

FACULTY SENATE MEETING
Mississippi/Illinois Room
February 5, 2026 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:33 pm on Thursday, February 5, 2026 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, Rachel Bradley, Igor Crk, Jacob Del Rio, Stephen Duda, Mary Frazier, Carole Frick, Isabel Gay, Ruben Gomez, Jennifer Hookstra, Mary Kaemmerer, Tim Kalinowski, Sungho Kim, Marie Klopfenstein, Susan Kooiman, Erik Krag, Tianyu Li, Ramana Madupalli, Cassandra Maynard, Shannon McCarragher, Rubi Quinones (Mark McKenney), Lynne Miller, Steven Morrese, Sorin Nastasia, Barbara Nwacha, Beidi Qiang, Ken Rawson, Mark Ruscin, Jeffrey Sabby (ex officio), Kamran Shavezipur, Chrissy Simmons, Jason Stacy, Rebecca Swartz, Gloria Sweida, Jenna Tebbenkamp, Melissa Thomeczek, Kevin Tucker, Saad Ullah, Jasbir Upadhyaya, Cinnamon VanPutte, Chin-Chuan Wei, Andrew Wesemann, Laurie Rice (Sophia Wilson), Amy Winn, Duff Wrobbel, James Wulfsong, Kyong-Sup Yoon

Absent: Jon Pettibone (ex officio), Marion Prats, Dan Segrist, David Sherrill

Guests: Jessica DeSpain, Matthew Schunke, Todd Wakeland

Announcements:

A. Appointments

- i. Search Committee (Dean, School of Engineering) – Dr. Alex Leith
- ii. Search Committee (Associate Vice Chancellor for Administration) – Dr. Kevin Cannon
- iii. Continuous Improvement Conference – February 27, 2026 (Friday, 8:30 a.m. – 12:00 p.m.)
- iv. 2026 SIU System Faculty Collaboration Award (application due March 31, 2026)
- v. SIU System Strategic Plan (2026-2031)
- vi. Starfish – Faculty Participation

Consideration of Minutes:

The December 4, 2025 meeting minutes were approved as written.

Action Items:

- A. Temporary Rule on Meeting via Remote Attendance – Tim Kalinowski brought forth a proposal from FSEC, which allows for remote attendance at meetings, provided a majority of a quorum of physically present members approve. The rule outlines procedures for remote attendance, including participation rights and documentation in meeting minutes. This is a proposed temporary rule, specifying conditions for remote attendance and ensuring remote attendees are counted towards quorum. A permanent amendment change will require the Faculty Senate to amend its bylaws. This proposal was approved by acclamation.

Unfinished Business:

- A. Policy 1H1 General Education Program – Tim Kalinowski will withdraw their proposed amendment from the December 2025 Faculty Senate meeting and suggest a friendly amendment to remove the language mandating a specific teaching method in policy. The proposed changes to IS courses involve renaming existing courses and adding Changemakers requirements instead of creating new ones. The proposed amendment aims to allow flexibility in evaluating new courses based on criteria set by the General Education Council. The Faculty Senate voted to amend Policy 1H1, removing the experiential learning component and changing the requirement for students to take an Interdisciplinary Studies course to a requirement for a Changemakers course, which can include converted Interdisciplinary Studies courses. The Senate approved the Description of Changemakers Designation document, outlining the requirements for a course to receive the Changemakers designation, including an experiential learning component and alignment with up to two of the six pathways.
- B. Update on approval to Policy 1Q8 changes (Implementation and Administrative Responsibility Policy) – February 7, 2025 – still waiting on approval.
- C. Update on approval of changes to Retired/Emeritus Faculty Policy – May 6, 2025 – still waiting on approval.
- D. Update on Policy 1C1 approval (Guidelines for Course Categories, Class Scheduling, and Publications) – May 2, 2025 – still waiting on approval.
- E. Update on approval to Policy 1J7 changes (Student Evaluation of Teaching) – still waiting on approval.
- F. Program Prioritizations: Phase 2 – No new update.

New Business:

- A. Faculty Senate President-Elect Nominations – The only nomination received for Faculty Senate President-Elect is Dr. Igor Crk. The official election will be held in a week.
- B. Bylaw Changes – Meeting via Remote Attendance (first read) – Tim Kalinowski did a first read on a bylaw change, which would be a permanent rule change regarding remote attendance. The rule will specify what remote attendees can do, including whether they can vote and be part of quorum.
- C. Faculty Senate Membership Reduction (first read) – Tim Kalinowski did a first read on a proposal to reduce the Faculty Senate membership from 49+ to 39, with 6 instructor positions and 33 professor positions, to improve quorum attendance. The allocation process uses a spreadsheet and mathematical model to ensure representation for each unit.
- D. Changes to Policy on Scheduling Final Examinations – 1K1 (first read) – Dr. Amy Winn did a first read to changes to Policy 1K1. The proposed changes ensures that students should first talk to their instructor and if that doesn't work, contact academic scheduling for assistance in resolving scheduling conflicts.
- E. Changes to Policy on Honorary Degrees and Distinguished Service Awards – 1D3 (first read) – Dr. Igor Crk did a first read to changes to Policy 1D3. The current chair of the committee raised concerns about its dysfunction. Proposed changes include revising the timeline for nominations and decisions, and reducing the required membership to a smaller, voluntary group. The committee will now accept nominations on a rolling basis and set a date for evaluation. Nominations received after the deadline will still be considered in the next evaluation cycle.

- F. Changes to Faculty Development Council Operating Papers (first read) Chrissy Simmons provided a first read, proposing an update to the Faculty Development Council Operating Papers to reflect the current ex officio members, including a representative from the Office of Research and Projects. ACCESS now becomes ex officio members to FDC, but they are non-voting members.

Guest Speaker:

Todd Wakeland, Director of Export Controls for the SIU System, spoke to Faculty Senate about Section 889 of the of the 2019 National Defense Authorization Act. This prohibits faculty and staff from using federal funds to purchase equipment from restricted entities, which include Huawei Technologies Company, ZTE Corporation, Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, and Dahua Technology Company. Todd stated that if anyone had any follow-up questions or concerns or want Export Controls to double-check their items prior to purchasing, please reach out to him at twakela@siue.edu.

Reports from Standing Committees:

IBHE Faculty Advisory Council: see attached report.

Reports from Council Chairs:

Curriculum Council: see attached report.

Faculty Development Council: see attached report.

Governance Council: see attached report.

President: See attached report.

Adjournment:

The meeting adjourned at 3:43 pm

Submitted by Michael Tadlock-Jackson, University Governance

(Proposed temporary rule followed by proposed bylaw changes)

Temporary Rule on Meetings via Remote Attendance

WHEREAS, 5 ILCS 120/7 of the Open Meetings Act specifies that a majority of a quorum of physically present members may allow other members to attend a meeting via remote attendance;

WHEREAS, such attendance is “only in accordance with and to the extent allowed by rules adopted by the public body”;

WHEREAS, the Faculty Senate in any regular, special, or emergency meeting intends to comply with the Open Meetings Act;

NOW, the Faculty Senate of SIUE, having considered the foregoing, hereby adopts this rule pertaining to remote attendees once admitted to the meeting by a majority of a quorum of physically present members of the senate:

- 1) The Senate will, at the outset of the meeting, ensure that any such person attending remotely is in fact an authorized member of the Senate;
- 2) Once admitted to attend remotely, remote attendees count towards maintaining quorum throughout the remainder of the meeting;
- 3) Once admitted to attend remotely, remote attendees are allowed to participate as if physically present. This participation shall include, without limitation, the right to vote, make motions, ask questions, and debate;
- 4) Each member attending remotely must inform the Presiding Officer of the meeting (or designated administrative assistant) of an intent to do so;
- 5) The minutes shall reflect those senators attending in person and those attending remotely;
- 6) Any contributions to the meeting from remote attendees shall be reflected in the Minutes as if that member were physically present; and
- 7) The Rules set forth above apply to all Faculty Senate meetings for the Academic Year in which approved.

Adopted:

Approved:

FSEC #1-25/26

Faculty Senate Bylaws
Changes Pertaining to Remote Attendees

Existing Copy:

II Meetings

- H. Quorums of the Faculty Senate and its subordinate units shall be one half of the Faculty Senate or subordinate unit membership. Designated alternates shall be considered in quorum counts.
- i. After a quorum is established in accordance with this section, additional members may attend the meeting via video or audio conference if the member is unable to attend the meeting due to: (i) personal illness or disability; (ii) employment purposes or public business of the body; or (iii) family or other emergency.

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 - ii. **The Senate will, at the outset of the meeting, ensure that any such person attending remotely is in fact an authorized member of the Senate;**
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- vi. The minutes shall reflect those senators attending in person and those attending remotely;

- vii. Any contributions to the meeting from remote attendees shall be reflected in the Minutes as if that member were physically present; and

Adopted:

Approved:

FSEC #2-25/26

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 more 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 in 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.

Changemakers Course Approval

You can use this form for five purposes:

1. Change an existing IS course to a Changemakers course (e.g., IS342 to CM342).
2. Change the IS attribute on a course in a department to the appropriate CM Pathway attribute.
3. Add a CM attribute to an existing course in a department that meets the Changemakers course requirements that does not already have an IS attribute.
4. Add additional course numbers (each with their own unique CM Pathway attributes) for existing courses (with or without existing IS attributes) taught in a department by multiple faculty.
5. Request approval to teach an experimental Changemakers course under the course number CM399 (prior to full Curricunet approval).

Changemakers courses (formerly IS) must include three components.

1. Changemakers courses consider how multiple disciplines can work together to understand a difficult concept, address an issue, or solve a problem related to a specific Changemakers pathway or selection of pathways (up to two). Changemakers course content should focus on a topic or set of related topics to which two or more disciplines independently contribute knowledge or methodological approaches.
2. Changemakers courses should promote further development of the skills developed in the foundation courses of the Lincoln Program, including information literacy, critical thinking skills, oral communication, and the use of reasoning and argumentation.
3. Course content must include a substantial component that integrates experiential learning, often defined as "learning by doing" partnered with reflection. Experiential learning may offer hypothetical, on-campus, industry or community-based experiences 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.

Changemakers Online Resources

- Pathways Handout: <<https://bit.ly/4b2kFy9>>
- Changemakers Specifications and Examples of Experiential Learning: <<http://tiny.cc/pathwayexamples>>

Hi, Michael. When you submit this form, the owner will see your name and email address.

Identifying Information



1. Your Name

Enter your answer

2. SIUE email

Enter your answer

3. Department(s) for which you are submitting the course

Enter your answer

4. Would you like to add the Changemakers attribute to a course that already fulfills IS requirements, add a Changemakers attribute to a course that does not currently fulfill IS requirements, or propose an experimental Changemakers course (CM399)?

- ADD CM to a course that already fulfills IS requirements
- Add CM to a course that does NOT already fulfill IS requirements
- Propose an experimental CM course (CM399)



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Reduction in Number of Elected Senators

Rationale

Current: The Faculty Senate consists of 49 elected senators with additional faculty-elected senators from the Graduate Council. The 49 elected senators are proportionally elected from the various academic units and 10 elected non-tenure track instructors.

Need: Multiple academic units, and the instructor unit, are struggling to fill elected positions on the Faculty Senate. Currently, there are ~13 vacancies for elected senators. On numerous occasions during Faculty Senate and standing committee meetings, business has not been conducted due to an insufficient number of members being present to complete a quorum.

Proposal: Reduce the total number of elected senators and reapportion senate seats among the instructor and academic units. With the current number of elected senators needed to fill positions on the standing committees, reducing the number of elected senators to 39 is proposed.

- Reduce elected senators from 49 to 39
 - Reduce non-tenure track instructors from 10 down to 6.
 - Reduce additional academic unit elected senators from 39 down to 33.
- The 33 elected senators from the academic units (below) will be reapportioned under the same process currently used.
 - *College of Arts and Sciences, School of Business, School of Dental Medicine, School of Education, Health and Human Behavior, School of Engineering, Library and Information Services, School of Nursing, and School of Pharmacy.*

Note: When instructors were added to the Senate, 10 seats were added. This proposed change returns the influence of the Graduate Council to historical levels.

Implementation

Faculty Senate By-laws:

Existing:

I. Membership and Representation in the Faculty Senate

- A. The Faculty Senate shall normally consist of 49 proportionally elected members and the faculty-elected members of the Graduate Council, with the 49 proportionally elected members allocated to and elected by the various academic units, as determined by the Faculty Senate Governance Council. The academic units are defined as: College of Arts and Sciences, School of Business, School of Dental Medicine, School of Education, Health and Human Behavior, School of Engineering, Library and Information Services, School of Nursing, and School of Pharmacy. Non-tenure track full-time instructors shall constitute a separate distinct unit. Senators not represented within one of these academic units based on their primary academic affiliation will be assigned to a unit, as determined by the Faculty Senate Governance Council. No elected member who has not finished their term shall be deprived of a seat on the basis of the annual reapportionment. Representation of additional units may be added by majority vote of the Faculty Senate.

Markup:

I. Membership and Representation in the Faculty Senate

- A. The Faculty Senate shall normally consist of 439 proportionally elected members and the faculty-elected members of the Graduate Council, ~~with~~ ~~After determining the size of the Instructor Unit, the 49 remainder of the~~ proportionally elected members ~~will be~~ allocated to and elected by the various academic units, as determined by the Faculty Senate Governance

Council. The academic units are defined as: College of Arts and Sciences, School of Business, School of Dental Medicine, School of Education, Health and Human Behavior, School of Engineering, Library and Information Services, School of Nursing, and School of Pharmacy. Non-tenure track full-time instructors shall constitute a separate distinct unit. Senators not represented within one of these academic units based on their primary academic affiliation will be assigned to a unit, as determined by the Faculty Senate Governance Council. No elected member who has not finished their term shall be deprived of a seat on the basis of the annual reapportionment. Representation of additional units may be added by majority vote of the Faculty Senate.

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I. Membership and Representation in the Faculty Senate

- A. The Faculty Senate shall normally consist of 39 proportionally elected members and the faculty-elected members of the Graduate Council. After determining the size of the Instructor Unit, the remainder of the proportionally elected members will be allocated to and elected by the various academic units, as determined by the Faculty Senate Governance Council. The academic units are defined as: College of Arts and Sciences, School of Business, School of Dental Medicine, School of Education, Health and Human Behavior, School of Engineering, Library and Information Services, School of Nursing, and School of Pharmacy. Non-tenure track full-time instructors shall constitute a separate distinct unit. Senators not represented within one of these academic units based on their primary academic affiliation will be assigned to a unit, as determined by the Faculty Senate Governance Council. No elected member who has not finished their term shall be deprived of a seat on the basis of the annual reapportionment. Representation of additional units may be added by majority vote of the Faculty Senate.

To take effect if and when the reduction of non-graduate council centers is reduced from 49-39 (GV # 1-25/26) is approved by the administration and is implemented.

Governance Council Operating Papers:

Existing:

Appendix #1. Process for the Election of Faculty Senators

3. During the 1st week in February, the Chairperson of the Governance Council shall request from the Office of Institutional Research and Studies a list of voting faculty at the beginning of the spring semester. The Personnel Committee will then apportion ten (10) Faculty Senate seats Instructors, and the remaining thirty-nine (39) from among the academic units, using the Huntington-Hill Method.

Markup:

Appendix #1. Process for the Election of Faculty Senators

3. During the 1st week in February, the Chairperson of the Governance Council shall request from the Office of Institutional Research and Studies a list of voting faculty at the beginning of the spring semester. The Personnel Committee will then apportion ~~ten (10)~~ six (6) Faculty Senate seats ~~to the~~ Instructors Unit, and the remaining thirty-nine (~~339~~) from among the academic units, using the Huntington-Hill Method.

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Appendix #1. Process for the Election of Faculty Senators

3. During the 1st week in February, the Chairperson of the Governance Council shall request from the Office of Institutional Research and Studies a list of voting faculty at the beginning of the spring semester. The Personnel Committee will then apportion six (6) Faculty Senate seats to the Instructor Unit, and the remaining thirty-nine (33) from among the academic units, using the Huntington-Hill Method.

Policies & Procedures

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Examinations

Policy on Scheduling Final Examinations - 1K1

All final examinations are to be given at the time and place indicated in the schedule prepared by the Office of the Registrar. No final examination for a class may be rescheduled without the consent of the department chairperson, the appropriate dean and the Registrar.

The final examination schedule shall be rotated on an academic term basis, beginning with fall 1984. This policy will not change the time-frames in which exams are currently scheduled, but will rotate the day on which a given examination is held. Evening and weekend classes are exempt from a rotating schedule.

Final examinations are held during specified periods normally from Saturday through Friday of the last scheduled week of the term. In the event that the University is closed during a day (or part of a day) of final examinations, the examinations scheduled for that time will be rescheduled by Academic Scheduling. Academic Scheduling will determine appropriate means to inform students and faculty of the revised schedule.

Examinations will be rescheduled to minimize conflict for students and faculty as well as with facilities. Any conflicts which do arise will be resolved by the coordinator of academic scheduling in the Office of the Registrar.

In the event of rescheduled exams, grade turn-in for faculty will be extended one day beyond the last rescheduled examination day.

Students who have more than two final examinations scheduled for the same day, or who have two examinations scheduled for the same time, may contact the Assistant Vice Chancellor for Enrollment Management for the purpose of rescheduling one of the student's examinations to another time within the final examination schedule. The Assistant Vice Chancellor for Enrollment Management will work to reschedule the student's examination so that the student will have no more than two exams on any one day. The student must make a signed written request for change to the Assistant Vice Chancellor for Enrollment Management at least two weeks prior to the first day of the final examination period. This request must include the student's name, student identification number, and list of scheduled courses.

Approved by Chancellor effective 4/11/01

This policy was issued on July 20, 2004, replacing the April 17, 2001 version.

Document Reference: 1K1

Origin: CC 14-74/75; CC 7-83/84; OP 4/10/91; PVC 1/17/96; CC 36-00/01



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Examinations will be rescheduled to minimize conflict for students and faculty as well as with facilities. Any conflicts which do arise will be resolved by Academic Scheduling in the Office of the Registrar.

Students who have more than two final examinations scheduled for the same day (for example, three final examinations on the same day), or who have two examinations scheduled for the same time should take the following actions, to arrange a solution:

1. Contact their instructors to arrange a solution for rescheduling one or more of the exams.
2. If they are unable to arrange a solution by contacting their instructors, the student must submit a request for change to the Academic Scheduling Manager at least two weeks prior to the first day of the final examination period. This request is available on the Registrar's website.

Academic Scheduling will work with the instructor to reschedule the student's examination so that the student will have no more than two final exams on any one day or resolve a final examination conflict.

Approved by Chancellor effective 4/11/01
This policy was issued on July 20, 2004, replacing the April 17, 2001 version.

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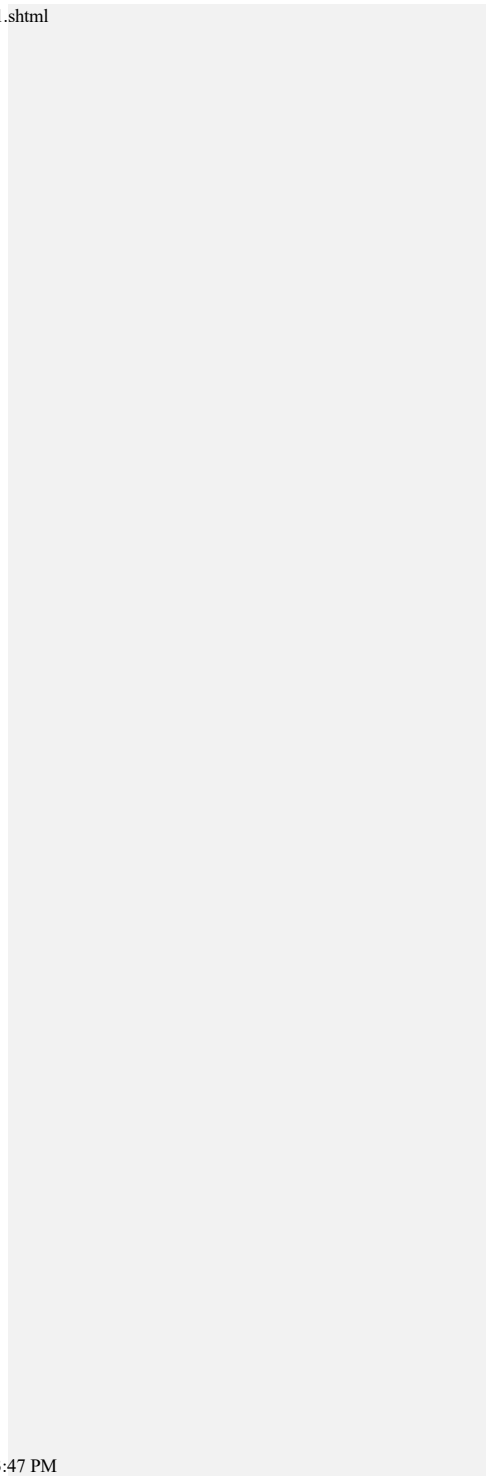
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Deleted: The student must make submit a signed written request for change to the Academic Scheduling ManagerAssistant Vice Chancellor for Enrollment Management at least two weeks prior to the first day of the final examination period. This request must include the student's name, student identification number, and list of scheduled courses available on the Registrar's website.

Document Reference: 1K1

Origin: CC 14-74/75; CC 7-83/84; OP 4/10/91; PVC 1/17/96; CC 36-00/01



Policy on Honorary Degrees and Distinguished Service Awards - 1D3

Structure and Responsibilities

1. This Committee shall operate as a standing Committee of the Welfare and Adjudication Council of the Faculty Senate.
2. No later than the third week of the Fall and Spring terms, the Chairperson shall distribute appropriate guidelines to the University Community with a request for nominations for Honorary Degrees and Distinguished Service Awards. Nominations will be accepted any time. All nominations received before January 1 will be evaluated for inclusion in the Spring graduation ceremonies. Every nominator should submit his/her nominations in writing to the Chairperson of the committee.
3. The first meeting of the Committee in any academic year shall be held as soon as possible following the start of the Spring semester. Material on nominees will be distributed to all members of the Committee in advance of that meeting. The Committee shall meet as often as appropriate to complete its work. The deadline for the Committee's confidential recommendation of nominees to the Chancellor shall be April 1, with a copy for information to the chairperson of the Welfare and Adjudication Council and President of the Faculty Senate.
4. At the beginning of the Fall semester, prior to distributing the nomination guidelines, the Core Committee will elect a committee chair who will preside over the distribution of the nomination guidelines, receive nominations, distribute nominee information to the committee and constituency representatives, and communicate the final nominations to the Chancellor.
5. Prior to the evaluation deadline, the committee shall identify representatives of as many of the following constituencies who will commit to evaluating received nominations and who shall be considered voting members of the committee until the end of the evaluation period. The SIUE Foundation, Emeritus College, Office of the Chancellor (?), and Faculty Senate shall each appoint an ex officio representative to the four-member Core Committee. Additionally, membership of the Committee shall be composed of as many as are willing to serve as representatives of the following constituencies:
 - o College of Arts & Sciences,
 - o School of Business,
 - o School of Dental Medicine,
 - o School of Education, Health & Human Behavior,
 - o School of Engineering,
 - o Library & Information Services,
 - o School of Nursing,
 - o School of Pharmacy,
 - o SIUE Black Faculty & Staff Association,
 - o SIUE East St. Louis Center,
 - o SIUE Emeriti Faculty Association,
 - o Director of the Women's Studies Program,
 - o President of the Staff Senate,
 - o President of the Student Senate,
 - o Welfare & Governance Council,

- Provost.

Each representative's term on the Committee begins with a commitment to evaluate received nominations and ends when recommendation is made to the Chancellor.

The Committee shall have responsibility for obtaining nominations for Honorary Degrees and Distinguished Service Awards and for making recommendations to the Chancellor from such nominations. The Committee is free to consider people other than those nominated by the University community. All nominations will be made in conformance with University policy and the [Policies of the Board of Trustees](#).

Policies and Procedures

The following policies and procedures are established for consideration for Honorary Degrees and Distinguished Service Awards:

1. A candidate for an Honorary Degree may be any person, as specified in the [Policies of the Board of Trustees](#), who has made significant contributions to cultural, educational, scientific, economic, social, humanitarian, or other worthy fields of endeavor. Degrees may not be awarded to regular or to Emeritus or Emerita faculty, administrators, staff, or students in recognition of achievements while employed or enrolled at Southern Illinois University Edwardsville. Holders of political offices selected on a partisan basis, or candidates for elective office may be considered under exceptional circumstances. While some prior association with the State of Illinois may make the nominee especially appropriate, it is not a necessary condition for the awarding of the degree.
2. Distinguished Service Awards may be presented to any persons who have given outstanding or unusual service to the University, the region, or the State. Ordinarily the University shall have recognized distinguished service on the part of retiring faculty members by awarding Emeritus or Emerita status. Only in the most outstanding of cases may retired faculty be honored for their contributions.

Faculty, administrators, staff members, and students presently employed or enrolled at Southern Illinois University Edwardsville, holders of political office selected on a partisan basis, or candidates for elective office may qualify for such awards under exceptional circumstances.

3. Honorary Degrees and Distinguished Service Awards may be presented at a Commencement. The Committee recommends that ordinarily the recipient of an Honorary Degree be asked to participate in symposia prior to the commencement in lieu of delivering a commencement address.
4. Nominations, stating reasons for awarding such honors, should be accompanied by the following supporting information including all pertinent dates:
 - a. Full name of nominee for award
 - b. Date of birth
 - c. Degrees received and granting institutions

- d. Appointments with educational institutions
- e. Relevant career history or experience relevant to the nomination
- f. Significant honors, achievements, contributions
- g. Societies, associations for which a nominee holds membership
- h. Major publications
- i. Any other pertinent information

Policies Based on the [Board of Trustees Policies, Chapter 1, Section D](#)

2. Honorary Degrees. The Board of Trustees shall award honorary degrees based on the recommendations from the respective faculty, the Chancellor, and the President.

- a. Such degrees shall normally be awarded at the Spring commencement if two commencements are held annually. As the purpose is to limit honorary degrees ordinarily to one commencement and awards to the other, the order might be reversed; in either case, exceptions can be made if the recipients cannot attend at the time desired. Such degrees may also be awarded at special convocations or unique events.
- b. The number of honorary degrees awarded should be small and need not be awarded every year.
- c. Candidates for honorary degrees may be nominated through appropriate campus procedures after opportunity has been given to faculty members to suggest names for consideration. Nominations from faculty members and others should be forwarded through appropriate University channels. Final nominations with a list of names considered should be sent to the Chancellors not later than December 15.
- d. A candidate may be any person who has achieved great eminence in a field of endeavor or who has made significant contributions to educational, cultural, scientific, economic, or humanitarian activity.

3. Other Awards. The Board of Trustees shall award Southern Illinois University Distinguished Service Awards based on recommendations from the respective faculty, the Chancellor, and the President.

- a. Except as noted below, policies regarding determination of candidates for these awards shall be the same as those set forth above for honorary degrees.
- b. These awards shall be made for outstanding or unusual service to Southern Illinois, to the State, to the nation, to the world, and/or to the University.
- c. At special convocations or unique events when candidates are nominated for University-wide honorary degrees or Distinguished Service Awards, nominations from faculty members and others should be forwarded to the appropriate campus committee. Final nominations should be sent to the President.
- d. Other special awards shall be made upon a favorable vote of the Board of Trustees upon its own motion or upon approval of recommendations from the President and the Chancellors, who may receive nominations from faculty or alumni groups.
- e. In order to protect the nomination and screening process outlined in paragraphs a-c, above, every effort will be made to preserve the confidentiality of the nominee and no

publicity shall be issued regarding the nominee until final approval has been granted by the Board of Trustees.

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3. The first meeting of the Committee in any academic year shall be held as soon as possible following the start of the Spring semester. Material on nominees will be distributed to all members of the Committee in advance of that meeting. The Committee shall meet as often as appropriate in order to complete its work. The deadline for the Committee's confidential recommendation of nominees to the Chancellor shall be April 1, with a copy for information to the chairperson of the Welfare and Adjudication Council and President of the Faculty Senate.
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 - SIUE East St. Louis Center,
 - SIUE Emeriti Faculty Association,
 - Director of the Women's Studies Program,
 - President of the Staff Senate,

Deleted: The deadline for receipt of such nominations shall be the end of the seventh week of the spring term.

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Deleted: During the Spring term, the membership of the Committee shall elect a Vice Chairperson from those who are term appointees to the Committee. The Vice Chairperson will then serve in that capacity during the following academic year, succeeding to the Chairperson role during the next academic year.

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Deleted: <#>During the Spring term of each year, the Chairperson of the Committee shall obtain the necessary appointments for the following academic year, as prescribed herein and inform the Committee of the new appointments.

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- o [President of the Student Senate.](#)
- o [Provost](#)

The Committee shall have responsibility for obtaining nominations for Honorary Degrees and Distinguished Service Awards and for making recommendations to the Chancellor from such nominations. It will be the responsibility of each Committee member to publicize the call for nominations to his/her own colleagues, i.e., announcements at faculty meetings, written interoffice communications. The Committee, however, is free to consider people other than those nominated by the University community. All nominations will be made in conformance with University policy and the [Policies of the Board of Trustees.](#)

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 One voting faculty member to be elected by the faculty of the School of Engineering,
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 One voting faculty member to be elected by the faculty of the School of Pharmacy,
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 One voting faculty or staff member to be appointed by the Director of the SIUE East St. Louis Center,
 One voting retired faculty member to be appointed by the President of the SIUE Emeriti Faculty Association,
 One voting faculty member to be appointed by the Director of the Women's Studies Program,
 One voting staff member to be appointed by the President of the Staff Senate,
 One voting student member to be appointed by the President of the Student Senate,
 One voting faculty member from the Welfare & Governance Council to be elected by the members of the Welfare & Governance Council,
 One non-voting member to be appointed by the President of the SIUE Alumni Association,
 One non-voting member to be appointed by the Chancellor,
 One non-voting member to be appointed by the Provost.
 Committee members from the College of Arts & Sciences, the School of Business, the School of Education, Health & Human Behavior, the School of Engineering, Library & Information Services, the School of Nursing, and the School of Pharmacy will serve two-year terms; these Committee members may not serve more than two consecutive two-year terms. Appointed Committee members and the SIUE Black Faculty & Staff Association Committee member will serve one-year terms; these Committee members may serve consecutive one-year terms. The initial terms will begin on July 1, 2021.

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- e. Relevant career history or experience relevant to the nomination
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- g. Societies, associations for which a nominee holds membership
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Policies Based on the [Board of Trustees Policies, Chapter 1, Section D](#)

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Current FDC Operating Papers

Faculty Development Council Operating Papers

I. Membership

The Faculty Development Council shall consist of at least seven faculty members who are elected members of the Faculty Senate, the Coordinator of Excellence in Undergraduate Education (EUE), a representative from the Provost's Office charged with Faculty Development, a representative from the Information Technology Services, and other faculty development initiative representatives. The representative from the Provost's Office charged with Faculty Development and the Coordinator of EUE are not elected members of the Faculty Senate, they will be ex-officio members of the Faculty Development Council. Additional members will be selected by the FDC to represent Schools and Departments not represented on the FDC by faculty senators.

Amendment to FDC Operating Papers

Faculty Development Council Operating Papers

I. Membership

The Faculty Development Council shall consist of at least seven faculty members who are elected members of the Faculty Senate, the Coordinator of Excellence in Undergraduate Education (EUE), a representative from the Provost's Office charged with Faculty Development, a representative from the Information Technology Services, [a representative from the Office of Research and Projects, a representative from the office for Accessible Campus Community & Equitable Student Support \(ACCESS\)](#), and other faculty development initiative representatives. The representative from the Provost's Office charged with Faculty Development, the Coordinator of EUE, [the representatives from Information Technology Services, the Office of Research and Projects, the office for Accessible Campus Community & Equitable Student Support \(ACCESS\), and other faculty development initiative representatives](#) are not elected members of the Faculty Senate, they will be ex- officio members of the Faculty Development Council. Additional members will be selected by the FDC to represent Schools and Departments not represented on the FDC by faculty senators.

Simmons, Christine
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SECTION 889

2019 NATIONAL DEFENSE AUTHORIZATION ACT

- PROHIBITS RECIPIENTS OF FEDERAL FUNDING AWARDS FROM USING OR PROCURING CERTAIN COVERED TELECOMMUNICATIONS EQUIPMENT OR SERVICES FROM RESTRICTED ENTITIES INCLUDING:
 - HUAWEI TECHNOLOGIES COMPANY
 - ZTE CORPORATION
 - HYTERA COMMUNICATIONS CORPORATION
 - HANGZHOU HIKVISION DIGITAL TECHNOLOGY COMPANY
 - DAHUA TECHNOLOGY COMPANY.
- APPLIES TO GRANTS, CONTRACTS AND COOPERATIVE AGREEMENTS, INCLUDING OUTGOING SUBCONTRACTS AND SUBAWARDS.
- APPLIES TO ALL PURCHASES OF ANY DOLLAR AMOUNT AND ANY PROPOSED USE, INCLUDING SMALL **P-CARD PURCHASES** AND OTHER PURCHASES, AND REGARDLESS OF WHETHER OR NOT THE USE RELATES TO A FEDERAL GRANT, CONTRACT, OR OTHER AGREEMENT.
- ***DO NOT PROCURE OR USE COVERED TELECOMMUNICATIONS EQUIPMENT OR SERVICES FOR ANY PURPOSE.***

IBHE-FAC report for the SIUE Faculty Senate meeting on 5 February 2026

The IBHE-FAC has met twice since the last Faculty Senate meeting in December. The IBHE-FAC met on 19 Dec 2025 via Zoom.

Pranav Kothari, IBHE Chair, joined the FAC for discussion of a range of topics, some of which was in response to previously submitted questions. Among the discussed topics were: budgets (early, hard to predict how funding formula will fare); baccalaureate degrees being offered by community colleges (carefully structured, goal is clear pathways and not to displace enrollment at four-years); diversity and equity programs (still on the books); common course numbering (no directives yet); dual credit and early college and the impact of these on general education; baby bonds; and a concern about the SURS Self-Managed Plan requiring an annuity.

Jack Haines, FAC Vice-chair, reported that next year's hosting roster is almost complete. *Mike Philips, FAC Legislative Liaison*, discussed common course numbering and sees this as primarily an Illinois Articulation Initiative issue. *Nkechi Onwuameza, Director of Academic Strategy and Quality, IBHE*, noted that the Diversifying Faculty Initiative has been modified to remove race-specific definitions of eligibility and focuses on Pell eligibility instead. *Trish Aumann*, newly hired at IBHE, introduced herself to the group. The November minutes were approved.

Brian Durham, Illinois Community College Board (ICCB) Executive Director, talked about similar issues as Chair Kothari, but from his organization's perspective. For common course numbering, the positives are improving transfer clarity and efficiency, stronger equity outcomes; among the negatives are implementation and maintenance burden, academic autonomy concerns, and potential misinterpretations. He feels CCs are poised to address workforce gaps by expanding to baccalaureate degrees, since they are so tied to their communities and can be nimbler. CCs are also working on a funding formula – they are at the working group stage. He also addressed degree marketing companies, diversity programming, state budgeting, and dual credit.

During public caucus, we talked about potential conflicts between state level union organizations and the IBHE as well as some school updates. All caucuses discussed common course numbering issues; some new issues brought up: the intersection with competencies and prior learning assessments, semester versus quarters, and whether efforts would be better spent to improve Illinois Articulation Initiative rather than trying to build something new. Working groups reported on progress.

The IBHE-FAC met on 16 Jan 2026 at Elgin Community College in Elgin.

Annamarie Schopen, ECC Vice President of Teaching, Learning, and Student Development, welcomed the FAC. Elgin Community College has seen 12% enrollment increases since Covid but slight decreases now, attributed in part to current political issues because they are a Hispanic serving institution. The top three schools their students transfer to are NIU, UIC, and UIUC, but

some out-of-state schools make the top ten due to attractive price issues. They are building a new advanced manufacturing and technology building to overcome existing physical limitations on their ability to meet wait lists and area job demand. They have a number of initiatives related to supporting the whole student. Several school programs grew from smaller programs funded through internal support – examples are their Center for Civic Engagement and The Center for Undergraduate Research, Innovation, and Creativity (CURIC)

A panel discussed The Center for Undergraduate Research, Innovation, and Creativity (CURIC). A program where female faculty of color mentored female students of color grew to serve all students. Now students can apply to expand an idea, often encouraged by a classroom instructor. An example is that Rick Jesik (physics) was approached by his students who were intrigued by exoplanets, which re-engaged him with doing more research and has led to some continuing work and great presentations. Another is a student who did a cultural anthropology study of KISS and was able to present it at a national panel. An English professor (Sara Bass, now Associate Dean of Communications and Behavioral Sciences) mentored students into seeing how the communication skills they were learning applied to their career field and other aspects of their lives. They see a lot of growth in students; if students transfer, they enter their next school with advanced skills and the confidence to continue being engaged in scholarly work and student life. A successfully completed project is noted on the transcript. Projects get \$500 for students to use on the project, and a faculty mentor gets \$1000 per semester; so far they have also been able to find funding to support students going to conferences.

John Miller, Local President at University Professionals of Illinois (UPI) Local 4100, talked about this year's campaign for UPI. He is frustrated with the IBHE and ISBE (Illinois State Board of Education) and their messaging and actions related to budgeting. A teach-out is planned for April 16 in the capital. He talked about SURS and Tier II. He also talked about needing to change the Illinois tax system, artificial intelligence (particularly intellectual property issues), immigration, student growth, and the concern that dual credit limits academic freedom and is a false equity argument.

Dan Hrozencik, FAC Chair, said that there is a Coalition for Higher Education meeting that he will attend. He reviewed upcoming IBHE meetings that he or another FAC member will attend in person, as well as some possible speakers for FAC meetings. *Mike Philips, FAC Legislative Liaison,* said that bills are in the process of being filed but things are still settling. He discussed the value of student lobby days as experience for students.

The Dual Credit working group has a document close to ready to share with the group; other working groups reported on their discussions. Caucuses met and reported general discussions about the day's presenters.

The next IBHE-FAC meeting will be February 20th via Zoom.

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 Goebel-Parker, egoeb1p@siue.edu.

Curriculum council report 2/5/26

At the January meeting we:

- Spoke with guests from the Mechatronics and Robotics Engineering Program and Dean Karacal about the proposal on Curricunet aiming to move the MRE program from Mechanical and Mechatronics Engineering to Electrical and Computer Engineering.
- Heard from Eric Ruckh about proposed changes to Policy 1R2 regarding the Honors program.
- Voted to approve changes to Policy 1K1 on Final Exam Scheduling, mostly clarifying the procedure by which students with more than two finals on the same day can get one of them rescheduled. This will be discussed in the 2/5 senate meeting.
- Took volunteers to form a working group to propose changes to policies 1J6 and 1F1 regarding transfer credits and think about how to expand credit for prior learning.

SOUTHERN ILLINOIS UNIVERSITY

EDWARDSVILLE

FACULTY DEVELOPMENT COUNCIL Report to Faculty Senate 02.05.2026

Prepared by Christine Simmons, Chair FDC

I. Continuous Improvement Conference (CIC) – February 27th, 2026

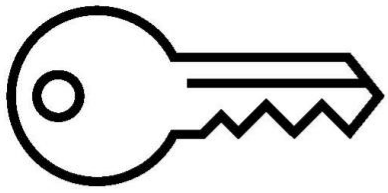
- a. Beyond Accommodation: Centering the Learner in Course Content Design
- b. Dr. Cindy Poore-Pariseau, Rutgers University, presenting “*Curriculum Design for Access: Building Courses That Welcome Every Learner*”
- c. Register here: https://siue.co1.qualtrics.com/jfe/form/SV_oiGmrONNBhyqHLo

II. Excellence in Undergraduate Education (EUE) Awards for 2026

- a. The proposal deadline is Thursday, February 26, 2026.
- b. For more information, visit the EUE website: <https://www.siue.edu/eue/>
- c. Three priority areas for the EUE:
 - i. Projects that redesign courses to utilize inclusive, student-centered pedagogies to address equity gaps, improve the achievement of student learning outcomes, and enhance retention. Courses that have high numbers of sections, a high ratio of DFW grades, and overall high enrollment or those key required courses with high enrollments and opportunities to improve student success will be prioritized.
 - ii. Development of courses for second- and third-year curriculum for SIUE Changemakers. These courses should: align to specific Changemakers Pathway(s), integrate experiential learning and high-impact teaching practices. More information about Changemakers courses can be found here: [Changemakers Website](#).
 - iii. Projects that contribute to the creation of a campus-wide Student Learning Innovation Collaborative focused on sustained experimentation, collaboration, and institutional learning around undergraduate education. These projects should move beyond single-course improvements to generate models, evidence, and practices that can inform broader curricular, pedagogical, and programmatic innovation at SIUE and address emerging challenges and opportunities in undergraduate education (e.g., artificial intelligence in teaching and learning, experiential and community-engaged learning, interdisciplinary pathways, innovative grading and assessment practices, undergraduate research and creative activity).

III. 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. Please see email from Provost Cobb on February 2nd, 2026



Digital Accessibility at SIUE

All digital course content must comply with [WCAG 2.1, Level AA](#) effective April 24, 2026. Here's how SIUE is helping faculty reach compliance.

1. Diagnostics

First, you'll need to identify what changes need to be made to make your materials compliant:

- We have a built-in accessibility checker, remediator, and partner in [Blackboard Ally](#)
- Many Microsoft products can also [check accessibility](#) from the review ribbon

2. Competence

Once you know what needs to be done, we'll equip you with the knowledge of how to do it with these resources:

- A 4-part workshop series on Digital Accessibility. [Events Listed Here](#)
- Digital Accessibility Trainers will be available in the CFDI M-F 8am-4:30pm beginning February 1 and in Open Labs to be advertised
- Check out these great web resources about [Digital Accessibility](#)

3. Action

Now it's time to put that knowledge to use by:

- Joining colleagues in Open Labs, at the Continuous Improvement Conference, or in the CFDI for parallel work
- Working independently

4. Compliance

Upload your newly remediated content to your Blackboard course

- Celebrate all the green Ally meters!



Accessible by Design: A Faculty Workshop Series

Session 1: Introduction to Digital Accessibility: Supporting Every Student

21 January @ 10am/In-Person, 27 January
@9:30am/Teams
Facilitator: Mitchell Haas, LIS & CFDI

Digital accessibility is about more than compliance—it's about creating learning experiences that work for everyone. This workshop introduces faculty to the essentials of digital accessibility; we'll cover common barriers students encounter, share best practices and resources for creating accessible content, and recent updates to ADA Digital Accessibility guidelines. Most importantly, we'll explore the "why" behind this work: fostering an environment where all learners have equal opportunities to succeed. Faculty will leave with actionable strategies, clarity on expectations, and resources for ongoing support as we work together to make accessibility achievable.

[Register for Session 1](#)

Session 3: Digital Accessibility for Digital Media

18 February @ 10am/In-Person, 24 February
@9:30am/Teams Facilitator: Meg Smith, IRIS

Audio, video, and visual content offer rich learning experiences, but they also introduce unique accessibility challenges. This workshop helps faculty build accessible media by demystifying captions, transcripts, audio descriptions, color contrast, and alternative text for images. We'll review campus-supported tools, discuss common media barriers students face, and share workflows for embedding accessible media into courses. Participants will leave with clear guidance and easy-to-adopt practices to make digital media more inclusive and effective for every student.

[Register for Session 3](#)

Session 2: Digital Accessibility for Text-Based Resources

4 February @ 10am/In-Person, 10 February
@9:30am/Teams
Facilitator: Britt Peterson, Biological Sciences & CFDI

Text-based materials remain at the core of most courses—syllabi, handouts, readings, assignments—and small choices in formatting can make or break student access. This workshop focuses on creating accessible text documents across common platforms like Word, PDF, and PowerPoint. We'll walk through essential practices such as using headings correctly, improving readability, crafting alt text, structuring documents for screen readers, and avoiding common accessibility pitfalls. Faculty will leave with practical techniques and templates to ensure their course materials are usable for all learners from the start.

[Register for Session 2](#)

Session 4: Blackboard Ally

4 March @ 10am/In-Person, 17 March @9:30am/Teams
Facilitators: IDLT

Blackboard Ally is a powerful tool that can help faculty identify, understand, and reduce accessibility issues in course content—without needing to be an expert. This hands-on workshop walks through Ally's features, including accessibility scoring, instructor feedback, quick fixes, and alternative format generation for students. We'll explore how Ally fits into everyday teaching workflows and how it can support continuous improvement across a semester. Faculty will leave with confidence using Ally's insights to enhance course accessibility and provide a smoother learning experience for all.

[Register for Session 4](#)

In-Person sessions are limited to 25 attendees. All sessions will be recorded and made available for review on the [CFDI website](#). In addition to this 4-part series, the CFDI will be hosting a help-desk for digital accessibility compliance training for all faculty. This one-on-one training and troubleshooting will be offered first come, first served M-F from 8-4:30pm in the CFDI (Lovejoy 2040). Links to Teams sessions are sent out the morning of the event. Questions? Contact facultycenter@siue.edu



CENTER FOR FACULTY DEVELOPMENT AND INNOVATION

Governance Council Report
for
February 5, 2026

On January 15, 2026, the Council approved the surveys pertaining to the Chancellor and the Provost (they were invited to comment within 10 business, but nothing was received) and a Proposal for the Reduction of Senators.

Discussed the quadrennial reviews for both the Chancellor and the Provost as well as whether the reapportionment of senators could be delayed in hopes of prompt approval of the reduction of senators.

-- Tim Kalinowski, Chair

President's Report to Faculty Senate

February 5, 2026

Meeting with Dr. Gireesh Gupchup (January 22, 2026)

- A. Dr. Gupchup gave an update about the SIU System Strategic Plan (2026-2031). Dean Victoria Groves-Scott (SIUC) and Dean Christopher Slaten (SIUE) have been tasked to co-chair the System Strategic Planning Committee, with the assistance of Courtney Breckenridge.
- B. We discussed the 2026 SIU System Faculty Collaboration Award (including call for the award and criteria for the award). The official call for the award will go out in February 2026.
- C. Dr. Gupchup recommended Dr. Sookyung Suh (SIU School of Medicine) as a potential workshop speaker for the topic of "Faculty Morale."

Meeting with Professor Megan Robb, President of the Faculty Association (January 21, 2026)

- A. Professor Robb gave an update about the work done by FA at the start of the new year.
- B. We discussed issues pertaining to digital accessibility.

Meeting with Provost Cobb (January 9, 2026)

- A. Provost Cobb and I discussed her expectations about Program Prioritization Phase 2 proposals.

Meeting with Provost Cobb (December 12, 2025)

- A. Provost Cobb and I discussed ways to resolve faculty senate's quorum issue.
- B. We continued our discussion on how to move the Changemakers Initiative forward.

Constituency Heads Meeting (December 9, 2025)

- A. The Student Body President (Ms. Jenna Nestor), Staff Senate President (Mr. Steven Green), Faculty Senate President (Dr. Wai Hsien Cheah), and Chair of UPBC (Dr. Jonathan Pettibone) each gave Chancellor Minor an update of their respective accomplishments and challenges faced in Fall 2025.

Other Faculty-Senate Related Activities

- 1) Recommended Dr. Alex Leith to serve on the Search Committee for the position of Dean, School of Engineering.
- 2) Recommended Dr. Kevin Cannon to serve on the Search Committee for the position of Associate Vice Chancellor for Administration.
- 3) Attended the Executive Vice Chancellor and Chief of Staff Search Committee meeting via Teams on behalf of Dr. Eric Voss on December 18, 2025.
- 4) Attended the candidate's (Dr. Mark Dochterman) presentation for the position of Associate Vice Chancellor for Student Affairs on January 22, 2026.
- 5) Met with Dr. Bryan Terry, candidate for the Executive Vice Chancellor and Chief of Staff position on January 22, 2026
- 6) Attended the candidate's (Dr. Tiffany Davis) presentation for the position of Associate Vice Chancellor for Student Affairs on January 23, 2026.
- 7) Met with Dr. Jessica Harris, candidate for the Executive Vice Chancellor and Chief of Staff position on January 23, 2026
- 8) Co-chaired the SIU System Faculty Advisory Committee (FACSS) meeting with Dr. Khalid Meksem, Faculty Senate President of SIUC, on January 27, 2026.