ed requirement for online courses that there has to be interaction with the students. We can't just use they logged into D2L or you graded an exam. So, that policy and examples has been provided, because we do need to get approval for that. That is a requirement by Department of Ed. So how our policy looks is our choice, but we have to be able to demonstrate in terms of auditing that our students are not doing sort of a correspondence course online, that they really are engaged in the same way to the extent they can be that we would have them if they were a residential student. And we have to look at those learning outcomes for residential students and online students. So that's an important piece. And then I've been asked to comment, we have accepted the resolutions on DFW Grades and Advising Support, and I'm working through those because some of those have called for like a permanent committee structure on DFW grades - getting that put together for you. The Advising Resolution - just to give you some update - 20 of the current advisors received either a minimum salary increase or compression increase. The professional development piece - Dr. Gerke is on here, she has been with us a year and a half now and has done extensive amount of work of really bringing a student success culture to campus as well as coordination and collaboration. Part of that has been weekly chief meetings, monthly all-advisor meetings, a student success council with subcommittees that are very action oriented providing that fall advisor workshop, as well as, a workshop for faculty. So, we are trying to make sure that our advisors are all on the same page, have the same knowledge and information, and get onboarded properly so they can be successful with our students. At the same time, we are looking at tools we already own such as Degree Works and making sure that students are aware of those tools, how to use those tools so they can make timely decisions and where they have questions and complexity in their degree program that they are able to meet with an advisor and get that real-time feedback or meet with an advisor because they're struggling in a non-academic realm. So, we provided all faculty resource sheets this year - again, the QR code for resources. So not only advisors but faculty are really frontline with our students, and if you looked at that list, SIU has so many resources for students. We want everyone to be able to articulate that to our students and help them get the assistance they need, whether it be food insecurity, the need for mental health counseling, etc. I was also asked to provide an update on the

Strategic Planning within the colleges. That question came up last meeting, so let me just share my screen. You can see I reached out to the Deans just to confirm everything. We have a strategic plan in several of our schools or colleges. Those are listed at the top and then the planning process that is going on in several of the units are listed starting there with Business and Analytics, Library Affairs where we have a new Dean. Now remember that Library Affairs is broad, but the Morris Library Strategic Plan will be finished soon and then we have some new Deans coming on; they're starting that strategic planning process. And COLA, who does not have an overarching strategic plan but does have an advisory committee that guides that work. That would be an expectation of the new Dean when they come in is to do a collaborative shared vision strategic plan for that college.

C. **VC Susan Simmers** (progress update on Business Practice Resolution)
VC Simmers stated we're focusing on two right now where I have enough team members to work on them. We're working on the visiting speakers and scholars, and we process load out the current process if we're looking to make that process more efficient, because there are certain things we must do to be in compliance with the IRS. But it's confusing right now, because people have to go to several different websites to say, oh, I need a contract and I need a different form, independent contractor form, the W9 form, those kind of things. We're working on packaging all that together so we can put it on the website. Also, we're going to have a subcommittee here of Faculty Senate so that we can review what we've done and get feedback. Dr. Meksem is working on getting the names of those folks to me so that I can coordinate meetings with him on both of these subjects. The other thing we're working heavily on is the travel. We conducted training for travel back in November on the 12th, 14th, 17th and 19th. But we mostly got employees who were administrators, only a handful of people that were actually travelers. So, we've designed training for the traveler to teach the traveler what they need to know. We have a checklist for the traveler, and we have dates on February 17th, 19th, 20th and 26th. An announcement with the link to sign up will be sent out to the faculty email list, and we're also going to be putting it in SIU today. Please share with your faculty that we are providing training for the traveler, and if we want improving this process to be successful, we need the travelers to understand what they need to do as well. So, we're providing in-person trainings in the library, and we're also working on an app for the travelers so that processing your travel voucher is a lot easier. The app will walk you through it. You don't have to worry about what number exactly goes in what box on a form. We're hoping that the app takes care of some of the confusion about turning in a travel voucher. It will go out to the GSA website and check the rates and bring them in like people are having to do manually. As soon as I get the names for the faculty subcommittee that wants to review this, I want to have a meeting with them and show them what we've done so far and get feedback.

D. **Health Sciences Librarian/Professor: Amber Burtis** (faculty workshops)
Prof. Burtis stated I'm a librarian at Morris Library and I lead the library's open textbook initiatives. So, I just asked for a few moments today to briefly talk about our open textbook faculty incentive program which award stipends to faculty ranging from $500 to $3,000 if they use an open textbook in a course that they teach. I wanted to mention that a small change we've implemented this year is that we're now asking faculty to attend a short 90 minute workshop on open educational resources, open textbooks, and equitable course materials in order to be eligible for this program. And then after attending one of those workshops, you'll receive an invitation to write a short review of an open textbook. And you get a small stipend of $300.00 for that. You all should have received an email from me through the Faculty Senate listserv several weeks ago, and I'm going to share the registration links in the chat. We have an online workshop next week on Thursday, February 19th, from 1:00 - 2:30 p.m., and I'm doing an in person workshop on Monday, March 2nd, at 9:00 a.m. in the library. I'll put the registrations in the chat, and if you're interested, I hope you can sign up. There'll be more opportunities next semester as well, but I was excited to hear the Provost say that Follett will allow open textbooks now in the textbook program. I'm interested to see how that shakes out. So, I'm going to put that information in the chat.

E. **Associate Provost for Student Success: Shelly Gehrke** (student academic concern reporting)
APSS Gehrke shared a PowerPoint presentation titled, "Student Success is OUR Success." She stated first and foremost, I want to make sure that I celebrate with everybody the retention data that David identified. The first year retention cohort is just a little over three points from our strategic goal plan of 90%, and I am

always saying that it takes a village to graduate a student, and everyone is responsible for our recruitment and retention. So, thank you to all of you that have cared and contributed to our student success and for helping our students get to graduation and to their goals and outcomes. Next, you don't get to do this all alone. We're all doing it together. And when I talk about student success resources, I can't neglect to bring up D2L and hopefully everybody is getting super savvy with D2L. We now have the You Attend feature that was rolled out this fall that helps with attendance taking for all sizes of classes. Of course, hopefully people are savvy and using our intelligent agents. And then of course there's the discussion board and the grade book. If you're using the calendar, then it coincides with the Pulse app. Students get reminders when things are due or soon to be due. I'm going to spend my time on talking about student concern reporting. This is our brand new web page with student concerns. You can go to this one site and submit any of these three concerns. If you have any takeaway from what I tell you, the one thing I want you to do is to submit a concern and don't get bogged down with which form. Behind the scenes, the people working those forms, the people that are responding to your concerns, will communicate with each other. So don't get bogged down. Pick a form and submit your concern, because we can't help students if we don't know who needs help. You can see the SAFE Report that's been at SIU Saluki Cares. Hopefully everybody's using that. And then the newest one is the Academic Early Alert. And again, don't get bogged down with which one, just submit the concerns. These concerns are complemented with the progress report, and we've had some pretty good responses and engagement with the progress report process. It was rolled out in the fall also. But if you haven't done it yet, I'm going to encourage you to do so, because it literally is as easy as 123. So, number one, you get the email from Slate with links to your class, and you go into the class and #1 you click the student at the Submit Report. We are only concerned about students at risk. So, you find the students at risk, click "Submit Report." It'll bring up that individual student. So, #2 you will indicate on this page that yes, this student is at risk. That's why I'm telling you. And then you will click some buttons to tell us a little bit more about what's going on. Then #3, there is "Additional Comments"- that is optional. As you can imagine, the more context and information you provide, the more valuable to those that do the outreach and intervention. But literally #3 is click "Submit." You're not doing this alone. So, when you submit these progress reports - again, it's the village. It is this culture of caring that helps us reach our goals of helping our students achieve their goals. We have all these institutional research resources on campus, from academic support, which is writing, tutoring, mentoring and so on, to HEROES and the food pantry. If you have not been to the HEROES store, you need to check it out. It is in the basement of the Student Center. It is fantastic, and I think we've even won awards because of this support we offer our students. The Counseling and Health Services - counseling has satellite offices in addition to the Health Services Building. Again, if you have not done a tour of the Health Services Building, we have not only doctors, but we have pharmacy and physical therapy. We have a room for students that need a sensory outlet and to decompress. It's a pretty well supported space for our students. Obviously access and accommodations are for students with documented disabilities. Right now, second semester, we have students that maybe their first semester were like I'm going to do it alone. I don't need my accommodations, and then now they're like, oh wow, I do need those accommodations to level the playing field. So, helping students realize where to go and how to get those set up. Financial Aid and Scholarships - I had a faculty member tell me that he didn't know where that office was. It is in the Student Services Building right up by the Student Center. And then of course, when we're building the sense of belonging, when we are creating Salukis, it's all about engagement. And so, those engagement and leadership opportunities are crucial to build that sense of belonging. We want to have those opportunities as another component of this institutional support. Now the individual piece is just that, because everyone on this campus as an individual has a requirement to help us with our students and their success. The more proactive we can have these collaborations, the better. If you tell me about a student who's struggling right now, I have a longer runway to help them with interventions and what they need to be successful. However, even if it's after the last day to withdraw, I still want to know. Who needs our help? Who needs support? Whether it's academic early alerts, Saluki Cares, Safe or through the progress reports. The warm handoffs are super important, especially for this generation. We have lots of students where they're not help seeking. And they are going to again go it alone, not seek help, too embarrassed to do that. And so those warm handoffs are from you to where that student needs support and it provides the accountability in between. If I'm somebody that is having a food insecurity and you're over here in the science buildings and you tell the student, oh, walk over to the food pantry. That's a very long walk and you can get derailed in many different ways, not the least of which by

being embarrassed or sad and really having those emotions. So, if we have that accountability between the warm handoff versus the hey, go do - it's very helpful for the student. All of this is grounded in the human-centered approach. As we worry about somebody's talking about online students and building that RSI, we need that human-centered approach with our students right here on campus. That's how we become authentic, genuinely interested in our students and vice versa, provide kindness and caring and that gives us our positive impact. So, every day, every way, every interaction, every student, we have an obligation to help contribute positively to their student success. And as the Provost mentioned at the very beginning of the semester, we gave everybody this slide with the QR code that reaches out to lots of these supports. Please do not just put this in your D2L or hang it on your wall and never revisit it. We know that people only pay attention to things when they need it, and so every couple of weeks bring this up. Show this slide. Bring it up in your announcements on D2L. Remind students that there is support out there. This is normalized to get help, and we are here to help them.

F. **Executive Director: Jeff Harmon (promote.siu.edu)**
Ex. Dir. J. Harmon stated Chancellor Lane wanted to make sure that I shared this with you. (A website was shown.) If you ever want to stay on top of how we are, our creative side of our brand expression for the university, it is all right here. So, advertising videos, billboards, and all kinds of stuff here is promote.siu.edu. I'll show you the categories real quick. You can see a bunch of print materials here that we do - all kinds of different ideas and more fun for me is the digital. You'll see a lot of new things here with the new brand language we're using Free to Be You. So, you can see Free to Be Cosmic and to modify stuff, it's just people doing some engineering there, some welding, all sorts of different stuff, farming. So, by program, we can relate this new brand language visually and through the words to make people think about the programs that we offer. Billboards - we're going to put some more up there soon, but this one right here was just put up in St. Louis to replace our one that said join Saluki Nation. That's been up there for several years on I-64 westbound when you're going right past Bush Stadium; you can't miss it. So, it's pretty fun. We talked about research, R1, and we're excited to have that up there. And again, you can go watch these videos anytime. Here's some commercial spots. This is a vertical, so a TikTok and Instagram spot right there. These are a couple of other more traditional spots that we have running right now, and you might see this one here on ESPN Plus if you're watching the Salukis or sometimes on WSIL and WSIU around here. This is a great resource for you. We will continually be uploading what we call marketing assets as we create them. And if you have any questions, please feel free to reach out.

G. **VCR/Dean of Graduate School: Costas Tsatsoulis –** *(no report)*

H. **Faculty Advisory Council to IBHE: Lichang Wang**
The FAC to IBHE meetings were held on December 19, 2025, via Zoom, and on January 16, 2026, at the Elgin Community College (ECC), following my previous report to the Faculty Seante on December 9, 2025. During the December meeting, IBHE Board Chair, Pranav Kolthari, answered many questions submitted prior to the meeting by FAC IBHE members. The main message was that IBHE has been short-staffed and, as a result, has been unable to address many issues. The IBHE Director of Academic Strategy and Quality, Nkechi Onwuameza, provided updates from IBHE and noted that Governor Pritzker signed a bill in November making changes to the Diversifying Faculty Initiative (DFI). These changes remove racial-specific eligibility definitions; Pell grant eligibility is key for DFI applicants, and they are restricted to serving in public universities. Trish Aumann, Managing Director of Academic Strategy and Programs for the Illinois Board of Higher Education, will support institutions for program reviews and assessments. The Executive Director of ICCB, Brian Durham, discussed three-year bachelor's degree pathways at community colleges, outlining three key points: (1) the model is one tool among many, rather than a comprehensive solution to workforce demands in high demand applied fields, such as nursing, cybersecurity, early childhood, and health care; (2) the program focuses on nontraditional, place-bound students; and (3) guardrails will be built into the program. The January meeting at ECC included presentations from ECC and the University Professionals of Illinois Local 4100. Dr. Annamarie Schopen, ECC Vice President of Teaching, Learning, and Student Development, welcomed the FAC IBHE members and introduced ECC. She then introduced the newly developed Center for Undergraduate Research, Innovation, and Creativity (CURIC), at ECC, along with faculty mentors and one student. Dr. John Miller, President of the University Professionals of Illinois Local 4100, shared his views on higher education funding, emphasizing that IBHE has failed to advocate

effectively for higher ed funding at the state level. The working groups and Caucuses worked on the issues at hand and reported their findings at the end of the meetings. Details of the meeting can be found at http://www.facibhe.org/meetings/minutes.php. The next FAC IBHE meeting will take place via Zoom on February 20, 2026.

I. **Graduate Council Chair: Kelly Bender**
- GC representation for the below university committees has been provided.
    - University Teaching Excellence Awards for TT-T and NT
    - University-Level Scholar Excellence Award
    - Ad Hoc Promotion and Tenure Policies Review Committees
- 14 proposals were received from faculty in response to the Teaching Assistant (graduate student) Support for Innovative Educational Endeavors.
    - GC is working on forming a committee with representation from all colleges to review the proposals. It is envisioned that the committee will be composed of both TT-T and NT faculty as well as GSPC members.
- University Distinguished Professorship proposal from Provost's and VCR's offices was discussed and GC is supportive of the proposal as written.
- Regular and Substantive Interaction draft policy in response to HLC concerns regarding online instruction was presented to GC, but council members requested more time to review before voting.
- Approved the RME to add a BA/MA Certificate in Teaching English to Speakers of other Languages.

J. **Q & A**
S. Page stated I was wondering for the Risepoint question, the money that we are paying to Risepoint is that equal to or more than the amount of money we'd be paying an individual or individuals to do recruiting for the school? **VC Susan Simmers** stated part of the Risepoint proposal is that they spend more on marketing than we have the personnel to handle here. So, theoretically the answer is they invest more in the marketing and recruiting and the onboarding process than we have available employees to do that. **CoS David Shirley** stated yeah, I think that's their whole value proposition is that they can generate leads and do all of the marketing efforts and follow up at a rate that we can simply not match with our current staff. I mean weekends, after hours, so on and so forth. They're able to provide just kind of a workforce to help us connect students to our application pipeline.

C. Wienke stated to VC Susan Simmers, you mentioned something about the travel reimbursement training. I just wanted to clarify because Chancellor Lane mentioned that this is primarily for staff, not for faculty, but you mentioned there was training also for faculty. Did I get that? **VC Susan Simmers** stated no, this is training for the faculty. **C. Wienke** stated why do we need training? **VC Susan Simmers** stated because a lot of faculty are new or they haven't traveled, and they they're not sure with what they need to do for their part. So, we are providing training like, ok, I have to travel – what are the first steps I need to do? Well, you have to get authorization from your department. You have to and some people have a department person to do this for them, some don't. What are the rules about airfare and lodging? What do I need to save when I travel? Like what out of my conference app do I have to make sure I get a photograph of and save? A lot of travelers don't know what they need to collect. One example is a lot of conference registration materials are in apps now. Not too long after the conference, the apps are taken down, and faculty don't realize that they need a schedule at a glance or photocopy the page that talk about the meals, etc. When the traveler gets back, they have to get their expenses and receipts to their departmental person. And the departmental person is supposed to have it to accounts payable (with proper approvals) within 10 days. So, that means the traveler has to be organized and know what they are doing. **C. Wienke** stated so, this is recommended, not required, and it's primarily for people that may not have traveled before; it's for newer faculty and grad students? **VC Susan Simmers** stated graduate students are welcome too, because some of them travel as well. **C. Wienke** stated so it's recommended, not required? I'm trying to get clarification **S. Page** stated that is what I wanted to know too, is it required? **VC Susan Simmers** stated it's kind of hard to require people to do things, but in my opinion, if you're a traveler, it's required,

but we are not sending out announcements that it's required. This is for the benefit of the travelers, and if everybody wants the process speeded up, they need to learn and do their parts.

J. Jamieson stated I just have a question on a follow up for Dr. Gehrke. She provided a lot of great information with regards to resources. Thank you. I presented on mental health last year and it was from the perspective of NTT and tenure track faculty at SIU who wanted to see improvements. So, I'm wondering what kind of improvements we're working on for Saluki Cares and some of the resources that our own faculty at SIU would like to see? **APSS Shelly Gehrke** stated I saw your presentation; it was fantastic, but I'm going to need a little bit more clarification regarding what you're asking, please. **J. Jamieson** stated some of the things were Saluki Cares – a lot of the faculty feel when we submit something, it's like going to a dark hole, and we don't really know that there's a response going back. And I think when you have a student that's suicidal or that you're sharing that is suicidal that's very concerning. And as a mental health professional, I find it very concerning that we would not have better things in place to help that student. I had three students take their life by suicide when I was a secondary teacher. So, I think it's something that needs to be addressed, because we have faculty that are amazing here that care. But the problem is, if you have a suicidal student, you can't let that suicidal student be a Saluki Cares report that doesn't have follow up. And I think as faculty, we really want to see that our report is going through. We're not trying to be mental professionals if we're not supposed to be. That's not what we're trying to do, but we want to make sure that they get the help and that we're not held accountable for a student that's suicidal, and that they're not getting the help they need in a timely manner. I'm just saying this because I'm really passionate about it. And I think it's happening all across campus. I know it is from the studies that I've done. So, I think we do really need to make improvements in this area. **APSS Shelly Gehrke** stated that has been brought up a couple of times and I believe it's been improved. I believe once you submit it, you get a notification. I also think that Jakari Henderson, she's a one person show that's kind of facilitating those. So, her priority is the student and not so much the follow up. So, it might not be instantaneous on her reaching back to you all because she's going to be forward facing for the student situation. But I think that has been addressed already where people that submit Saluki Cares are hearing the backside of that as in we heard you, we're working on it. I think there is even a feedback close the loop too where they lots of times they can't tell specifics, but they will circle back and say just circling back to let you know that this has been either addressed or is ongoing or thank you kind of thing.

N. Anaza stated I just want to recognize the work that you all are doing over there, Dr. Gehrke, because while the feedback is not coming, I see the feedback in the behavioral changes. I have seen it, even though I would like to see the follow up, I do see changes. I know something is happening behind the scenes that I'm not privy to so, I just want to applaud the work that you are all doing. Thank you for that. **APSS Shelly Gehrke** stated it's completely a partnership. Thank you so much for saying that. I will pass that along, because there are bunches of people that are on both sides of the screen in the classroom that are really caring about our students. That's so obvious since I've been at SIU, and I appreciate being an environment that really cares like that, so, thank you.

D. M. Johnson stated I came up with this question thinking the Chancellor was going to be here, so I'm not really sure who will answer, but here it goes. So, it's something of an open secret on campus that the Provost is leaving her post at the end of the fiscal year. In recent days, I'm told this has been discussed in open meetings between several Deans and their faculties. Open secrets produce uncertainty, reduce trust, undercut morale and when they involve leadership instability, they hurt our ability to plan for the future. Two examples, the College of Liberal Arts is searching for a new Dean. Any serious candidate for that position is going to do enough research to learn this open secret. We will lose some candidates for Dean if the Provost's departure from her position was public, but I think we will lose still more if the candidates hear their departure is an open secret. Second, and more importantly, we are maximizing instability in the Provost Office itself. I learned this open secret in early December, and I'm sure I wasn't the first to learn it. That's two months we could've spent starting a national search for a new Provost. We appear to be ensuring a maximum amount of disruption. First, a lengthy de facto lame duck period during which the Provost, despite her best efforts, cannot be expected to lead effectively, then a significant period of time with an interim Provost while new search is underway. Given challenges looming on the national, state and

campus levels, this is the last thing we need. Personnel moves sometimes require a certain amount of privacy. But planned departures from high leadership positions should be announced within a time frame that serves the best interest of the university as a whole, and once reports of a departure spread widely informally, as has happened in this case, a formal announcement is called for promptly to prevent the damage done by an open secret. So, my question is this, will the SIU administration promptly clarify any plans for the Office of Provost? And if the Provost is indeed to depart in a few months, promptly begin planning to secure a permanent replacement in that post. **Provost Tucker** stated so as many of you are aware, my contract was a three-year contract that expires at the end of June. I spoke with the Chancellor several months ago about I do not plan to continue in this position. So, that is well known, and given the potential litigation, I will make no additional public comments. **R. Auxier** stated that wasn't very helpful. **Provost Tucker** stated I don't know what else you would want me to say. That needs to come from the Chancellor. **S. Page** stated Provost Tucker, I just want to say I wish you the best with whatever is before you and whatever your next plans are. I wish you the absolute best. **Provost Tucker** stated thank you.

VII. Reports
A. Executive Committee: Chair, Khalid Meksem
1. Reminder for Chairs/Co-Chairs of Standing Committees: Final Reports are due April 30, 2026, to Melissa Laake. These reports will be posted online.
2. Reminder for Senators: Email Melissa Laake your Committee Preference Sheets for 2026-2027.
B. Election Committee: Chair, Jennifer Sherry
The JRB (Judicial Review Board) elected a Chair, Co-Chair, and Secretary. Faculty Senate voted to confirm and approve the officer seats. *[Once the appointment for the Chair of the JRB is secured, a new member of the JRB, from the Chair's college, will be solicited. Faculty Senate previously voted in a past meeting to have 11 members of the JRB, with one member as Chair.]*

1. **JRB Officer Election**:
Chair: Liliana Lefticariu
Vice-Chair: Asghar Esmaeeli
Secretary: Cindy Buys

Motion: S. Page
Second: L. Fredrickson
A vote commenced: 27 Yeas, 0 Nays, 0 Abstentions. The Judicial Review Board Officers were approved as presented.

C. Undergraduate Education Policy Committee: Chair Jonathan Remo
1. RMEs:
a. RME Minor AI in Creative Fields – *(continued discussion from Dec. 2025)*
J. Remo stated we tabled this resolution last meeting in order to have a representative answer some questions from some of the Senators about this proposal. (The resolution was read.) **R. Auxier** stated my question was whether CVeX was or wasn't working with it and I talked to them and they are. In other words, the question I had is whether the College of Liberal Arts was consulted in particular, our Center for Virtual Expression. I asked Holly Lewis and everything is fine. **J. Remo** stated that was not recorded in their application that they reached out. **R. Auxier** stated yes, they did; I checked.
C. Wienke stated how is AI being integrated into the curriculum? Will students minoring in this program have some background in their specific fields, a foundation of knowledge? Will these be upper level students or will they be expected to be minoring as a freshman without integration in their own discipline, the development of important skills like creative thinking and creative problem solving and that sort of thing? How will this be implemented and when within the curriculum for students in this minor? **Dean Hong Cheng** stated this minor will be integrated into our existing curriculum. In terms of courses, they are largely in their current fashion because they are all existing courses, except one course (AM400 Artificial Intelligence in Arts and Media), which is a newly designed college-wide elective. To answer your question more specifically, we require 12 credit hours for this minor. They are all at the 300 and 400 level, so they are not typically courses for freshman or sophomores. **C. Wienke**

stated okay, that was my main concern. I think there's some research suggesting that the introduction of AI in the curriculum should be sort of a phased development. So, it sounds like that's what it is for you guys. **Prof. Aaron Scott** stated I can kind of attest that we looked across everyone's curriculum. So, it's multiple schools that are all feeding into this minor. I'm in the design department and helped develop this. I worked as the task force Chair. So, when we were looking at these areas, we found that a lot of them were already implementing AI approaches into the 300-400 level classes. And so, we were able to combine those together, the ones that would be applicable for multiple disciplines to come together and actually participate and help learn from each other for that. **L. Fredrickson** stated I want to make sure I understand that the minor is a minor in CAM or is it university wide? **Prof. Aaron Scott** stated it is CAM focused, but if students were interested, say in engineering or any of the other areas, there is a possibility that they could also be taking some of those classes. But, it is first and foremost - we got together as a CAM task force and looked internally for what we could do because I know there are a lot of other classes that are for example, you brought up CVeX and engineering has an area that's also working with AI. So, all of those areas are kind of building. We're trying to figure out without a campus initiative, you know, when we look at regional universities around us, they're actually implementing AI policies that the moment the students step foot on campus day one, they're getting AI ethics training, and they're getting training at the 100 levels. So, we're trying to figure out exactly for SIU what is the best fit and how do we approach it. It's not going away, so we've got to address and try and figure it out instead of letting it shape us.

J. Remo stated I would like to put forth the resolution to support the creation of a Minor in AI Creative Fields.

Motion: J. Remo
Second: n/a
A vote commenced: 25 Yeas, 0 Nays, 0 Abstentions. The RME Minor AI in Creative Fields was approved as presented.

  b. **RME Rename Minor in Mythology to Mythology and Religious Studies** *(see below)*
  c. **RME Rename Sustainable Horticulture Systems Specialization to Urban Horticulture** *(see below)*
 2. **Priority Review Programs Committee:** (waiting on next steps from Provost Tucker) *(see Section IX.)*
 3. **Echo 360 Transition** (online content software going away) *(see below)*
 4. **ADA Title II Compliance Issues** *(see below)*

Due to the university's administrative closure resulting from inclement weather, the Undergraduate Education and Policy Committee (UEPC) was **unable to meet** prior to the February Faculty Senate meeting. The UEPC is scheduled to meet on February 24, 2026, to consider and approve supporting resolutions for the RME to Rename the Minor in Mythology and the RME to Rename the Sustainable Horticulture Systems Specialization.

In addition, the committee has scheduled a discussion with the Director of the Center for Teaching Excellence to address issues related to the discontinuation of Echo360 and the implications of ADA Title II digital accessibility requirements for instructional materials.

The UEPC also has ongoing concerns regarding SIU Online and Extended Campus distance education. While there appears to be an institutional push to expand online course capacity, it is unclear why resources supporting online instruction are being reduced. Furthermore, the committee has become aware that SIU is seeking (already has) an Online Program Manager (OPM), such as Risepoint. Committee members have questions regarding whether faculty input will be sought in the selection of an OPM and what types of instructional, technical, or pedagogical resources such an arrangement would provide to faculty involved in online course delivery.

D. Budget Committee: Chair, David M. Johnson

D. M. Johnson stated we're going to meet next week. We didn't meet over the break. Risepoint is something that I do think that we need to be concerned about for multiple different angles, one of them fiscal given they sweep off half the tuition that these students are paying. So, we have an enrollment picture, which looks fairly rosy. We're given these very rosy press releases, but there's significant metrics that are turning in the wrong direction. And the fiscal component of enrollment may not be looking upward either if our major growth areas are overall getting half the tuition. So, those are some of the things that I'll be asking Budget Committee members.

E. Committee on Committees: Co-Chairs, Cheryl (Shelly) Page & Jonathan Remo

   1. Approve Global Engagement Ad Hoc Committee members: (15 volunteers)
   Jebaraj Asirvatham, Randall Auxier, John Baluyut, Louise Yoho, Geoffrey Young, Nilanjana Bardhan, Sakshi Bhati, Maria Franca, Juhi Kidwai, Jiyong Lee, (*Khalid Meksem, Ahmed Al-Asfour, Amer AbuGhazaleh, Seung-Hee Lee, & Marta Albiol Tapia).
   Names were on the agenda but were not mentioned during the verbal report of the meeting. Therefore, another vote was done via an email poll. The vote officially passed in favor to approve all 15 volunteers for the ad hoc committee.

   2. Approve University Level Tenure Track Teaching Excellence Award Committee member:
   Katherine (Katie) Moore

   3. Approve University Level Non-Tenure Track Teaching Excellence Award Committee member:
   Jenna Jamieson

   4. Approve University Level Scholar Excellence Award Committee member: Kwangho Choiy

   Voting Results from CoC:

   The seven-member Committee on Committees voted and approved the volunteer for the University Level Scholar Excellence Award committee.

   Six of the seven member Committee on Committees also voted to approve the volunteers for the Ad Hoc Committee on Global Engagement, Tenure Track University Level Teaching Excellence Award Committee and Non-Tenure Track University Level Teaching Excellence Award Committee. The members voting to select and approve the volunteers for these committees included Drs. Apgar, Fredrickson, Lee, Page, Remo, and Shamsi.

   Approval of Committee Members as listed as above:
   Motion: n/a
   Second: n/a
   A vote commenced: 27 Yeas, 0 Nays, 0 Abstentions. The committee members as shown above (VII, E., #1-4) have been approved as presented.

   5. Approve Business Practice Ad Hoc Committee members: (8 volunteers)
   Susan Howell, Jenna Jamieson, Jessica Alwerdt, Andrea Imre, Mohtashim Shamsi, Matthew Brown, Scott Hamilton-Brehm, & Hussein Soliman

   For Ad Hoc Committee for Business Practices, five of the seven Committee on Committees members voted to approve eight volunteers to serve on this committee. Two committee members did not vote.

   Motion: n/a
   Second: n/a
   A vote commenced: 26 Yeas, 0 Nays, 0 Abstentions. The Business Practice Ad Hoc Committee members were approved as presented (see VII, E., 5.).

   6. Approve new Chair of Faculty Status & Welfare Committee: Mohtashim Shamsi
   The Committee on Committees was also tasked with approving the Chair, Dr. Mohtashim Shamsi, for the Faculty Status and Welfare Committee. Six of the seven members of Committee on Committees voted to approve Dr. Mohtashim Shamsi as Chair of the Faculty Status and Welfare Committee. The members voting to approve the volunteers for this committee included Drs. Apgar, Fredrickson, Lee, Page, Remo, and Shamsi.

Motion: n/a
Second: n/a
A vote commenced: 27 Yeas, 0 Nays, 0 Abstentions. The *new Chair* for Faculty Status & Welfare Committee (Mohtashim Shamsi) has been approved as presented.

F. Faculty Status and Welfare Committee: *new* **Chair** *(after Senate's approval today),* **Mohtashim Shamsi**
   M. Shamsi stated Faculty Senate just approved me as Chair. Thank you so much.

G. Governance Committee: Co-Chairs, Randall Auxier & Jun Qin
   R. Auxier stated the committee met last Friday; three members were not present. Our consensus as a committee is that the last two paragraphs of the resolution we're not absolutely insistent upon them, except that we felt they should be discussed by the full Senate. This came up in the Executive Committee. It was noticed by some members of the Executive Committee that the language on our employment postings page has been altered from what it used to be in a way that we found troubling. *(The proposed resolution was read.) (Proposed)* **Resolution of the Faculty Senate at SIU Carbondale Regarding Inclusivity**: **Whereas** the language currently used in employment advertisements at SIU Carbondale has been revised in a manner that omits several categories traditionally protected under EEOC and Title 9 guidelines, and **Whereas** this edited version limiting the language to veteran and disability status alone is inconsistent with SIUC's values and long standing mission, and **Whereas** this edited list represents an unacceptable retreat in the face of the policy priorities of the executive branch of the federal government; **Be It Therefore Resolved** that SIU Carbondale shall restore the full EEOC and Title 9 language in all employment postings and advertisements consistent with the language used prior to recent changes in federal policies and guidance; **Be It Further Resolved** that explicit statements against all forms of racism and discrimination be included in every appropriate public facing aspect of SIU's public self-presentation; **Be It Further Resolved** that SIU prominently affirm its inclusive mission on its banner on the main webpage immediately below the name of the university. See the appendix. **Be It Further Resolved** that the phrase "an inclusive university" be appended to the name of the university and every place the university names itself, including all letterhead and other displays of the logo as time and resources permit. And so, this is automatically moved and seconded, since it comes from a standing committee of this body. I think we are in a position to discuss it. So, this is going to come as news to many of the Senators. If you look at the appendices to the resolution, you'll see that elsewhere on SIU's website we do have the full list and regular affirmations that we have had historically. You'll also see an example in the COLA Dean's ad that we have removed the inclusivity stuff that we normally have, limited now only to just disabilities and protected veterans status. I for one find this offensive.

   J. Jamieson stated who made the change? **R. Auxier** stated we do not know. **S. Page** stated I also was going to ask that. Provost Tucker, do you know who authorized this change and were any faculty consulted in this? **Provost Tucker** stated I don't know about the authorization. I just know when we submit ads, HR adds the mandatory language. So, that would be under Associate Vice Chancellor Nick Wortman. He would be the person I think that could address that. I saw the resolution. I didn't realize there had been a change either because we just submit the position description and then they add on how to apply via Neo Ed, etc. But that's who the language comes from I believe. And Dr. Wallace I suspect can confirm that. **APAA Juliane Wallace** stated that is correct. I am happy to reach out to HR because actually this was a surprise to me, too. And the position description that we submit, if they're going to not do things that we have typically done in the past, I would certainly like to know about that as well. **S. Page** stated these are the kind of things that erode morale and confidence in the faculty when it looks like things are happening behind the scenes and decisions are being made without shared faculty governance, without any kind of consultation at all. I sent this out to the Law faculty. Everybody is surprised, and I just think that it is absolutely wrong that whoever made the decision had the authority to make this decision unilaterally without consulting the faculty. **Provost Tucker** stated I agree. **C. Wienke** stated what is the history of the use of inclusive language in our job ads? And was that something that was previously discussed via Faculty Senate resolutions? **R. Auxier** stated I feel pretty sure that you would find the history of discussion and affirmation of civility in the history of the Faculty Senate, whether we were ever involved in EEOC and Human Resource's decisions, I doubt seriously. I just

think the problem is that this was done with no discussion that we're aware of at all. And it sure does look like a retreat in the face of pressure from an unreasonable federal government. (CoS David Shirely did not have information on the matter. He later stated if it's that universal, sometimes those might be System decisions. I can get with AVC Nick Wortman and investigate.) **L. Fredrickson** stated the concern is the fact that none of you know. It disturbs me that there's a lack of communication in the upper level administration. I have confidence in all of you that you would tell us if you knew. But how can a decision like this be made without all of you being informed. It's just a statement of concern. **APAA Juliane Wallace** thanked L. Fredrickson and said let us do some investigating. Maybe this was just a mistake; we don't know. **J. Sherry** stated I would just be curious to see what the System has to say about it, if this is truly a System decision or what SIUE does as well, just to compare if they switched language or not.

D. M. Johnson stated I propose we *amend the resolution.* When R. Auxier introduced it, he alluded to some lesser certainty about the final few for the resolution. What the resolution calls for is a much more aggressive stance on what we had in the past. **R. Auxier** stated yes. **D. M. Johnson** stated I think resolutions should reflect the considered judgment of Senate about what's best to do. I think that calling not only for going back to the status quo but for a much more aggressive posture, I think risks making the resolution more a matter of shooting one's mouth off than a serious, considered advice that we expect the administration to follow. So, I would *propose that we amend that we'd strike the last three Be It Further Resolved* and replace them with something vaguer. I propose: *Be It Further Resolved that SIUC prominently affirm its inclusive mission in all appropriate public facing communications.*
R. Auxier asked J. Qin do you think that our meeting would tend to the conclusion what D. M. Johnson says Be It Further Resolved that SIUC prominently affirm its inclusive mission in all appropriate, public facing communications - is that something we could, as your understanding of what we discussed at the meeting, receive as a friendly amendment? **J. Qin** stated yeah, I think that's very good language here. How can we implement specifically the last one like the logos? I think the suggestion is very good. Personally, I agree with it. **R. Auxier** stated does anyone on the Governance Committee object to receiving this as a friendly amendment? Hearing none, it is a friendly amendment. We don't have to vote on it. We can go back to the resolution. The previous question has been called. We can move to a vote.

Motion: n/a
Second: n/a
A vote commenced: 26 Yeas, 0 Nays, 2 Abstentions. The Resolution (*with the friendly amendment*) of the Faculty Senate at SIU Carbondale Regarding Inclusivity has been approved.

VIII.   **Old Business**
-    **Release time for Vice President's role & UEPC Chair**
     J. Sherry stated Provost Tucker and I have been emailing back and forth about this. There is some concern about the decision on this issue, and so I think that there needs to be probably some further discussion on this. **Provost Tucker** stated I appreciate all the service that people do and want to make sure that that service is reflected in people's workloads. That came up in the Executive Committee meeting about serving on grant proposal committees, not just this body wanting parity between Graduate Council and Faculty Senate as well. So, I am very supportive, but I want to make sure that we don't move into paying for service versus the CBA that guarantees rights for your workload, reflecting the work that you do.

IX.   **New Business**
-    **Extend term for NTT until SP28: Jenna Jamieson**
     J. Sherry stated we're trying to make sure we have representation for the NTT faculty that would be somewhat even and staggered. Senator Jenna Jamieson has agreed to stay on until the spring of 2028.

     Motion: J. Remo
     Second: J. Sherry
     A vote commenced: 27 Yeas, 0 Nays, 0 Abstentions. The NTT term for Jenna Jamieson was approved to extend until Spring 2028. Her term will now be a regular 3-year term (original term was until SP26).

- **Email received regarding concerns of new/simple "equal opportunity" wording for job postings**
    - o **Resolution of the Faculty Seante of SIU Carbondale Regarding Inclusivity** – *(see Section VII., G.)*

- **Priority Program Review Committee**

J. Remo stated the Priority Program Review Committee has a report. We weren't expecting one, so that is why it's under new business. The Priority Program Review Committee has been notified by the Provost Office that they are requesting Faculty Senate's participation in meeting with 10 academic units, which may be up to 34, I heard. These units encompass the 14 of the 34 programs. I didn't know before I wrote this that we were going to do more. Priority Program Review Committee is formerly known as the Low Producing Programs Committee. So, I put together a list. We have two representatives for each of the first 10. I received the first 10 from the Provost Office yesterday, about lunchtime. I went ahead with the Executive Committee and filled in the Senators representing Faculty Senate for the first ten programs. Some of you have been asked to serve with this committee during program review, not because you're on the committee, but the college you represent or the program that you represent is on this list. Dr. Meksem, Faculty Senate President, wanted someone close to each program on the committee. So, we put forward a list to the Provost Office. I'm going to read this real quick for the first 10, and we know more are coming. If your name is called out or you got this e-mail from me and you cannot serve on this committee, please let me know as soon as possible. So, meeting number one is Africana Studies. We're reviewing their bachelor program. The Executive Committee representative would be Dr. Farrish and the proposed Senator representative is Dr. Wienke. The second program committee is Animal Science master's program. For the Executive Committee it will be Faculty Senate President Meksem and Dr. Apgar from CALPS. For Geology, Geosciences PhD program, and the Geography and Environmental Resources bachelor's program, it will be Dr. Remo for the Executive Committee and Dr. Shamsi from CALPS. For German Studies, which is also a bachelor program we have Dr. Sherry and Dr. Johnson. For Media Theory and Research, we have a master's program. We put forward Dr. Farish for the Executive Committee and Dr. Padovani for the proposed Senator. For Philosophy bachelor's and master's, we put forward Dr. Remo and Dr. Auxier. Physics bachelor's program, again, because it's within CALPS, it's Dr. Remo and Dr. Shamsi. Plant Biology will be Dr. Meksem and Dr. Apgar. For Spanish it will be Dr. Farrish and Dr. Johnson. And for University Studies bachelor's it will be Dr. Sherry and Dr. Wienke. So, because this is fluid, the last thing here I had a bunch of outstanding concerns and questions, some of them already have been answered in this meeting today, but primarily the committee seeks clarification on the Provost's intent for any undergraduate program recommended for discontinuation. Under IBHE APEER's guidelines of program designated for sunset must include a teachout period that currently allows the enrolled students to complete their degrees while awaiting new admissions. However, the Provost charge to the committee does not specify what will occur after the teachout period concludes. So, two main questions remain. Is the intention to eliminate the undergraduate program while maintaining the associated school or department to support university curriculum, or does the Provost Office anticipate a different course of action? And finally, the committee is still waiting on feedback from the Provost Office regarding the committee's proposed revisions to the assessment report.

Provost Tucker stated the rubric changes have been accepted. I thought that was communicated via Dr. Dunston who also serves on this committee with you. In terms of what will happen next, that will be a cabinet level decision of people coming together. I would assume Faculty Senate and Grad Council leadership would be included kind of what is the plan now? We have the results of what the recommendation from this committee will be. How do we move forward? Because there may be things that we decide that we will keep, because it is mission critical to who we are as an institution, etc. Maybe we'll magically get an increase in our budgets. I do think we need to look at what the results from the committee are to determine the next steps of what we need to do. Some programs have extensive core curriculum offerings associated with them; others do not. Some support other programs, not to the extent of core curriculum. I don't think it's cut and dry. I think there's a conversation at that point that has to start happening once we see what the committee recommends per program.

- **VCR Tuition Committee Rep**

J. Sherry stated I remember seeing an e-mail thread from Dr. Meksem about another committee rep. for Faculty Senate. It was for the VCR Tuition Committee, and that was Amir Sadeghpour. I just wanted to have that in the minutes.

- **Faculty Status & Welfare Committee Chair vs. Co-Chair**

J. Sherry stated we originally had a Co-Chair for the committee Faculty Status and Welfare. And that was Vjollca Konjufca. And I just like to publicly apologize for us not following through on the OP and looking up that a Co-Chair was not a member of the Faculty Senate, which she was not at that time. So, per the operating paper, she cannot serve as the Co-Chair. That was in the operating paper on section 2C3C under organization; it says chairs of all standing committees must be members of the Senate. So, I wanted to publicly apologize for that.

X.   Adjournment
Motion: J. Remo
Second: L. Fredrickson