

Chicago State University Faculty Senate
Meeting Minutes
Tuesday, May 6, 2025
[May 2025 - Zoom Link](#)

Present: William Jason Raynovich (President), Amzie Moore (Vice President), Sarah Buck (Recording Secretary), Yashika Watkins (Corresponding Secretary), Eddie Gaytan, Charlene Snelling, Devi Potluri, Jubilee Dickson, Ehab Yamani, Lieu Jiang, Nadeem Fazal, Sarah Austin, Soo Kang, Jon Patterson, Tekleab Gala, Kristy Mardis, Oscar Rodriguez, Gabriel Gomez, Carlette Bailey, Leslie Baker-Kimmons, Mohammad Newaz, Austin Harton, Karen Witherspoon, Walid Al-Ghoul, Delonte LeFlore, Nicole Lavalais, Michael Wannah

A. Call to order 12:32

B. Agenda

a. Approval of Agenda

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

i. Watkins moved to approve both, Yamani seconded > approved by unanimous consent

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

a. Watkins moved to approve, Gaytan seconded > motion carried unanimously

D. Senator Comments/Speeches

a. Sarah Austin

i. Concern over number of cancelled searches (e.g., Dean of Health Sciences) and the serious internal (e.g., lack of interest in participating in future search committees) and external (bad reputation for CSU) consequences of this

1. Gala suggested to present this as a question to the President for the Senate meeting with the President in August

E. Provost Report (Mardis)

a. August 21, 2025 Faculty Institute Day- faculty should share what they would like to see at the institute

i. Note OER will be one of the workshops- unclear whether it is for all faculty or is a breakout session. Raynovich will check the original action item language

1. Austin suggested for the institute breakouts to be clear about whether they are for undergraduate or graduate
 - b. Encourage students to register for the fall semester
 - i. Approximately 25% of first time full time freshmen have not returned from fall to spring
 - c. Commencement is next Thursday
- F. Enrollment (VP of Enrollment Management)
- a. Q&A
 - i. Why is CSU not present at external Chicago activities, such as street festivals like Fiesta del Sol?
 - ii. CSU Admissions will attend if invited. Make decisions based on greatest impact for the resources available
 - iii. 570 new undergraduate confirmations for the fall at this time, compared to 74 for last year
 - iv. Explain why the CSU student attrition rate is so high when NEIU has a much higher enrollment.
 1. NEIU is predominantly Hispanic population, which has experienced a large growth in Chicago
 2. CSU is attempting to draw in more Hispanics (e.g., hired bilingual recruiter) while remaining a PBI
 3. Austin stated that tuition being high in IL should be discussed at the legislator level by Senators given the exporting of college students from IL
 - v. Raynovich suggested VP of EM attend summer committee meetings
- G. Graduate School (Dean)
- a. Graduate school has increased enrollment during Potluri's tenure
 - b. Graduate School will be absorbed under Enrollment Management starting in July
 - c. Potluri provided overview of various policy changes during his tenure, such as required GPA, percent of transfer courses from 25 to 50%

- d. Austin stated a thank you for Potluri's service, particularly for HLC accreditation under Watson

H. Old Business

- a. Action Item list- some still need official sign-off, such as hiring of CSU alumni (note some will not be "officially" done until catalog comes out), Chair election policy

I. Standing Committee Reports

a. Technology Committee (Kang)

- i. Latest Windows is 11. IT is supporting 11 and 10, but will no longer support 10 or older starting in October. Go to help desk to upgrade
- ii. 200 new laptops have been ordered, but only 74 have been distributed. Faculty must request to Dean
- iii. Brightspace- May 19 is the date they are moving Moodle information to Brightspace. All online courses starting in summer 2025 on Brightspace. Back up your own courses from Moodle.
- iv. Student training for Brightspace available

b. Rules and Operations Committee

- i. Faculty Senate Seats ([FacultySenators2024-2025.xlsx](#))
 - 1. Most Senate seat elections have been completed
- ii. Elections
 - 1. Faculty Senate Vice President election, Honorary Degree Committee, Rules and Operations Committee, and Grand Marshall. Communicate with all Unit A faculty to vote.
 - 2. Deadlines for elections is Friday, May 9

c. Academic Affairs Committee

- i. Grants proposing Gen Ed requirements (**Appendix B**)
- ii. motion carried with 14 yes, 1 no, 1 abstention

d. Board of Athletic Directors

- i. (**Appendix F**)

- ii. Asking Summer Committee to create a general syllabus statement for athletes making up assignments/exams when they miss for university sport travel
- iii. Report serves as the motion/second > Motion carried with 15 yes, 3 abstentions
- e. Executive Committee
 - i. End-of-Year Report 2025 (**Appendix C**)
 - 1. Gomez moved to approved, Gaytan seconded > motion carried by unanimous consent
 - ii. Summer Committee assignment
 - 1. If you are interested, email facultysenate@csu.edu. Functions as the Senate during the summer. Report will be generated and voted on at September meeting of full Senate
 - a. Austin, Gala, Dickson, members of Executive Committee

J. New Business

- a. 360 Evaluation of the CSU Faculty Senate President and Senate (**Appendix D**)
 - i. Friendly amendment to change due date to August 31, 2025
 - ii. Motion carried with 14 yes, 2 no, 2 abstention
- b. Other

K. Adjournment

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

Appendix A

Rules of the Day

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

Appendix B

Title: Grants that impact College and/or University curriculum

Senate Committee: Academic Affairs Committee

Senate Meeting Date for Consideration: 5/6/2025

Sponsor: Sarah Buck

Co-Sponsor: Leslie Baker-Kimmons

Proposed Action

Context/Rationale

The purpose of this recommendation is to address the concern of grant proposals that include curricular changes that affect students across the university, specifically for General Education requirements.

Exact Language of the Proposed Action

All grants that will propose a General Education change must seek prior approval from the Gen Ed Committee before grant submission. Successful grants with course creation or changes will still require the full, standard curriculum approval processes.

Appendix C

Title: 360 Evaluation of the CSU Faculty Senate President and Senate

Senate Meeting Date for Consideration: 5/6/2025

Sponsor: Sarah Austin

Co-Sponsor: Charlene Snelling

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 who supervise them is central to the process of promoting these values. Therefore, we wish to implement a 360 evaluation process within the Faculty Senate with the dual intentions of a) promoting excellence within the faculty senate and b) to provide a model to the CSU administration of best practices in evaluation of university personnel.

Exact Language of the Proposed Action

Action Item Part 1:

The Parliamentarian of the CSU Faculty Senate shall conduct a 360 evaluation of the Faculty Senate President by the end of the Spring 2025 semester. This survey will be made up of surveys of 3 distinct groups. The responses would be anonymous.

These three constituent groups would be as follows:

Group A - Members of the CSU Faculty Senate Executive Committee and chairs of subcommittees of the Faculty Senate

Group B - Members of the CSU Faculty Senate who are not included in group A

Group C - The University President, the Provost, all Vice Presidents, and Deans as members of the administration with whom the Senate President has direct interactions

This evaluation would ask the following questions, followed by a 4-point Likert scale style response format with an additional option for "Not Applicable." In addition, a comments section shall appear at the end of the survey:

Questions for Group A & B

1. The CSU Faculty Senate President is accessible and responsive to concerns and feedback.
2. The CSU Faculty Senate President models respect for diverse viewpoints.

3. Senate meetings are well-organized under the President's leadership.
4. The CSU Faculty Senate President encourages inclusive participation among Senate members.
5. The CSU Faculty Senate President fosters collaboration between CSU faculty and administration.
6. The CSU Faculty Senate President effectively represents the interests and concerns of faculty to university leadership.

Questions for Group C

1. The CSU Faculty Senate President is accessible and responsive to concerns and feedback.
2. The CSU Faculty Senate President models respect for diverse viewpoints.
3. The CSU Faculty Senate President actively facilitates communication between the faculty and the CSU administration.

Distribution of the results of this survey:

The parliamentarian shall release the results of this survey to:

The Faculty Senate President

The Provost

Further distribution of the results would be provided at the discretion of the Faculty Senate President

Action Item Part II

The Parliamentarian of the Faculty Senate will conduct an anonymous survey of the Faculty Senate that is open to all faculty members who are not senators by the end of the Fall 2025 semester. This survey shall be written by the Senate president and executive board. This survey shall include between 3 - 5 questions.

These questions may include

1. I am aware of how I can observe faculty senate meetings (yes/no).
2. I receive sufficient information about the business of the faculty senate.
3. The faculty senate effectively promotes communication and problem solving between the CSU faculty and administration.

Appendix D

Title: End-of-Year Report 2025

Link: [Faculty Senate - End of Year Report 2024-2025](#)

I. Shared Governance & Leadership Engagement

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

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

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

II. Broader Administrative Engagement

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

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

III. Senate Actions and Living Document

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

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

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

IV. Summary of Actions (2024–2025)

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

V. Senate Participation and Debate

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

- Student Evaluations
 - Hiring of CSU Graduates
 - Chair Selection Policy
 - Academic Amnesty
-

VI. Highlights from Committee and Independent Initiatives

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

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

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

Among the Senate’s significant contributions were Actions to:

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

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

VII. Acknowledgments

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

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

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

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

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

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

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

Appendix D.A

Senate Committee: N/A

Senate Meeting Date for Consideration: 10/1/2024

Title: Exploring the 360 Evaluation Processes

Chair/Sponsor: Sarah Austin

Co-Sponsor: Jubilee Dickson

Proposed Action

Context/Rationale:

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

Current Practices:

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

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

Future Opportunities:

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

Challenges:

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

Exact Language of the Proposed Action:

PROPOSAL

The faculty senate recommends that the CSU Administration explore options for engaging in 360 evaluations. This should include:

- 1) Contacting at least two agencies that provide guidance/support/consultation related to 360 evaluations at academic institutions to learn about supports that they can provide.
- 2) Notify the President of the Faculty Senate of the two agencies that the administration is contacting.
- 3) Discussing faculty feedback to administrators with the Dean of the College of Health Sciences and Pharmacy (their accreditation requires this feedback).
- 4) Discussing the implications of potential options with the President of the Faculty Senate including
 - a) Who might be included: Just Chairs and Deans or all academic administrators?
 - b) Who might give feedback: Could a faculty member submit an evaluation for everyone in their chain of command, just for Chairs and Deans, or just chairs, while chairs give feedback to deans?
 - c) How could faculty be provided with an introduction to this process?
 - d) How can we support those who are receiving a new source of feedback? For example, consultation, training and development,
 - e) How often might this be done: Yearly, or once every three years?

Appendix D.B

Senate Committee: N/A

Senate Meeting Date for Consideration: 11/12/2024

Title: Make Spring 2024 Student Evaluations Optional in Faculty Portfolios

Chair/Sponsor: Jubilee Dickson

Co-Sponsor: Gabriel Gomez

Proposed Action

Context/Rationale:

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

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

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

Exact Language of the Proposed Action:

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

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

Appendix D.C

Senate Committee: N/A

Senate Meeting Date for Consideration: 12/2/2024

Title: Importance of Librarians and Libraries

Chair/Sponsor: Charlene Snelling

Co-Sponsor: Gabriel Gomez

Proposed Action

Context/Rationale:

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

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

Exact Language of the Proposed Action:

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

Appendix D.D

Senate Committee: Buildings and Grounds Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Charlene Snelling

Co-Sponsor: Anser Azim

Proposed Action

Context/Rationale

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

Additional information:

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

Exact Language of the Proposed Action

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

Appendix D.E

Senate Meeting Date for Consideration: 2/5/2025

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

Sponsor: Tek Gala

Co-Sponsor: ?

Proposed Action

1: Introduction:

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

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

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

2. Background and Context: Explaining the Problem:

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

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

3. Impact Analysis:

The policy has had direct negative impacts:

a) *Program Efficiency:*

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

The program will benefit from our graduate’s close connection with students and better engagement. On the other hand, studies show that adjunct faculty have relative student’ engagement is 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. Graduates teaching is venue where Alumni engage, participate and contribute to alma mater institution thereby to

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

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

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

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

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

⁶ id

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

e) *Hiring Cost:*

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

4. Supporting Evidence:

According to studies:

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

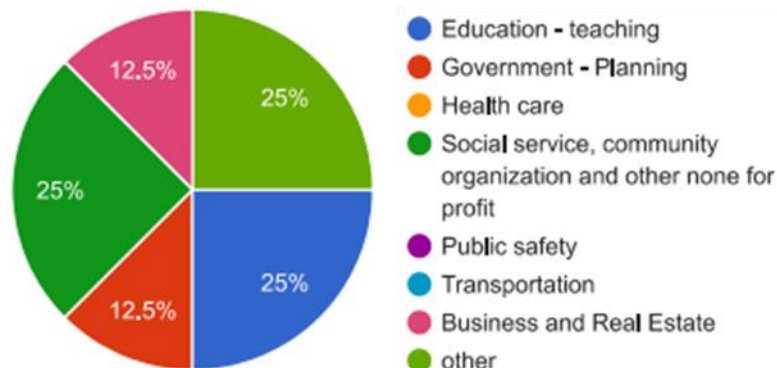


Figure 1: CSU Geography Alumni Survey Result

- As mentioned earlier, the (mis)perception of low confidence in degree power appears in CSU graduate student testimonials. Consequently, it has been very hard for our students to go out to a job market and hunt for jobs with confidence when

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

they know that the institution that issued them a degree prefers to hire graduates from other institution with the same degree over them.¹²

5. Proposed Solutions:

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

- i. The policy defines the phrase "Regular Faculty." The term "Regular faculty" has various meanings in different institutions, and the current CSU faculty handbook does not have a definition. We believe the definition should be clarified that the policy only applies to tenure track faculty positions.
- ii. The policy must specify a disclaimer that it does not apply to part-time and temporary employment of "qualified current CSU students" and "Recent CSU graduates."
- iii. The policy should determine "Recent CSU graduates," as graduates (Alumni) within the first 3 years after graduation. Our graduates must be encouraged to find a permanent job within 3 years of graduation.
- iv. The policy should stipulate "Qualified CSU graduate students" as graduate students who have already obtained a Master's degree and completed the first year of their residency in the program.

Exact Language of the Proposed Action

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

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

¹² Alumni testimonial through personal communication

Appendix D.F

Senate Committee: N/A

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Jubilee Dickson

Co-Sponsor: None

Proposed Action

Context/Rationale

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

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

Exact Language of the Proposed Action

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

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

Appendix D.G

Senate Committee: Executive Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Sarah Buck

Co-Sponsor: Amzie Moore

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

The Faculty Senate recommends that the University implements the following:

1. Student service offices should close no earlier than 6pm.
2. Cafeteria should be closed no earlier than 9pm.
3. The Library should be closed no earlier than 10pm. (If this is cost prohibitive, consider closing at 10pm on the 7th, 8th, 14th, 15th week of classes and finals)
4. The Kanis Child Development Center should be available for drop offs for evening classes through 9:15pm to allow for pickup after 9pm classes conclude.

Appendix D.H

Senate Committee: Shared Governance Committee

Senate Meeting Date for Consideration: 2/5/2025

Sponsor: Yashika Watkins

Co-Sponsor: None

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

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

Appendix D.I

Title: Inclusion of OER Workshops at Faculty Institute Day

Senate Committee: Academic Affairs Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Sarah Buck

Co-Sponsor: Olanipekun Laosebikan

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

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

Appendix D.J

Title: Academic Amnesty

Senate Committee: Academic Affairs Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Sarah Buck

Co-Sponsor: ????

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

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

Appendix D.K

Title: Faculty Research Survey

Senate Committee: Research Committee

Senate Meeting Date for Consideration: 3/4/2025

Sponsor: Olanipekun Laosebikan

Co-Sponsor: ?????

Proposed Action

Context/Rationale

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

Exact Language of the Proposed Action

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

Appendix E

Senator Speech: Sarah Austin

I am concerned, (and the faculty that I represent are concerned), with the pattern of failed and canceled searches that we have seen at CSU. Years ago, President Scott cancelled our search for a new provost, then the administration declared that our search for a new Dean of Health Sciences had failed. Next, they cancelled the search for an academic affairs position in our college and most recently the administration has declared that we have had a failed search for the Dean of Health Sciences and Pharmacy.

Of course, it is unavoidable that some searches will have to be cancelled, and some will fail, but I would like to encourage the administration to reflect on the harm that is caused by these situations.

- External applicants learn that CSU is not reliable
- Internal applicants have felt betrayed, — It is worth noting that CSU has lost strong and dedicated employees after the “failed” search for the Dean of Health Sciences.
- Committee members learn that the labor that they have invested in this type of service is not valued by the university, and they become less willing to serve on the next search committee. We understand that faculty service is not an un-ending well, and after a “Failed” search it would not be surprising if committee members shy away from this type of service in the future.

Of course, it is unavoidable that some searches will have to be cancelled, and some will fail, but I would like to encourage the administration to reflect on the fact that in most of these searches, there were applicants that were strongly supported by committee members and when candidates came to campus, they created relationships with CSU faculty and helped the faculty to imagine new possibilities.

Of course, it is unavoidable that some searches will have to be cancelled, and some will fail, but I would like to encourage the administration to reflect on the damage that is done when you ask the faculty to engage in a process that leads us to imagine future possibilities and then you call this process a failure.

Of course, it is unavoidable that some searches will have to be cancelled, and some will fail, but I ask that the administration make a serious and searching inventory of the causes of failed searches and work to address possible causes

- Please communicate clearly with the committee about what you are looking for from the very beginning of the process.
- Please be careful in considering the requirements and desired attributes that are listed in job listings. Including search committee members in the process of writing these listings could help.
- Carefully consider the match between the skills, knowledge and level experience that you are seeking and make sure that the salary that you are offering is in line with your expectations.

Please do not allow “failed” searches to become an accepted part of CSU culture.

Please tend carefully to processes that nurture our hopes for CSU.

Appendix F

Title: Syllabus Statement on Accommodations for School Related Absences

Senate Committee: Board of Athletic Directors

Senate Meeting Date for Consideration: 5/6/2025

Proposed Action

Context/Rationale

We need standard guidelines regarding make-up assignments for when students have absences due to university related activities. This includes student-athletes or any other student who must miss class due to university activities. Both faculty members and students need to have the same expectations for what can be made up and how that should be done.

Exact Language of the Proposed Action

Motion to ask Faculty Senate summer committee to work on a syllabus statement for students needing accommodations for missed classes and assignments for university related activities (e.g. marching band, athletics, etc.).