The regular meeting of the Faculty Senate was called to order at 2:35 pm on Thursday, November 6, 2025 in MUC Mississippi/Illinois Room by President Wai Cheah.

**Present**:  **President** Wai Cheah, **Past President** Marcus Agustin, **President-Elect** Susan Wiediger, Undrah Baasanjav, Leah Baecht, Olga Bezhanova, Igor Crk, Jacob Del Rio, Stephen Duda, Mary Frazier, Carole Frick, Isabel Gay, Ruben Gomez, Jennifer Hooksfra, Mary Kaemmerer, Tim Kalinowski, Sungho Kim, Marie Klopfenstein, Julie Zimmermann for Susan Kooimann, Erik Krag, Tianyu Li, Ramana Madupalli, Cassandra Maynard, Lynne Miller, Steve Morrese, Sorin Nastasia, Jon Pettibone (ex officio), Marion Prats, Beidi Qiang, Ken Rawson, Mark Ruscin, Dan Segrist, Chrissy Simmons, Rebecca Swartz, Gloria Sweida, Melissa Thomeczek, Kevin Tucker, Saad Ullah, Jasbir Upadhyaya, Cinnamon VanPutte, Chin-Chuan Wei, Morris Taylor for Andrew Wesemann, Sophia Wilson, Amy Winn, Duff Wrobbel, James Wulfsong, Kyong Yoon

**Absent**: Tianyu Li, Nima Lotfi, Mark McKenney, Barbara Nwacha, Ken Rawson, Jeffrey Sabby (ex officio), Kamran Shavezipur, David Sherrill, Jason Stacy, Jenna Tebbenkamp

**Guests**: Denise Cobb, Elza Ibroscheva, Christopher Slaten, Matthew Schunke

**Announcements:**
   A.  Appointments
      i.    Search Committee (Position 1 – Associate Vice Chancellor for East St. Louis Educational Programming and Operations, and Position 2 – Assistant Vice Chancellor for Educational Pathways and Community Engagement) – Dr. Wai Hsien Cheah
      ii.   Search Committee (Chancellor's Chief of Staff) – Dr. Eric Voss
      iii.  Council for Belonging and Equity (CBE) – President-Elect, Dr. Susan Wiediger

**Guest Speakers:**
   A.  Dr. Denise Cobb, Provost and Vice Chancellor for Academic Affairs, spoke to Faculty Senate regarding the 90-credit hour degree program. The University is considering offering 90-credit hour degrees due to workplace and talent shortages, particularly in nursing. Illinois faces a 15,000 nurse shortage, impacting quality metrics and organizational commitment. A committee is exploring a 90-credit hour baccalaureate degree, discussing its benefits and drawbacks. Reducing debt and time to degree could increase earning potential and boost persistence and retention, especially for adult learners. These programs are often online, flexible, workforce-aligned, and linked to real-world experiences. However, successful implementation, rules, and employer perceptions are uncertain. Employers prioritize skills, knowledge, and training over credit hours. Hospitals focus on increasing nursing graduates and efficiently moving individuals into the field. The long-term implications of 90-credit hour degrees, especially for graduate or professional programs, are unknown.

   B.  Dr. Elza Ibroscheva, Associate Provost for Accreditation, Assessment and Academic Planning, spoke to Faculty Senate regarding the Illinois Articulation Initiative (IAI). The IAI, a

statewide transfer agreement among over 100 Illinois colleges and universities, ensures seamless student transfers by establishing a common core of lower division coursework. Dr. Ibroscheva emphasized the need to evaluate current policies and practices to better support transfer students at SIUE. SIUE must maintain courses that meet the articulation agreement's requirements. Faculty participation in evaluation panels is crucial for understanding other institutions' practices and course handling. While SIUE is expected to participate, decisions are made based on faculty input, with panels consisting exclusively of faculty. Faculty participate in panels to decide on core curricular courses and major panels to define a common core curriculum. Departments are encouraged to create a welcoming environment for transfer students.

C.  Dr. Christopher Slaten, Dean of the Graduate School and Associate Provost for Research, spoke to Faculty Senate and provide an update regarding Graduate School. Dr. Slaten started as Dean on June 1. The Office of Research and Projects (ORP) received feedback for clearer communication and is implementing changes, including personalized emails. SIUE's graduate education has a positive NPS of 20, but funding remains a challenge for students. The university is implementing programs like Grad Connect to improve student engagement and is addressing visa challenges impacting enrollment.

**Consideration of Minutes:**
The September 4, 2025 meeting minutes were approved as written. The October 2, 2025 meeting minutes were amended with one correction: Kyong Yoon is a new Senator, and not a substitute for Adriana Martinez, and the attendance will be edited to reflect that.

**Action Items:**
A.  Ombuds reappointment (Dr. Mary Sue Love) – Dr. Love's Ombuds reappointment was approved by acclamation.
B.  Policy 1L17 Combined Baccalaureate and Graduate Degrees – Dr. Amy Winn provided a second read to the changes to Policy 1L17. The minor wording changes were made, clarifying terms and removing the Graduate School Dean's approval requirement for course selection. The policy changes were approved by acclamation.
C.  FS Work Approval for Program Prioritization (Phase 2) – Tim Kalinowski highlighted the Authorization on MOU, which authorizes the Faculty Senate President to sit on the Program Prioritization Phase 2 committee and represent Faculty Senate as needed. If the Faculty Senate President is unavailable, the Faculty Senate President-Elect would be next in line, followed by the Past President.  This MOU was approved by acclamation.

**Unfinished Business:**
A.  Update on approval to changes to Policy 1Q8 (Implementation and Administrative Responsibility Policy) – February 7, 2025 – still waiting on approval.
B.  Update on approval to changes to Retired/Emeritus Faculty Policy – May 6, 2025 – still waiting on approval.
C.  Update on approval to changes to Policy 1C1 (Guidelines for Course Categories, Class Scheduling and Publications) – May 2, 2025 – still waiting on approval.
D.  Update on approval to changes to Policy 1H1 (General Education Program) – May 2, 2025 – still waiting on approval.
E.  Update on approval to changes to Policy 1J7 (Student Evaluation of Teaching) – still waiting on approval.

**F.** Program Prioritizations: Phase 2 – No new update.

**New Business:**

**A.** Policy 1H1 General Education Program (first read) – Policy Change Proposal: Drs. Amy Winn and Matthew Schunke provided clarification to changes to Policy 1H1, which will be modified to rename existing IS courses and those with an IS attribute to "Change Makers," with a new pathway-related attribute. An ad hoc committee will review and recommend changes to the General Education committee, which will report to the Curriculum Council. Concerns about the necessity of the change for certain majors were addressed, noting that similar experiences are provided through student teaching and other coursework.

**Reports from Standing Committees:**
IBHE Faculty Advisory Council: see attached report.

**Reports from Council Chairs:**
Budget, Finance, & Academic Operations Council: see attached report.
Curriculum Council: see attached report.
Faculty Development Council: see attached report.
Governance Council: see attached report.
Graduate Council: see attached report.
Welfare & Adjudication Council: see attached report.
President: See attached report.

**Adjournment:**
The meeting adjourned at 4:12 pm

Submitted by Michael Tadlock-Jackson, University Governance

# Illinois Articulation Initiative

*The Illinois Articulation Initiative (IAI) is a statewide transfer agreement among more than 100 public and private colleges and universities in Illinois. It helps ensure students can transfer seamlessly between institutions by establishing a common core of lower-division coursework.*

iTransfer
**IAI**
iManage

## Why Should Faculty Serve?

- Make a statewide impact on student success and transfer equity.
- Ensure your discipline's voice is represented in shaping lower-division curriculum.
- Stay current with discipline-wide changes that affect teaching and transfer.
- Gain leadership and service experience valued in professional portfolios.
- Faculty voices are essential. Serving on an IAI panel ensures our students have clear, efficient, and high-quality transfer pathways.
- To learn more or express interest in serving, visit: https://itransfer.org/panels/vacancies.php

## Why is IAI Important?

- **Supports Student Success:** Ensures smooth transfer pathways for thousands of Illinois students each year.
- **Strengthens Curriculum Alignment:** Helps maintain consistency and rigor across institutions.
- **Builds Collaboration:** Provides a forum for faculty across Illinois to shape the future of education in their discipline.

## What Do Major Panels Do?

- **Identify a Common Core** for each discipline (no more than 4 courses). These courses represent what students need in the first two years of study. Approved courses receive an IAI Major/Discipline code and are listed in the statewide IAI database.
- **Review and Approve Courses** submitted by colleges and institutions for inclusion in the major core.
- **Provide a Faculty Forum** to build shared understanding of lower-division curriculum content and monitor changes in the discipline that impact student preparations for upper-level work.
- **Support Undecided Students** by recommending courses that keep transfer pathways open for multiple majors and institutions.
- **Address Statewide & National Issues** related to articulation and transfer, advising the IAI Steering Panel on solutions.
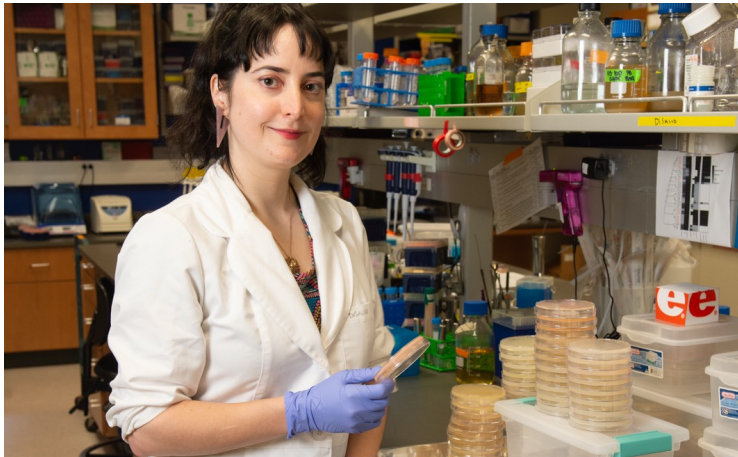
info

For more information:

https://itransfer.org/aboutiai/
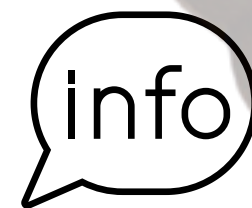
Contact Polly Walters at powalte@siue.edu with questions.

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

# GRADUATE SCHOOL

SOUTHERN ILLINOIS UNIVERSITY
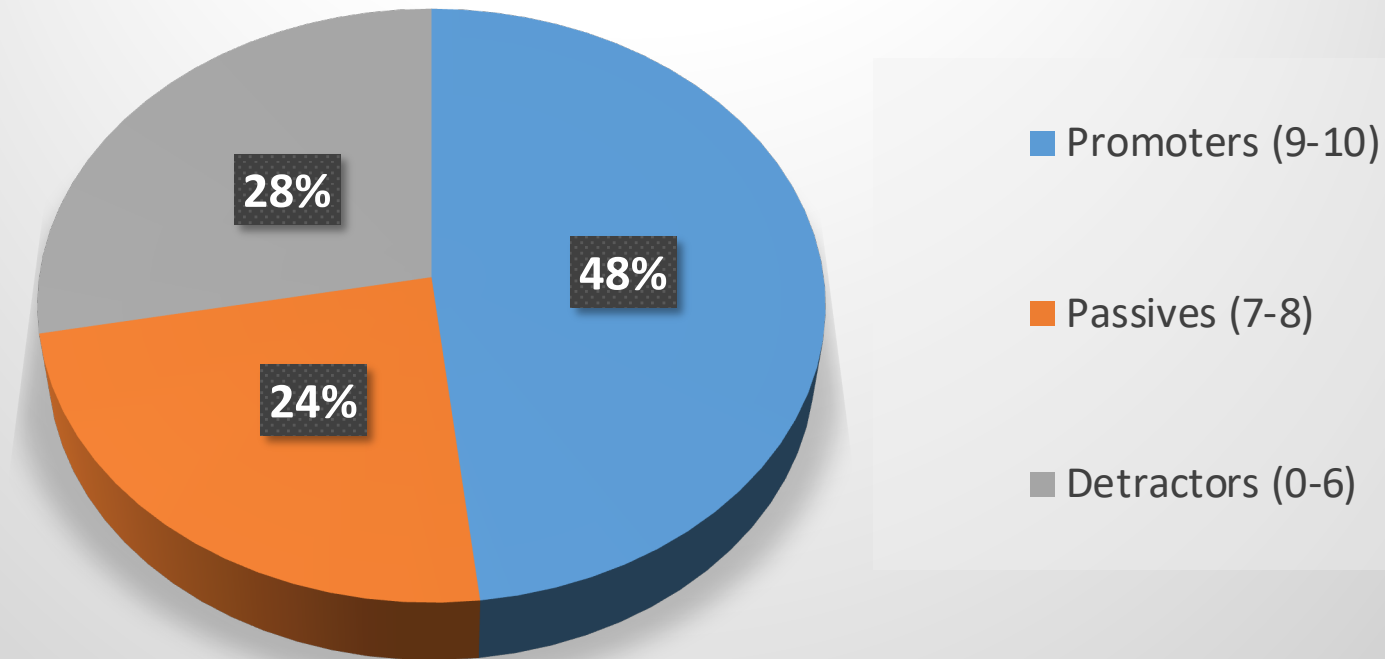**EDWARDSVILLE**

Sent out to Alums that have graduated since 2021 and current students

N = 311

43 current students

# Graduate School At a Glance

**How likely is it that you would recommend SIUE grad school or a friend or colleague?**



- 48% — Promoters (9-10)
- 24% — Passives (7-8)
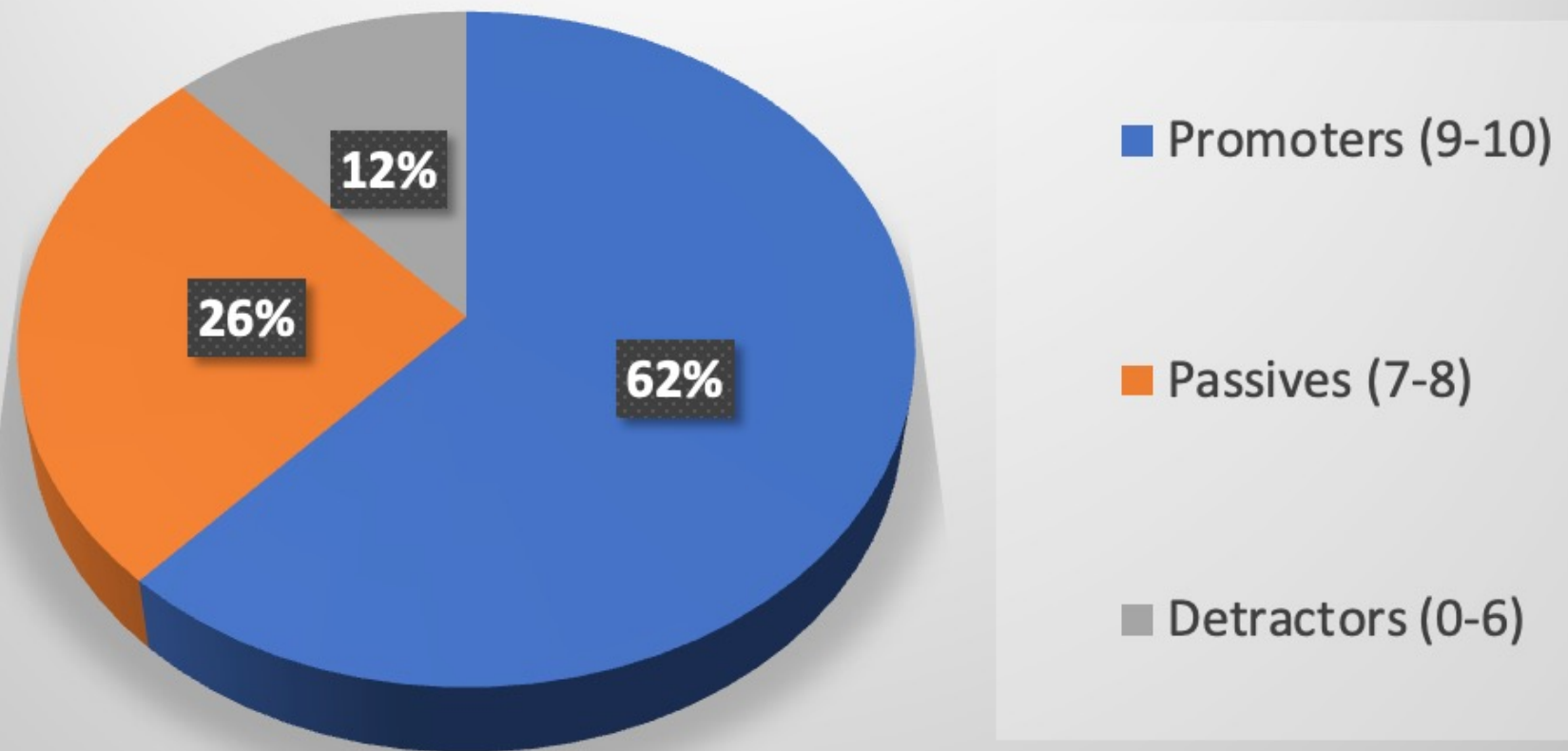- 28% — Detractors (0-6)

# Net Promoter Score (NPS) = 20

National average = @20 ; Top-Tier institutions considered= 40+

# Graduate School at a Glance



How likely is it that you would recommend SIUE grad school or a friend or colleague?
*current students only
NPS = 50

- Promoters (9-10) — 62%
- Passives (7-8) — 26%
- Detractors (0-6) — 12%

# Five key overall results and takeaways

1. **Faculty Support and Graduate Assistantships Are Critical to Student Success**

   Students consistently cited **faculty mentorship**, **responsive instructors**, and **graduate assistantships** as their most valued experiences. These relationships were often described as the core of academic growth, professional development, and emotional support during their programs. Assistantships also provided crucial financial relief and real-world learning opportunities.

2. **Financial Strain Is a Significant and Pervasive Challenge**

   Respondents across disciplines—particularly international, nontraditional, and parent students—repeatedly expressed concern over **low stipends, high fees**, and **insufficient scholarships**. Many indicated that their satisfaction and success would have been enhanced by **better financial aid**, subsidized healthcare, housing, and increased funding for travel, research, and conference participation.

3. **Advising, Communication, and Program Organization Need Improvement**

   A common source of frustration involved **poor communication from advisors**, **disorganization in program structure**, and **unclear degree requirements or deadlines**. This led to unnecessary stress, confusion, and in some cases, delayed graduation. Students want clearer processes, proactive check-ins, and more accountability in advising.

4. **Career Preparation and Industry Connection Are Underdeveloped**

   Many students felt **underprepared for the job market** due to a lack of **internships, job placement support, and industry mentorships**. They requested more **career services tailored to graduate students**, especially those pursuing non-academic paths. There was also interest in certifications, tech training (e.g., Excel, SQL), and alumni networking platforms.

5. **A Sense of Community Is Lacking—Especially for Online, Commuter, and Marginalized Students**

   While small cohorts and faculty rapport helped some feel connected, many described their experience as **isolating**—especially online learners, international students, parents, and those studying part-time. Students asked for **cohort-building activities, peer mentorship**, **graduate student-only events**, and **improved support for mental health and inclusion**. Efforts to foster belonging were seen as fragmented or under-resourced.

# Office of Research at a Glance

## Annual Submission and Award Data

| Fiscal Year ▼ | Submission Count | Total Requested Costs | Award Count | Total Awarded Costs | Success Rate |
|---|---|---|---|---|---|
| 2025 | 168 | $102,887,270 | 62 | $22,595,280 | 66.7% |
| 2024 | 186 | $80,701,675 | 95 | $34,434,453 | 52.5% |
| 2023 | 224 | $153,218,276 | 113 | $35,460,164 | 50.7% |
| 2022 | 248 | $87,830,543 | 148 | $36,603,858 | 59.7% |
| 2021 | 198 | $98,236,317 | 120 | $56,177,825 | 60.6% |
| 2020 | 202 | $63,391,415 | 110 | $28,249,179 | 54.5% |
| 2019 | 201 | $120,684,435 | 115 | $93,586,392 | 57.2% |
| 2018 | 128 | $42,762,821 | 46 | $17,496,547 | 35.9% |
| **Total** | **1,555** | **$749,712,753** | **809** | **$324,603,696** | **54.9%** |

*NIH Success Rate — 18%; NSF Success Rate — 24% average*

# Research Only Submissions

## Annual Submission and Award Data

| Fiscal Year ▼ | Submission Count | Total Requested Costs | Award Count | Total Awarded Costs | Success Rate |
|---|---|---|---|---|---|
| 2025 | 91 | $33,245,509 | 21 | $2,213,983 | 50.0% |
| 2024 | 114 | $38,628,505 | 42 | $6,377,748 | 37.2% |
| 2023 | 143 | $41,744,655 | 52 | $6,735,451 | 36.6% |
| 2022 | 138 | $37,865,846 | 68 | $6,856,660 | 49.3% |
| 2021 | 109 | $23,681,501 | 44 | $6,436,536 | 40.4% |
| 2020 | 126 | $32,699,396 | 50 | $4,636,791 | 39.7% |
| 2019 | 123 | $31,274,919 | 49 | $5,935,858 | 39.8% |
| 2018 | 93 | $21,880,307 | 19 | $4,181,027 | 20.4% |
| **Total** | **937** | **$261,020,638** | **345** | **$43,374,054** | **38.9%** |

# Submissions specific to our Carnegie Classification (less than 10% success rate)

## PUI Submission and Award Data - Summary

| Fiscal Year | Submission Count | Total Requested Costs | Award Count | Total Awarded Costs |
|---|---|---|---|---|
| 2025 | 2 | $972,846 | | |
| 2024 | 2 | $379,360 | | |
| 2023 | 6 | $1,987,509 | | |
| 2022 | 7 | $2,549,607 | 1 | $433,500 |
| 2021 | 2 | $590,262 | 1 | $422,873 |
| 2020 | 4 | $1,668,482 | 1 | $433,367 |
| 2019 | 3 | $926,781 | | |
| 2018 | 5 | $2,049,522 | | |
| **Total** | **31** | **$11,124,369** | **3** | **$1,289,740** |

# Results

1. The primary deterrents are *lack of time* and *administrative complexity*, followed by the *need for more navigational support and encouragement*. Few faculty cite lack of interest as the main reason for not pursuing external funding.

2. Assigned research time is highly valued, while broader communication (e.g., newsletters) and some internal programs (like Public Service Grant Program) are rated lower, signaling a need for more effective promotion or refinement.

3. There is *broad support for maintaining or expanding programs* like research reassignment and internal seed funding.

4. Clearer communication, *cross-departmental collaboration tools*, and *structured training* may increase submission rates and success.

5. Desire for *streamlined guidance* on identifying collaborators and funding matches

GR25265-02
GC
ERP

Regular review of policy. Consulted DGE and Registrar for input.

**Combined Baccalaureate and Graduate Degrees - 1L17**
Combined baccalaureate and graduate degrees (CBGD), such as early entry and accelerated programs, are organized programs of study that provide the opportunity for outstanding SIUE undergraduates to begin pursuing a graduate degree while completing the undergraduate degree. CBGD are available in select programs and are only available to SIUE undergraduates who need no more than 32 credit hours remaining for completion of the baccalaureate degree. The graduate degree is earned only after completing all graduate requirements. No graduate degree will be conferred before completion of the baccalaureate degree.

1.  Proposals for CBGD must be submitted through the regular academic approval channels. If undergraduate degree requirements are impacted, then the Faculty Senate Curriculum Committee will review in addition to the Graduate Council Programs Committee. CBGD that are part of an existing graduate program must submit a Form 91A, Request for Change in Academic Program or Conditions as a Reasonable and Moderate Extension (RME) (Form 91A or equivalent).

2.  CBGD admissions requirements are outlined in Policy 1E1.

3.  Early entry programs* allow SIUE undergraduate students to begin taking graduate-level courses during their last academic year of completion of a baccalaureate degree. The courses count only towards the graduate degree. The courses must be approved by the program and the Graduate School Dean using the "CBGD Plan of Study."

4.  Accelerated programs allow SIUE undergraduate students to count select approved courses for both the undergraduate and graduate degree. Courses will be used to fulfill both degree requirements per Policy 1F1. Graduate courses will count in the graduate GPA only and undergraduate courses will count in the undergraduate GPA only. The accelerated program must be based on a list of approved courses for the program of no less than 6 credit hours and no more than 12 credit hours. No substitution or waiver of courses and of completion requirements is permissible unless approved by the Graduate School Dean or designee. Independent readings, directed research, practicum, or other similar courses are not allowed. Students must file a "CBGD Plan of Study."

5.  Typically, CBGD students will not enroll in 500-level courses until completing the baccalaureate degree. CBGD students enrolled in approved 400-level courses must be enrolled classified at the graduate level and complete the graduate level requirements of the course.

6.  CBGD students are to complete the baccalaureate degree within one academic year of beginning the CBGD. Changes must be approved through a revised "CBGD Plan of Study."

7.  All University policies – including but not limited to those related to admission, retention, eligibility for fellowships and assistantships, contact hours, course formats, transfer credit, time limit for program completion, and eligibility of faculty to teach courses – apply to CBGD.

GR25265-02
GC
ERP

Regular review of policy. Consulted DGE and Registrar for input.

8. In order to begin a CBGD, a student must be admitted to the Graduate School as a conditionally admitted graduate student. The program faculty may add additional admission requirements, such as course prerequisites. The program faculty must approve the admission of all students into the CBGD.

9. To earn a graduate degree, a student must meet Graduate School graduation requirements in Policy 1F1. Program faculty may add additional requirements as outlined in the approved program.

10. The administration of a CBGD rests with the faculty of the program. When a CBGD is interdisciplinary, the faculty must designate a graduate program and school/college as its responsible administrative unit.

11. CBGD are reviewed as part of the regular program review process.

\* Early entry programs were formerly known as 3+2 programs.

*Approved by Chancellor effective 2/11/22*
*This policy was issued on February 18, 2022, replacing the July 1, 2018 version.*
*Document Reference: 1L17*
*Origin: GR 17/18-06 and CC 30-17/18; GR 21/22-04*

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**Constitution:**

V.d.  The President of the Faculty Senate shall have the power to call general faculty meetings.

VIII.b.  The Faculty Senate shall have the authority to stipulate its own governance structure, define terms of office, direct election of officers, remove officers and members for cause, control agendas and meetings, and create and abolish committees, in accord with procedures described in its Bylaws.


**Bylaws:**

II.K. The President of the Faculty Senate may call a meeting of the entire faculty at least once a year. The faculty shall be notified at least two weeks in advance of the meeting of the topics to be discussed


III.A.1

The President of the Faculty Senate shall be presiding officer with the power to call Faculty Senate and general faculty meetings. They shall be Chairperson of the Executive Committee and shall be a non-voting or ex-Officio member of all Faculty Senate subordinate units.  *The President shall represent the Faculty Senate in any organized all-University activity.*

The Faculty Senate shall be represented on Chancellor Search Committees, search committees for positions within two reporting lines of the Chancellor, and for other positions on ad-hoc or standing committees, councils, etc. related to Faculty Senate's charges, including but not limited to University Planning and Budget Council, Parking and Traffic, Intercollegiate Athletics Committee, and Committee for Higher Administrator Performance Appraisal. Representatives will be chosen by the Faculty Senate President, in conjunction with the Executive Committee.  Each appointment must be announced to the Faculty Senate members.  Committee appointees are responsible for reporting relevant business and actions of the committee to Faculty Senate.

IV.C

The President of the Faculty Senate, or their representative and any member of the Executive Committee who so chooses, shall meet on a regular monthly basis with the Chancellor of the University for informational purposes.


V.B

The Faculty Senate Past-President, President, and President-Elect shall appoint Chairpersons for the Council for the coming year and shall submit the appointments for approval of the Faculty Senate at the May meeting.


Roberts Rules of Order 47:20


Administrative duties of the president of a society. All of the duties of the presiding officer described above relate to the function of presiding over the assembly at its meetings. *In addition, in many organized societies, the president has duties as an administrative or executive officer; but these are outside the scope of parliamentary law, <u>and the president has such authority only insofar as the bylaws provide it.</u>* In some organizations, the president is responsible for appointing, and is ex officio a member of, all committees (with the exception of the nominating committee, which should be expressly excluded from such a provision, and with the further possible exception of all disciplinary committees; see 56:47). But only when he is so authorized by the bylaws—or, in the case of a particular committee, by vote of the assembly—does he have this authority and status. As an ex-officio member of a committee, the president has the same rights as the other committee members, but is not obligated to attend meetings of the committee and is not counted in determining the number required for a quorum or whether a quorum is present.

WHEREAS, the University, the SIUE Faculty Association, and SIUE Non-Tenure Track Faculty Association entered into a MEMORANDUM OF UNDERSTANDING – PHASE II FOR ACADEMIC PROGRAM PRIORITIZATION PLANS 2025 (MOU) on or about August 22, 2025.;

WHEREAS, the MOU in paragraph c, creates "[a] committee consisting of UPBC chair, Faculty Senate president, Graduate Council chair, and Student Government president [which] will review the proposals and make their recommendations to the Provost....";

WHEREAS, under the Faculty Senate Bylaws and Roberts Rules of Order, the Faculty Senate President is largely an administrative role with little or no authority to bind or act on behalf of the Faculty Senate; and

WHEREAS, the MOU indicates:

> *b. The Office of the Provost will work with Faculty Senate to identify opportunities to expedite review.*
>
> *f. Subsequent specific curricular changes will occur in accord with University policy.*

And the Provost in Faculty Senate on October 2, 2025 indicated that the normal processes related to curricular review at the college/school and senate and graduate council levels will take place;

THEREFORE,

The Faculty Senate hereby authorizes the Faculty Senate President to represent the Faculty Senate on the above referenced committee.

In the event the Faculty Senate President is unable to undertake that responsibility, the Faculty Senate President-Elect is hereby authorized to act instead.

In the event the Faculty Senate President and Faculty Senate President-Elect are both unable to undertake that responsibility, the Faculty Senate Past-President is hereby authorized to act instead.

# Policies & Procedures

## Table of Contents

## General Education

### General Education Program - 1H1

- **Objectives for the Baccalaureate Degree**

   The purpose of baccalaureate education at Southern Illinois University Edwardsville (SIUE) is to provide students with a solid foundation for intellectual development and an ability and desire to make contributions to society. As a public institution, SIUE strives to develop students who are well-informed, effective citizens; who provide leadership in civic and community affairs; who appreciate the arts; who have increased capacity for self-reflection, self-assessment and healthy living; and who will pursue life-long learning.

The undergraduate curriculum encourages students to see the events of the world in broad perspective and to bring a reasoned approach to the challenges they may face.

To achieve these purposes, the University seeks to impart the following abilities and knowledge to its students through their general education and study in their academic majors and minors:

Analytic, Problem-solving, and Decision-making Skills - Such skills include information literacy, quantitative literacy, the ability to understand and interpret written and oral texts, and to recognize, develop, evaluate, and defend or attack hypotheses and arguments. These skills are to be developed throughout all undergraduate programs in all courses.

Oral and Written Communication Skills - Skills in expository, argumentative, and creative writing, and in effective speaking and listening are to be developed through extensive and regular writing assignments, oral presentations, and participation in discussions.

Foundation in Liberal Arts and Sciences - All students will acquire a solid base of knowledge in liberal arts and sciences and of the contributions of these fields to civilization and to the quality of life. All undergraduate degree programs at SIUE, including professional programs, are rooted in the liberal arts and sciences through the integration of each major program with the general education program.

Value of Diversity - All students will gain an understanding of the traditions that influence American culture and of the traditions of other cultures in order to develop a respect for and sensitivity to human diversity. Students will gain a deeper understanding of global interdependence.

Scientific Literacy - All students will have experience in the methods of scientific inquiry in laboratory and field investigation and gain knowledge of scientific and technological developments and their influence on society.

Ethics - All students will understand the nature of value judgments, will have an ability to make reasoned and informed value judgments, and will appreciate the diversity among cultures with respect to mores and traditional standards of conduct.

Preparation in an Academic or Professional Discipline - Students completing the baccalaureate degree will have attained a level of achievement within an academic or professional discipline which will enable them either to begin a career in the discipline or to pursue graduate work in that or an appropriately related discipline.

In order to prepare students to meet the objectives for the baccalaureate degree, the new general education program is composed of the following specific components:

First Semester Transition: All new freshmen are required to take a First Semester Transition course that helps students transition to college, with a specific focus on preparation for college level academic work and becoming an engaged member of the SIUE community.

- Foundations: All students are required to take five (5) Foundations courses which develop competencies in written and oral communication, logic, and quantitative literacy that form the bases of information literacy and scientific literacy;

Breadth: All students are required to take at least three (3) credit hours in each of the six (6) Breadth areas (for a minimum of 18 credit hours) which provide the opportunity to explore the breadth of human knowledge by introducing students to the principles, substance, and methodology of disciplines beyond their major. These courses are distributed across six Breadth Areas: Fine and Performing Arts, Humanities, Information and Communication in Society, Life Sciences, Physical Sciences, and Social Sciences;

- Changemakers: All students are required to take one (1) minimum 3-credit hour course that carries the Changemakers designation. These courses, which will include an experiential learning component, bring several disciplines together to address an issue related to the Changemakers pathway students have chosen..Experiences:

Laboratory Experience: All students are required to take a laboratory course in order to develop scientific literacy that helps shape informed citizens;

U.S. Race, Gender, and Equity Experience: All students are required to take a course or complete an approved project or activity that introduce students to the ideas, history, values, and/or creative expressions of diverse groups within the United States, as well as issues of inequality, inequity, and social change among various groups, with an aim of

developing racial, gender, and cultural literacy, an appreciation for differences as welas commonalities among people, a critical awareness of how structural and cultural forces have shaped inequality;

- Global Cultures, Race, and Equity Education Experience: All students are required to take a course or complete an approved project or activity that will introduce students to societal and cultural characteristics, issues, or levels of organization as exhibited by societies and cultures in countries other than in the United States, and must focus on diversity and include issues of inclusion, inequality, inequity, and social change;

  Health Experience: All students are required to take a course or complete an approved project or activity in order to promote improved health and well-being.

Diversity of Knowledge:

- Students seeking a Bachelor of Arts degree are required to complete eight (8) courses in fine and performing arts and humanities, including two (2) semesters of the same foreign language.

  Students seeking a Bachelor of Science degree are required to complete eight (8) courses in the life, physical, or social sciences, including two (2) courses designated as laboratory courses.

- Students seeking a Bachelor of Liberal Studies or a professional baccalaureate degree are required to complete eight (8) courses in fine and performing arts and humanities, including two (2) semesters of the same foreign language or eight (8) courses in the life, physical, or social sciences, including two (2) courses designated as laboratory courses.

- Senior Assignment: All seniors are required to complete the Senior Assignment that demonstrates breadth commensurate with SIUE's general education expectations and proficiency in the academic major. The Senior Assignment represents the culmination of the entire undergraduate experience at SIUE and should integrate the best aspects of each student's baccalaureate education. Each academic major has its own Senior Assignment, so the specifics of the requirement vary, but they share a challenge to each SIUE student to achieve individual academic excellence. This is what distinguishes baccalaureate education at SIUE.

- Students who would like to earn recognition as a Changemakers Scholar, may work with their department or senior assignment faculty mentor to have their project approved for its relationship to their chosen pathway.

C. Course Requirements for the General Education Program

| **Requirement** | | **Fulfilled By** |
|---|---|---|
| | | |

| | | |
|---|---|---|
| First Semester Transition (FST) | | First Semester Transition 101 successfully completed during the first semester of matriculation |
| **Foundations** | | **15 Credit Hours Required** |

| Written Expression I | 3 | English 101 with a grade of at least C and completed within the first 30 hours |
|---|---|---|
| Written Expression II | 3 | English 102 with a grade of at least C and completed within the first 45 hours |
| Oral Expression | 3 | Applied Communication Studies 101 completed within the first 30 hours |
| Logic/Critical Thinking | 3 | Reasoning and Argumentation 101 completed within the first 45 hours |
| Quantitative Literacy | 3 | Quantitative Reasoning 101 completed within the first 60 hours |
| **Breadth** | | **18 Credit Hours Required** |
| Fine and Performing Arts (FPA) | 3 | Course designated BFPA |
| Humanities (HUM) | 3 | Course designated BHUM |
| Information and Communication in Society (ICS) | 3 | Course designated BICS |
| Life Sciences (LS) | 3 | Course designated BLS |
| Physical Sciences (PS) | 3 | Course designated BPS |
| Social Sciences (SS) | 3 | Course designated BSS |
| **Changemakers Course** | | Course designated CM |
| **Experiences** | | |
| Laboratory Experience (LAB) | | Course designated EL |
| U.S. Race, Gender, and Equity Experience (RGU)** | | Course or approved project or activity designated ERGU |
| Global Cultures, Race, and Equity Experience (REG)** | | Course or approved project or activity designated EREG |
| Health Experience (H) | | Course or approved project or activity designated EH |
| **Diversity Of Knowledge** | | At least 24 credit hours required |
| Bachelor of Arts Degree | | 8 courses designated BFPA, FPA, BHUM or HUM, including 2 semesters of the same foreign language |
| Bachelor of Science Degree | | 8 courses designated BLS, LS, BPS, PS, BSS or SS, including 2 courses designated EL |

| Bachelor of Liberal Studies or professional baccalaureate degree | | 8 courses designated BFPA, FPA, BHUM or HUM, including 2 semesters of the same foreign language or 8 courses designated BLS, LS, BPS, PS, BSS or SS, including 2 courses designated EL |
|---|---|---|
| **Senior Assignment** | | Requirements established by individual department |

\*Courses used to satisfy Breadth Area requirements may also be used to fulfill Diversity of Knowledge requirements, subject to the provisions of a student's major or minor and other General Education program provisions.

\*\*If a course satisfies both the EREG and ERGU requirements, students will be given credit for one of the attributes and need to take a course that fulfills the other attribute.

D. Additional Provisions and Conditions

1. University departments have the authority, subject to established University procedures, to require of their degree candidates more specific or more extensive study in general education than the General Education program requires. This departmental authority, however, does not extend in the opposite direction to forgiveness or diminution of General Education requirements.
2. Students must satisfy all general education components to obtain a baccalaureate degree at Southern Illinois University Edwardsville.

Courses, projects, and activities that may be used to satisfy these requirements shall be approved by the General Education Committee and shall be designated in the Undergraduate Catalog. Courses, projects, and activities meeting these requirements may also be used to fulfill major, minor, elective or General Education requirements, subject to the provisions of a student's major or minor and other General Education program provisions.

*Approved by Chancellor effective 3/31/23.*
*This policy was issued on April 3, 2023, replacing the August 8, 2019 version.*
*Document Reference: 1H1*
*Origin: OP 6/4/84; CC 6-85/86; OP 2/2/87; CC 17-86/87; OP 11/18/91; CC 25-91/92; CC 34-91/92; CC 1-93/94; CC 2-93/94; OP 8/2/95; CC 2-98/99; CC 2-00/01; CC 15-00/01; CC 1-07/08 & CC 13-14/15; CC 45-17/18; CC 03-18/19; CC 01-22/23*

**Description of Changemakers Designation**
*(This document is to be used by the committee reviewing courses to determine if a course meets the changemakers requirement)*

The Changemakers course (CM) is a required 3-credit course recommended for students in their third year. The foundations courses are pre-requisites for the CM course. The course includes a designator in the catalog for its assigned Changemakers Pathway(s). See below for a list of the pathways and their designations

**Content**

Changemakers courses consider how multiple disciplines work together to understand a difficult concept, address an issue, or solve a problem related to a one or mork Changemaker's pathway. Changemakers courses focus on a topic or set of related topics to which two or more disciplines can independently contribute in terms of knowledge and methodological approaches. In Changemakers courses, students study interrelationships and interactions among disciplines. A course in the technoethics pathway, for example, might study depictions of AI in film and literature while also learning about advances in machine learning and the environmental impacts of AI technologies. In addition, Changemakers courses promote further growth in the skills developed during the foundation courses of the Lincoln Program, including information literacy, critical thinking skills, oral communication, and use of reasoning and argumentation.

**Experiential Learning**

Because the course is designed to engage students in the applied, problem-solving aspects of Changemakers, course content must include a substantial experiential learning component, often defined as "learning by doing," partnered with reflection. Experiential learning may offer hypothetical, on-campus, or community-based scenarios in which students solve problems and make decisions in a context of uncertainty to develop ownership over their learning process. Well-designed experiential learning assignments prioritize opportunities for students to reflect before, during, and after the experience.

Faculty designing Changemakers courses may also go beyond experiential learning to include "Service Learning and Community Engaged Learning," These High Impact Practices defined by the American Association of Colleges & Universities "give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences."

Below are three examples of the experiential learning requirement:

1. **Case Studies through which Students Practice Hypothetical Scenarios**
   In the AI course described above as a part of the technoethics pathway, students read real-world case studies reflecting the beneficial and problematic outcomes of AI usage. Working in teams, students participate in design challenges to help

mitigate the ethically problematic aspects of AI presented int the case studies. Their solutions might include researching the development of nuclear power to offset the use of hydroelectricity or proposing methods for making algorithms less racially biased. In a peer-review model, a fellow team of student researchers respond to another group's design, to pose new questions, find solutions to problems the first team didn't consider, and bring to the surface ethical problems underlying proposed solutions. Students write reflections on their experiences working in the team and what they discovered through having someone else review their work and of being a reviewer themselves.

2. **On-campus Opportunities for Experiential Research**
In a course about the environmental implications of human culture and foodways taught as a part of the Sustainability Pathway, students conduct ethnographies revealing food waste habits in the MUC and interview fellow students. They begin by reflecting on their assumptions about food waste on campus. They conduct a hypothetical ethnography to foresee issues with bias and ensure they are accurately and fairly collecting their data. They also conduct mock interviews of one another. After they conducted their research in the MUC, they reflect on the process. What did their methods miss? How might they collect additional data to help fill in gaps? If they were to do it over again, what would they do differently? Then, students work in teams to research models of reducing food waste at other institutions. They end the semester by publicly presenting a researched proposal for reducing food waste on campus that considers cost, practicality, and long-term feasibility. As their final assignment, they reflect on their role in the team, what they learned from the process of completing the project, and how they might build upon what they have learned in future classes.

3. **Community-Engaged Learning**
In a course for the Healthy Communities Pathway incorporating mass communications and history, students conduct oral histories, digitize artifacts, and writing historical encyclopedia articles for *Madison Historical: The Online Encyclopedia and Digital Archive of Madison County, Illinois*. The opening unit of the course introduces students to researching and writing historical encyclopedia articles, digitizing artifacts, conducting oral histories, and generating metadata. Students practice interviewing skills while reflecting on their body language, the quality of their follow-up questions, and their ability to develop a rapport with their subjects. During the second unit, students produce materials on a focused topic, for example, the West Schwarz Street Community, a Black neighborhood of Edwardsville whose origins lie in the early 20th century. Students conduct oral histories of former residents, digitize newspaper articles from the period, and generate an encyclopedia article on the community that encompasses its social, political, economic, and cultural history. This work will be published on *Madison Historical* and becomes part of the growing online history of the region. While their research is in process, students reflect on their methods, and at the end of the

course, they write about the work they conducted, what they wish they had done differently, and how they might use their new skills in their careers.

Below are descriptions of the different pathways

## Creativity and Design for Change

Designation: CMC

The Creativity and Design for Change Pathway engages in creative problem-solving and innovation.  Students identify pressing problems in our societies and creatively design solutions.  This Pathway may employ art, creative writing, computer programming, technological design, public policy, or other approaches to developing transformative solutions.  Students may work collaboratively to gain a deeper understanding of the design process, from concept development to implementation.

## The Good Life

Designation: CMG

The Good Life Pathway considers what makes a life good and how things like meaning, happiness, well-being, and morality contribute to a good life. It considers the ends we should pursue and value to have a good life, such as family, work, wealth, friendship, etc.  Students may engage with different visions and perspectives on the Good Life, from a range of religious, spiritual, and cultural traditions, including perspectives from marginalized groups.  This allows an examination of one's own perspective and the consideration of how society can accommodate divergent visions of the Good Life.

## Healthy Communities

Designation: CMH

The Healthy Communities Pathway considers what makes a community healthy and how we can build and support healthy communities.  It may engage with issues in public health policy, or it can consider wider quality of life issues that affect communities, like the availability of food and parks, community policing, and disaster response.  Students can explore issues and creative solutions that affect their local communities, or they can think about ways to address global humanitarian problems.

## Identity and Equity

CMI

The Identity and Equity Pathway considers the various ways individuals identify themselves as members of groups and explores the ways that social forces have led to and sustain inequities between groups. Identities include race, ethnicity, gender, sexuality, religion, economic status, disability, political and social movements, and their intersections.  Equity may include pay, legal status, social position and recognition, and economic standing.  The pathway seeks to understand the challenges of addressing inequities and how these can be remedied to create a more fair and equitable society.

## Sustainability

CMS

The Sustainability Pathway focuses on the Earth's natural resources and sustainable solutions to a broad range of global issues such as needs for food, energy, education, and safe living conditions.  Of central concern are issues about the future and how our actions today impact the natural environment for future generations.  Students in this pathway can analyze the impact and unintended consequences of human consumption, waste, and industrial processes, and they can explore potential solutions such as renewable energy and innovative agricultural strategies.

## Technoethics

CMT

The Technoethics Pathway explores moral concerns about how technology has impacted and will impact our lives, societies, and the environment.  Students critically and ethically engage with questions about how we should use technology, particularly as new and emerging technologies raise novel moral challenges.  Students may think about ethical concerns for technology in general, or they can explore the ethical challenges of a specific current technology, such as generative AI.

**IBHE-FAC report for the SIUE Faculty Senate meeting on 6 November 2025**

The IBHE-FAC met on 17 October 2025 at Lake Land College in Mattoon.

*Josh Bullock, Lake Land College President*, welcomed the Council. Lake Land is the largest community college in Illinois in terms of geography, serving about 4,000 square miles, with satellite sites in several locations in the district. They focus on accessible education – affordable ($4600 all-in for books, fees, and tuition for a full-time year), Hy-Flex instruction, clustered courses to accommodate work schedules, competency-based coursework, and free dual credit. Time for student organizations is build into the schedule to include the whole student in the program.

*Ed Thomas – Division Chair of Humanities and Communication/Speech instructor and Tara Blaser – Philosophy/English instructor*, talked about "How Humanities Got a Glow-Up" by working with Marketing and Public Relations to work toward these goals:

- Show personality without losing professionalism.
- Develop cohesive branding specific to their division
- See ideas to fruition (had lots of ideas, MPR helped bring them to conclusion)
- Secure funding

Resulting initiatives

- Apparel – $200 per faculty member for apparel for visibility on and off campus
- Recruitment cards – quirky Q&A, took a lot of negotiation with MPR, trying to make faculty approachable instead of terrifying
- Fat heads – in hallway, have comment bubbles with questions that change periodically, and outside offices.
- Ed Talks – golf cart conversations between Ed Thomas and a faculty member.

Tours of the radio/video and dental hygiene facilities were led by students and faculty who answered more questions about how Lake Land is integrated into the community. During the business meeting, minutes were approved.

*Valerie Lynch, IBHE Senior Managing Director*, provided an update of current IBHE issues:

- Student basic needs – IBHE is asking the FAC to explore what's happening on our campuses and provide narrative beyond data, perhaps as a white paper or board presentation connected to the strategic plan ("A Thriving Illinois").
- An updated org chart of the restructuring of IBHE staff
- Reduced-credit bachelor's degrees. IBHE is getting requests and feels like they should be looking at the issue, raised the question of whether it should be another FAC working group.
- APEER (Academic Program Evaluation and Efficiency Report). As of the update to the Board of Higher Education Act, the IBHE will provide a list of programs to institutions for annual review, and then universities will use a rubric to provide information back to the Board. The expectations for number of students and graduates will be similar to old reports (e.g. report submitted December 2024 covering academic years 2021-2022 and 2022-2023), and the report is due from the IBHE to Illinois government by March 15 (hard deadline).

Table 1, APEER report. Enrollment Threshold for Exclusion from Low Producing Programs Report

| Program Level | Enrollment at Least | | With Completions at Least |
|---|---|---|---|
| Associate's | 24 | and | 11 |
| Bachelor's | 39 | | 8 |
| Master's | 9 | | 4 |
| Doctoral | 9 | | 1 |

- The SUCCESS initiative (Supporting Universities & Colleges in Creating Equitable Student Success) started 17 October. The goal is to accelerate equity plan implementation through targeted technical assistance, podcast episodes on data use, and communities of practice focused on holistic advising, student basic needs, and DFW rates. IBHE had planned to post equity plans but upon request from some schools they are not doing so. Update about equity plan implementation will be required from each institution by May 2026.
- Workforce and Behavioral Health Initiatives continue – Behavioral Health Workforce Education Center (BHWEC), Early Childhood Access Consortium for Equity (ECACE), Mental Health Early Action on Campus Act Technical Assistance Center
- Other emerging topics and legislation – CC baccalaureate, AI in teaching and learning, accreditation reform, faculty governance

*Dan Hrozencik, FAC Chair,* provided updates on the librarian task force, the higher ed funding bill, and the removal of most remote attendance options for FAC meetings. *Jack Haines, FAC Vice-chair*, discussed hosts for next year's FAC meetings. *Jason Edgar, FAC Secretary*, updated about what is posted on the web site. *Mike Philips, FAC Legislative Liaison*, talked about the veto session. *Nora Heist, IBHE Faculty Board Member and faculty member at Eastern Illinois University*, was present but had no updates as the IBHE has not met since the last FAC meeting.

During public caucus, we talked about how many schools are on the same contract timeline, with some comments about how various contracts handle workload. We also discussed digital compliance; some schools that had been providing support have already scaled back, which is a challenge for ongoing work, while others still have support. The private caucus discussed concerns about the demise of Grad Plus loans and changes to OPT, as well as whether 90-hour degrees potentially abuse prior learning by using that experience as part of admissions but then not granting credit. The two-year caucus talked about digital accessibility and oriented new members. Working groups reported on current status; the new working group on student needs started discussing their scope of work.

The next IBHE-FAC meeting will be November 21st at SIUC in Carbondale, IL.

With regards, Susan D. Wiediger, representative for SIUE to the IBHE-FAC. For more information about any of these items, please contact me via email at swiedig@siue.edu. SIUE's alternate representative is Shelly Goebl-Parker, egoeblp@siue.edu.

# SOUTHERN ILLINOIS UNIVERSITY
## EDWARDSVILLE

**Budget, Finance, and Academic Operations Council**
**Report to Faculty Senate**
**11.06.25**

Prepared by Kevin Tucker, Chair BFAOC

I.   **BFAO Meeting 10/16/2025**
   a. Meeting discussed developing a survey to distribute to faculty to collect feedback on priorities for academic support in the classroom.
   b. The next meeting will discuss a draft of the survey.

**Curriculum council report 11/6/25**

At the October meeting we:

- Conducted a second read of proposed changes to General Education policy 1H1 relating to the Changemakers initiative and documents describing the transition of courses bearing the IS designation to Changemakers courses.  We approved the policy changes and use of the guidelines in the "Description of Changemakers Designation" to determine what courses will carry this designation.

- Began discussing potential changes to policies 1J6 and 1F1 that would allow students to count more transfer credits toward degree completion and to include credits from a wider variety of sources such as proficiency exams, work experience, military, etc.

# SOUTHERN ILLINOIS UNIVERSITY
# EDWARDSVILLE

**FACULTY DEVELOPMENT COUNCIL**
**Report to Faculty Senate**
**11.06.2025**

Prepared by Christine Simmons, Chair FDC

**I. Continuous Improvement Conference (CIC) – Spring 2026**
   a. Save the date for the Spring 2026 CIC – February 27th, 2026!

   b. More information to follow - we are currently exploring topics and potential speakers

**II. Digital Accessibility Requirements**
   a. A new federal ADA Title II rule and updated Illinois Information Technology Accessibility Act (IITAA 2.1) require all state universities to make their digital content and tools accessible by April 24, 2026.
      i. Compliance means meeting WCAG 2.1 Level AA standards for all online materials, systems, and communications—aligning federal and Illinois law

      ii. Accessibility is no longer something handled only by ACCESS or done "on request." All digital materials—websites, LMS pages, documents, videos, and apps—must be accessible by design for everyone.

   b. Be on the lookout for additional information from the CFDI, IDLT, ACCESS, and the Administration for guidance, workshops, and best practices for achieving compliance.

   c. Helpful link: Https://www.ada.gov/resources/2024-03-08-web-rule/

# Governance Council Report

## for

## November 6, 2025

On October 16, 2025, the Council voted to keep the same basic survey questions related to the Chancellor and to the Provost while making corrections to the Qualtrics survey and adjustments to reflect the changed process.

Invited input from the President, Chancellor, and Provost related to the above surveys. President Mahony indicated he did not have anything new since they were remaining static and many of his prior suggested changes were already incorporated.

Discussed the Council's role pertaining to the by-laws: "examining the academic governance of the University per se including name changes or the restructuring of departments and schools/college."

-- Tim Kalinowski, Chair

### Meeting with Chancellor Minor (October 28, 2025)

  A.  Discussed the need to encourage more faculty to partake in StarFish.

### Meeting with Provost Cobb (October 16, 2025)

  A.  90-credit hour degree
  - Discussed the need for SIUE to adapt to the current landscape of higher educational learning.
  B.  Vacant seats in faculty senate
  - Discussed the consequences.
  - Provost Cobb will raise the issue at the next Deans Council.

### Meeting with Professor Megan Robb, President of the Faculty Association (October 8, 2025)

  A.  Discussed how the MOU for Program Prioritization Phase 2 came about.
  B.  Discussed the need to fill the vacant office support specialist positions.

### Attended the University Quality Council (UQC) Meeting (October 2, 2025)

  A.  Discussed the need to merge UPBC with UQC.

### Other Faculty-Senate Related Activities

  1)  Attended the First-Generation College Celebration Kickoff event held in Goshen Lounge on November 3, 2025.
  2)  Recommended that the President-Elect serves on the Council for Belonging and Equity (CBE).
  3)  Recommended Dr. Eric Voss to serve on the Search Committee for the Chancellor's Chief of Staff position.
  4)  Recommended Dr. Wai Hsien Cheah to serve on the Search Committee for the positions of a) Associate Vice Chancellor for East St. Louis Educational Programming and Operations, and b) Assistant Vice Chancellor for Educational Pathways and Community Engagement.