

Chicago State University Faculty Senate

Meeting Minutes

Tuesday, March 4, 2025

[March 2025 - Zoom Link](#)

Present: William Jason Raynovich (President), Amzie Moore (Vice President), Sarah Buck (Recording Secretary), Yashika Watkins (Corresponding Secretary), Patrice Boyles, Anser Azim, Alvin Daniels, Gayle Porter, Eddy Gaytan, Jon Patterson, Kristy Mardis, Mohammed Islam, Nadeem Fazal, Nicole Lavalais, Oscar Rodriguez, Sarah Austin, Tatjana Petrova, Jubilee Dickson, Gabriel Gomez, Ehab Yamani, Donna Hart, David Wright, Tara Davenport, Tekleab Gala, Mohammad Newaz, Walid Al-Ghoul, Asmamaw Yimer, Joanna Kolendo, Katherine Haan, Austin Harton, Karen Witherspoon, Michael Wannah, Olanipekun Laosebikan, Charlene Snelling

A. Call to order

B. Agenda

Approval of Agenda

- a. Rules of the Day (**Appendix A**)
- b. Watkins moved to approve agenda and rules, Gaytan seconded > approved by unanimous consent

C. Approval of Minutes ([February 2025](#)) (Recording Sec.)

- a. Azim moved to approve the minutes, Watkins seconded > motion carried with one abstention

D. Senator Comments/Speeches -NA

E. Provost Report (Provost) (Mardis)

- a. Presentation
 - i. Information on Appendix D (Graduate hiring): All suggestions are approved by the Provost
 - ii. Appendix F (Chair hiring policy): Rowan will solicit feedback on draft from Faculty Senate, Deans, and Chairs

F. Enrollment (VP of Enrollment Management)

- a. More students this year have completed applications compared to last, and more students who have said they will be at CSU to start fall 2025 compared to fall 2024.
- b. Admission decisions being made within 14 days (“significant improvement”)
- c. Visiting schools with CSU information as well as hosting on campus

- d. “Transfer Thursdays” help transfer students
- e. International students participate in virtual sessions to engage with staff in Enrollment Management
- f. Considering a phone campaign for students who have expressed interest in a particular department
- g. 827 graduate applications in progress; 323 completed; ~87 admitted
- h. The report shown in the meeting will be disseminated. Note the table relates to undergraduate

G. Gift of Hope (Dean of Continuing Education)

- a. Secondary site for CSU- expanding CSU reach into the community
- b. Boyles is Project Manager of this site
- c. 7936 S. Cottage Rd
- d. Offering workforce and continuing ed courses (e.g., sewing, Zumba)
- e. Faculty are being offered the option to offer academic courses (Gen Ed) and can hold meetings here, but be mindful of commute time between there and CSU campus
- f. CNA (basic nursing assistant) program to be offered at this site as it is now approved by the State
- g. Pharmacy Tech program
- h. New computer lab, 5 classrooms, fitness center, nursing lab
- i. Faculty are encouraged to tour facility: email Boyles
- j. Secure classrooms that require an ID swipe
- k. Partially funded with federal funds, but Advocate has become a partner for a June cohort for Health Sciences

H. Microsoft Migration (CIO)

- a. Migration plan started in 2024 due to cyber security
- b. Training offered Tues/Thurs
- c. A Teams channel has been set up where individuals can post questions
- d. Schedule has been slowed; next migration will be for CAS on March 17.
Projected to be finished by late April

- e. Aliases may be generated. If you have an alias, report it to Donna Hart
- f. Students not migrating until summer
- g. Microsoft Migration information under Cougar Connect
- h. CSU Zoom accounts will not be discontinued
- i. Once you are migrated to 365, mail will not be populating into Google mail anymore, but Google folders will still be present

I. Old Business

- a. Report Exploring the 360 Evaluation Processes (**Appendix B**)
 - i. Communication around this evaluation continuing
- b. Recommendations for student enrolled in evening classes (**Appendix C**)
 - i. President has received these recommendations
- c. Clarification to the 3rd Paragraph of CSU Graduates Hiring Policy Ratified Effective as of August 16, 2012 (**Appendix D**)
 - i. All points accepted by Provost
 - ii. When policy is rewritten, send to Faculty Senate
- d. Rethinking The Faculty Grand Marshall Role (**Appendix E**)
 - i. Will be receiving a ballot from ROC for Grand Marshall elect (filled by early April). Encourage faculty to consider who should be nominated
- e. Chair Elections - Shared Governance (**Appendix F**)
 - i. It is important to report concerns regarding Chair hiring, including the draft from Rowan, to Raynovich
- f. Academic Building Maintenance and Safety (**Appendix G**)
 - i. Difficult to attend a meeting in March/April on this topic

J. Standing Committee Reports

- a. Executive Committee (Pres. of Faculty Senate)
- b. Academic Affairs Committee
 - i. Inclusion of OER Workshops at Faculty Institute Day (**Appendix H**)
 - 1. Report serves as the motion/second > approved with two abstentions
 - ii. Academic Amnesty (**Appendix I**)
 - 1. Gala seconded as a co-sponsor

2. Being away for two years (four semesters) results in a new catalog admission year
3. Friendly amendment from Al-Ghoul accepted: “two *or more* years subsequent to dismissal”
4. Motion carried with one abstention

c. Research Committee

i. Faculty Research Survey (**Appendix J**)

1. Motion carried with one no and four abstentions
2. Raynovich will work to put together ad-hoc committee to report to Faculty Senate in December

d. Rules and Operations Committee

i. Retention of Senator Seats from Merged Department (**Appendix K**)

1. Report serves as a motion/second > motion carried with two no and two abstentions

ii. Retention of Senators, Committee Seats, and Officers (**Appendix L**)

1. Report serves as a motion/second > motion carried with 3 no and 3 abstentions

e. Board of Athletic Advisors

i. Report (Dickson)

1. Do your bookstore orders on time.
2. Consider offering summer classes so that athletes can enroll and be able to stay in the dorms.
 - a. Note that financial aid is not offered in the summer, so only offering a required course in the summer is not recommended.
3. Expectations of faculty members and student-athletes – please let the BAA know your issues, questions, and needs. We are working on creating resources for both faculty and student athletes so that we all have the same expectations and understandings.

ii. Introduction to the Student-Athlete Support Team

1. Tara Davenport- Deputy Athletic Director for Compliance

- a. Contact if there are behavioral or conduct issues with a student athlete: tdaven21@csu.edu
- 2. Alvin Daniels- Faculty Athletic Representative:
adanie21@csu.edu
 - a. Represents athletes to the faculty, and CSU athletics to the NCAA
- 3. Concern raised by Senator
 - a. Challenges related to student athletes arriving from practice/training to class (e.g., late, tired) or having to leave early. Response: note that no student athlete is to miss class or be late to class due to practice. This is an NCAA violation
 - b. Raynovich will work with Daniels to create a document to help faculty understand who to contact regarding issues with athletes

K. New Business

- a. NA

L. Adjournment

- a. Snelling moved to adjourn, Watkins seconded > motion approved by unanimous consent 1:58

Appendix A

Rules of the Day

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

Appendix B

Senate Committee: Executive Committee

Senate Meeting Date for Consideration: 2/4/2024

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

Chair: William Jason Raynovich

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

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

Proposed Action

Context/Rationale:

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

Current Practices:

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

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

Future Opportunities:

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

Challenges:

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

Exact Language of the Proposed Action:

PROPOSAL

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

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

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

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

Timeline of Events

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

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

Current Status & Concerns

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

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

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

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

Conclusion

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

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

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

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

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

Appendix C

Senate Committee: Executive Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Sarah Buck

Co-Sponsor: Amzie Moore

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

The Faculty Senate recommends that the University implements the following:

1. Student service offices should close no earlier than 6pm.
2. Cafeteria should be closed no earlier than 9pm.
3. The Library should be closed no earlier than 10pm. (If this is cost prohibitive, consider closing at 10pm on the 7th, 8th, 14th, 15th week of classes and finals

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

Appendix D

Senate Meeting Date for Consideration: 2/5/2025

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

Sponsor: Tek Gala

Co-Sponsor: ?

Proposed Action

1: Introduction:

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

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

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

2. Background and Context: Explaining the Problem:

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

is known as “academic inbreeding”¹. Among other things, faculty hired from other institutions would enhance the institution’s reputation, bring a network that provides students access to the inter-university academic connections and opportunities. However, many universities also hire their own graduate students (alumni) for temporary or part-time teaching assignments², and it is not fair to exclude qualified CSU graduate students and alumni from opportunities other universities provide to theirs.

3. Impact Analysis:

The policy has had direct negative impacts:

a) Program Efficiency:

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

The program will benefit from our graduate’s close connection with students and better engagement. On the other hand, studies show that adjunct faculty have relative student’ engagement is lesser³⁴.

b) Graduate students’ Preparation:

o Personal and professional growth:

Teaching one or two low-level courses could help our students acquire pedagogical skills, take on more responsibility, and advance their knowledge⁵

o Professional networks:

Allow our graduates to further connect with faculty members in their respective departments and other related disciplines, the university’s faculty supports like IT and library, and a broader academic community, thereby gaining valuable experience that can be leveraged when seeking future employment opportunities in academia or related industries⁶

c) Ability to Attract Quality Graduate Students:

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

d) Alumni-Alma Mater Connection

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

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

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

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

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

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

⁶ id

fostering a sense of community and continuity. For many universities such cordial relations are a cornerstone of a university's legacy and continued success⁷.

e) *Hiring Cost:*

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

4. Supporting Evidence:

According to studies:

- Over 46% of the courses offered in higher learning institutions are offered by graduate students^{8,9}.
- Over 70% of graduate students of higher learning institution had some teaching responsibility¹⁰
- Graduate students with experience of teaching at higher learning institutions are more likely to be employed for teaching in their early careers.¹¹
- According to the CSU Geography Alumni survey, over 25% of CSU graduates (Alumni) are employed in education-teaching sectors.

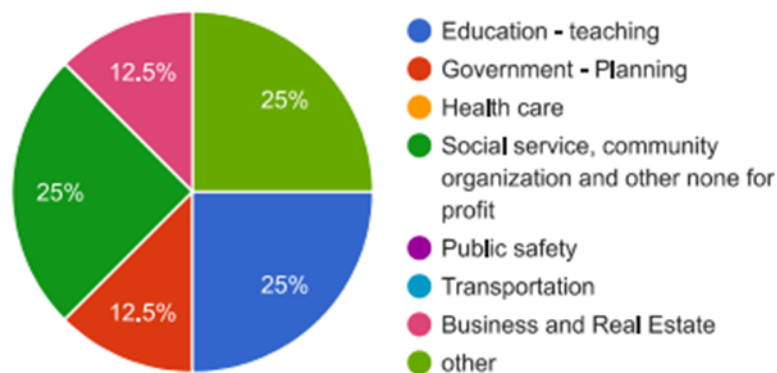


Figure 1: CSU Geography Alumni Survey Result

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

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

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

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

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

¹¹ id

¹² Alumni testimonial through personal communication

5. Proposed Solutions:

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

- i. The policy defines the phrase "Regular Faculty." The term "Regular faculty" has various meanings in different institutions, and the current CSU faculty handbook does not have a definition. We believe the definition should be clarified that the policy only applies to tenure and tenure-track faculty positions.
- ii. The policy must specify a disclaimer that it does not apply to part-time and temporary employment of "qualified current CSU students" and "Recent CSU graduates."
- iii. The policy should determine "Recent CSU graduates," as graduates (Alumni) within the first three years after graduation. Our graduates must be encouraged to find a permanent job within three years of graduation.
- iv. The policy should stipulate "Qualified CSU graduate students" as graduate students who have already obtained a Master's degree and completed the first year of their residency in the program.

Exact Language of the Proposed Action

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

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

Appendix E

Senate Committee: N/A

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Jubilee Dickson

Co-Sponsor: Liefu Jiang

Proposed Action

Context/Rationale

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

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

Exact Language of the Proposed Action

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

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

Appendix F

Senate Committee: Shared Governance Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Yashika Watkins

Co-Sponsor: None

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

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

Appendix G

Senate Committee: Buildings and Grounds Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Charlene Snelling

Co-Sponsor: Anser Azim

Proposed Action

Context/Rationale

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

Additional information:

[Chicago State University Faculty Senate Action Items-Winter2025Pt1Final-EditedB.pdf](#)

Exact Language of the Proposed Action

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

Appendix H

Title: Inclusion of OER Workshops at Faculty Institute Day

Senate Committee: Academic Affairs Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Sarah Buck

Co-Sponsor: Olanipekun Laosebikan

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

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

Appendix I

Title: Academic Amnesty

Senate Committee: Academic Affairs Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Sarah Buck

Co-Sponsor: ????

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

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

Appendix J

Title: Faculty Research Survey

Senate Committee: Research Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Olanipekun Laosebikan

Co-Sponsor: ?????

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

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

Appendix K

Title: Retention of Senator Seats from Merged Department

Senate Committee: Rules and Operations Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Yashika Watkins

Co-Sponsor: Amzie Moore

Proposed Action

Context/Rationale

Mergers of Departments by the Administration are not necessarily conducted through a Shared Governance process with the faculty creating lack of representation in the Senate.

Exact Language of the Proposed Action

The Faculty Senate shall, through the Rules and Operations Committee, modify the Elections procedures of the Senate to include the following statement, "Amongst merged Departments, Senator representation shall remain as indicated by the Faculty Senate documents since February 2025 despite mergers."

Appendix L

Title: Retention of Senators, Committee Seats, and Officers

Senate Committee: Rules and Operations Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Yashika Watkins

Co-Sponsor: Tekleab Gala

Proposed Action

Context/Rationale

Whereas the Faculty Senate seeks to foster a spirit of collegiality;

Whereas maintaining institutional memory within the Senate and its subcommittees is essential for effective governance;

Whereas the Rules and Operations Committee has considered the unintended consequences of administrative changes;

Whereas modifications to Senator assignments may generate discord among faculty;

Exact Language of the Proposed Action

Be it resolved that, as a policy of the Faculty Senate, elected and/or appointed faculty members serving in positions under faculty jurisdiction shall retain their seats and complete their terms, regardless of changes to formal organizational structures, provided they maintain faculty status and have not assumed an administrative role at Chicago State University.