

**FACULTY SENATE MEETING**  
**Hickory/Hackberry Room**  
**March 5, 2026 – 2:30pm**  
**APPROVED MINUTES**

The regular meeting of the Faculty Senate was called to order at 2:34 pm on Thursday, March 5, 2026 in MUC Hickory/Hackberry 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, Isabel Gay, Ruben Gomez, Jennifer Hookstra, Mary Kaemmerer, Tim Kalinowski, Marie Klopfenstein, Susan Kooiman, Erik Krag, Tianyu Li, Ramana Madupalli, Cassandra Maynard, Shannon McCarragher, Rubi Quinones (Mark McKenney), Lynne Miller, Steven Morrese, Josie DeGroot for Sorin Nastasia, Barbara Nwacha, Jon Pettibone (ex officio), Beidi Qiang, Ken Rawson, Mark Ruscin, Dan Segrist, Kamran Shavezipur, Chrissy Simmons, Erik Alexander for Jason Stacy, Rebecca Swartz, Gloria Sweida, Jenna Tebbenkamp, Melissa Thomeczek, Kevin Tucker, Saad Ullah, Jasbir Upadhyaya, Cinnamon VanPutte, Chin-Chuan Wei, Andrew Wesemann, Nicholas Guehlstorf for Sophia Wilson, Amy Winn, Duff Wrobbel, James Wulfsong, Kyong-Sup Yoon

**Absent:** Rachel Bradley, Mary Frazier, Carole Frick, Sungho Kim, Marion Prats, Jeffrey Sabby (ex officio), David Sherrill

**Guests:** Eric Ruckh

**Announcements:**

- A.** Appointments
  - i.** Search Committee (Associate Vice Chancellor/Dean of Students) – Dr. Clay Williams
  - ii.** Search Committee (Vice Chancellor for Enrollment Management) – Dr. Marcus Agustin

**Consideration of Minutes:**

The February 5, 2026 meeting minutes were considered. Shannon McCarragher had a couple edits to the section regarding Changemakers (for example “Changemakers” is one word, not two) and will email a list of corrections to Michael. The meeting minutes were approved with typographical edits.

**Action Items:**

- A.** Bylaw Changes – Meeting via Remote Attendance – Tim Kalinowski did a second read on a bylaw change, which would be a permanent rule change regarding remote attendance. The rule will specify remote attendees’ rights, including voting and quorum participation. With this bylaw change, remote attendees are counted towards quorum and can fully participate, including voting and debating. Faculty Senate approved this bylaw change by acclamation.
- B.** Faculty Senate Membership Reduction – Tim Kalinowski did a second read on a proposal to reduce the Faculty Senate membership. The Faculty Senate will consist of 39 proportionally elected members and faculty-elected Graduate Council members. The remaining proportionally elected members are allocated to academic units, including a separate unit for non-tenure track instructors. The Governance Council Chairperson will request a list of

voting faculty from the Office of Institutional Research and Studies. The Personnel Committee will then allocate Faculty Senate seats using the Huntington-Hill Method. Faculty Senate approved this proposal by acclamation.

- C. Approval of 2025 Calendar Year Surveys of the Chancellor and the Provost Reports – Faculty Senate approved the 2025 surveys of the Chancellor and Provost with no comments or concerns.
- D. Changes to Policy on Scheduling Final Examinations (1K1) – Dr. Amy Winn did a second 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. Tim Kalinowski proposed an amendment to delete the parenthetical "(for example, three final examinations on the same day)" and replace "more than two" with "three or more" in the sentence that begins "Students who have three or more final examinations scheduled for the same day..." Faculty Senate approved Tim's amendment, and then approved the policy changes with this amendment.
- E. Changes to Policy on Honorary Degrees and Distinguished Service Awards (1D3) – Dr. Igor Crk did a second read to changes to Policy 1D3. 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. Faculty Senate approved these policy changes by acclamation.
- F. Changes to Faculty Development Council Operating Papers – Chrissy Simmons did 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. Faculty Senate approved these changes by acclamation.

#### **Unfinished Business:**

- A. Update on approval to Policy 1Q8 changes (Implementation and Administrative Responsibility Policy) – February 7, 2025 – still waiting on approval.
- B. Update on approval of changes to Retired/Emeritus Faculty Policy – May 6, 2025 – still waiting on approval.
- C. Update on Policy 1C1 approval (Guidelines for Course Categories, Class Scheduling, and Publications) – May 2, 2025 – still waiting on approval.
- D. Program Prioritizations: Phase 2 – No new update.

#### **New Business:**

- A. Results of the Faculty Senate President-Elect Election – Dr. Igor Crk has been voted the next Faculty Senate President-Elect.
- B. Changes to Policy on Honors and Recognitions (Honors Programs – 1R2) – Drs. Eric Ruckh and Amy Winn did a first read to proposed revisions to University Policy 1R2, concerning the University Honors Program. The revisions clarify the oversight role of the University Honors Advisory Council (UHAC) and outline reporting requirements for the Director to the Faculty Senate Curriculum Council (FSCC). The current policy's retention component, which allows students to remain in the program with a 3.2 GPA, is problematic and inconsistent. A proposed revision establishes clear pathways for students to recover from academic difficulty, including GPA checkpoints and recovery courses. While acknowledging potential challenges, the proposal emphasizes the importance of supporting student success and academic integrity.

- C. Changes to Policy on Student Academic Standards and Performance (Credit for Prior Learning – 1111) – Drs. Eric Ruckh and Amy Winn did a first read to proposed revisions to University Policy 1111, concerning Credit for Prior Learning. The revisions clarify that “**In addition to existing forms of PLA mentioned above, Credit for Prior Learning that does not fall under specific course proficiencies (e.g., credit under 1K4), or departmental designations, will be designated as UNIV XXXX on the student’s transcript. Credit awarded under this particular PLA designation will be institutional general elective credit up to 6 hours.**”

**Reports from Standing Committees:**

IBHE Faculty Advisory Council: see attached report.

UPBC: see attached report.

**Reports from Council Chairs:**

Faculty Development Council: see attached report.

Governance Council: see attached report.

President: See attached report.

**Adjournment:**

The meeting adjourned at 3:21 pm

Submitted by Michael Tadlock-Jackson, University Governance

**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.

Markup 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; ~~or~~ (iv) unexpected childcare obligations; or (v) performance of active military duty as a service member.
  - 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;
  - iii. Once admitted to attend remotely, remote attendees count towards maintaining quorum throughout the remainder of the meeting;
  - iv. 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;

- v. Each member attending remotely must inform the Presiding Officer of the meeting (or designated administrative assistant) of an intent to do so;
- 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

Clean 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; (iii) family or other emergency; (iv) unexpected childcare obligations; or (v) performance of active military duty as a service member.
- 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;
- iii. Once admitted to attend remotely, remote attendees count towards maintaining quorum throughout the remainder of the meeting;
- iv. 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;
- v. Each member attending remotely must inform the Presiding Officer of the meeting (or designated administrative assistant) of an intent to do so;
- 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

## **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.

Clean New Copy:

## **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.

GV #1-25/26

*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 (~~39~~) from among the academic units, using the Huntington-Hill Method.

Clean New Copy:

**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

## Table of Contents

### 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*



# Policies & Procedures

## Table of Contents

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

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 three or more final examinations scheduled for 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.*

**Commented [EC1]:** Is this approval level necessary? ERP nothing the dean approval level creates bottlenecks.

**Deleted:** .¶

**Deleted:** the coordinator of

**Deleted:** a

**Deleted:** s

**Deleted:**

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

**Deleted:** more than two

**Deleted:** (for example, three final examinations on the same day)

**Deleted:** steps

**Deleted:** c

**Commented [EC2]:** This needs to include the specific office/ entity to contact.

**Commented [EC3]:** This should link to the appropriate location

**Deleted:** The student they may should contact the Academic Scheduling in the Office of the RegistrarAssistant Vice Chancellor for Enrollment Management for the purpose of rescheduling one of the student's examinations to another time within the final examination schedule.

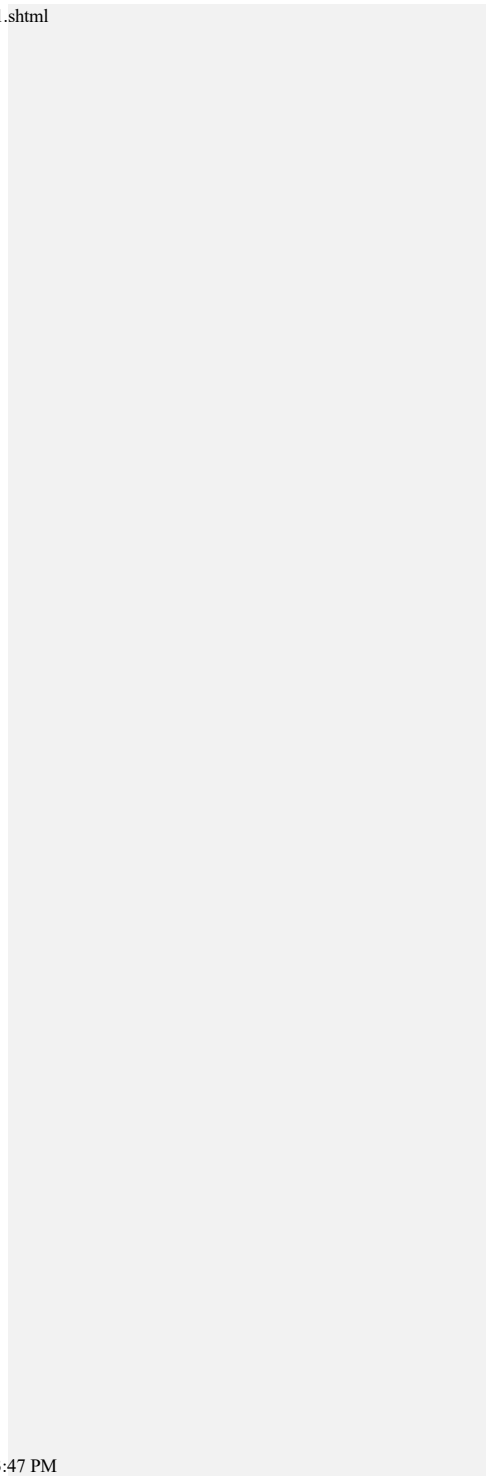
**Deleted:** The

**Deleted:** Assistant Vice Chancellor for Enrollment Management

**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 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. Every nominator should submit his/her nominations in writing to the Chairperson. The deadline for receipt of such nominations shall be the end of the seventh week of the spring term.
3. The first meeting of the Committee in any academic year shall be held as soon as possible following the seventh week of the term established for receipt of the designated nominations. 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 the final week of the designated term, with a copy for information to the chairperson of the Welfare Council and President of the Faculty Senate.
4. 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.
5. 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.
6. The membership of the Committee shall be composed of:
  - One voting faculty member to be elected by the faculty of the College of Arts & Sciences,
  - One voting faculty member to be elected by the faculty of the School of Business,
  - One voting faculty member to be elected by the faculty of the School of Dental Medicine,
  - One voting faculty member to be elected by the faculty of the School of Education, Health & Human Behavior,
  - One voting faculty member to be elected by the faculty of the School of Engineering,
  - One voting faculty member to be elected by the faculty of Library & Information Services,
  - One voting faculty member to be elected by the faculty of the School of Nursing,
  - One voting faculty member to be elected by the faculty of the School of Pharmacy,
  - One voting faculty or staff member to be elected by the members of the SIUE Black Faculty & Staff Association,
  - 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 for 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.

1. 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](#).

#### 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.

## Policy on Honorary Degrees and Distinguished Service Awards - 1D3

### Structure and Responsibilities

1. This Committee shall operate as a standing Committee of the Welfare 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.
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 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, and Faculty Senate shall each appoint an ex officio representative to the three-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,

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

**Deleted:** following the seventh week of the term established for receipt of the designated nominations

**Deleted:** The deadline for the Committee's confidential recommendation of nominees to the Chancellor shall be the final week of the designated term

**Formatted:** List Paragraph, Space Before: 0 pt, After: 0 pt

**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.

**Formatted:** Font: (Default) Times New Roman, Ligatures: None

**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.

**Formatted:** Font: (Default) Times New Roman, Not Highlight

**Formatted:** Font: (Default) Times New Roman, Not Highlight

**Formatted:** Not Highlight

- 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.](#)

#### 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

**Deleted:** The membership of the Committee shall be composed of:  
 One voting faculty member to be elected by the faculty of the College of Arts & Sciences,  
 One voting faculty member to be elected by the faculty of the School of Business,  
 One voting faculty member to be elected by the faculty of the School of Dental Medicine,  
 One voting faculty member to be elected by the faculty of the School of Education, Health & Human Behavior,  
 One voting faculty member to be elected by the faculty of the School of Engineering,  
 One voting faculty member to be elected by the faculty of Library & Information Services,  
 One voting faculty member to be elected by the faculty of the School of Nursing,  
 One voting faculty member to be elected by the faculty of the School of Pharmacy,  
 One voting faculty or staff member to be elected by the members of the SIUE Black Faculty & Staff Association,  
 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.

**Formatted:** Font: (Default) Times New Roman

**Formatted:** Font: (Default) Times New Roman

- 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](#)

Formatted: Font: (Default) Times New Roman

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.

Formatted: Font: (Default) Times New Roman

# 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**  
**Deleted:** and

# Policies & Procedures

## Table of Contents

### Honors and Recognitions

#### Honors Program - 1R2

##### 1. Introduction

1. The purpose of SIUE's Honors Program is to attract a diverse body of high-achieving and highly motivated students, providing them an enriching and integrative set of curricular and co-curricular experiences that develop the habits and dispositions emblematic of a love of inquiry.
2. The Honors Program is committed to delivering measurably deeper, more complex academic experiences through student-centered learning.
3. The Honors Program affords the University an opportunity for curricular and pedagogic experimentation and innovation on our own campus.

##### 2. Honors Curriculum

Honors Scholars are required to complete a general education program that combines the requirements outlined in University policy 1D1 - University-wide Criteria for the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Professional Baccalaureate Degrees - with the following 25 credit-hour Honors curriculum.

##### 1. Honors Seminar Sequence (15 credit-hours)

1. Honors 120, "Honors Scholars New Freshman Seminar: Big Questions and the Spirit of Inquiry," linked with Honors 121, "Honors Rhetoric" (3 credit-hours each for 6 credit-hours);
2. Honors 250, "Lower-Division Honors Seminar: Connections through the Arts and Humanities" (3 credit-hours);
3. Honors 320A, "Honors Interdisciplinary Seminar: Problems in the Social and Behavioral Sciences" (3 credit-hours);
4. Honors 320B, "Honors Interdisciplinary Seminar: Problems in the Physical Sciences, Life Sciences, and Technology" (3 credit-hours)

##### 2. Honors Pro-Seminar Sequence (4 credit-hours)

1. Honors 100, "Honors Pro-Seminar: Learning, Working, Living" (1 credit-hour)
2. Honors 200, "Honors Pro-Seminar: The World" (1 credit-hour)
3. Honors 300, "Honors Pro-Seminar: Special Topics" (1 credit-hour)
4. Honors 499, "Honors Pro-Seminar: Civic Engagement and Inter-disciplinarily" (1 credit-hour) (concludes with participation in Honors Symposium)

##### 3. Additional Curricular Requirements (6 credit-hours)

Honors Scholars are also required to satisfy the requirements of:

1. a lab course (EL) in the physical sciences (NS) or life sciences (LS);
2. a mathematics, statistics, or quantitative reasoning course
3. These requirements may be satisfied through major or minor degree requirements

##### 4. Honors Curriculum for Continuing and Transfer Students

1. Continuing or transfer students with 1-30 credit-hours are exempt from Honors 120 and Honors 121 but are required to complete the remainder of the honors curriculum outlined above (19 credit-hours), including the 'Additional Requirements,' which may be satisfied in approved ways. They are required to take Honors 250 within two semesters of admittance to the program. In addition, they are required to earn credit in two English composition courses.
2. Continuing or transfer students with 31-60 credit-hours are exempt from Honors 120, Honors 121, and Honors 100; further they are exempt from either Honors 320A or Honors 320B. They are required to complete the remainder of the honors curriculum outlined above (15 credit-hours), including the 'Additional Requirements,' which may be satisfied in approved ways. They are required to take Honors 250 within two semesters of admittance to the program. In addition, they are required to earn credit in two English composition courses.

##### 5. Exceptions to Curricular Requirements

The Director of the University Honors Program can grant exceptions to the curricular requirements of the Honors Program. The Director is required to report these exceptions to the University Honors Advisory Council as an information item at least once per term.

##### 3. Honors Co-Curricular Requirement

Honors Scholars are required to engage in 50 hours of service before graduation (satisfied by options approved by the University Honors Advisory Council).

##### 4. Admissions

SIUE's Honors Program seeks a diverse set of students with excellent academic credentials who are highly motivated, industrious, intellectually

curious, creative, and want to cultivate the spirit and practice of inquiry, innovation, and self-reflection.

#### 1. Incoming Freshmen

1. Applications for admission to the Honors Program will be accepted from high school students who: have been admitted to the University; who have a high school GPA of at least 3.5; who have an ACT score of at least 25; and have satisfied other admissions requirements as established by the Director of the University Honors Program, in consultation with the University Honors Advisory Council, the Director of Undergraduate Admissions, and the Associate Vice Chancellor for Enrollment Management.

2. All Meridian Scholars are automatically admitted and required to participate in the Honors Program.

#### 2. Continuing and Transfer Students

Applications will also be accepted from students: with up to 60 credit-hours of college-level course work; who have a college GPA of 3.5, and have satisfied other admissions requirements as established by the Director of the University Honors Program, in consultation with the University Honors Advisory Council, the Director of Undergraduate Admissions, and the Associate Vice Chancellor for Enrollment Management.

#### 3. Exceptions

Exceptions to this admissions policy may be made only by the Director of the University Honors Program.

#### 5. Retention Standards and Removal from Program

1. Honors Scholars must maintain a 3.2 cumulative grade point average to remain in good standing in the Honors Program.
2. Meridian Scholars must meet the stated requirements of that program. Meridian Scholars who do not maintain the required grade point average for the Meridian Scholarship but who do maintain a cumulative 3.20 grade point average are allowed to remain in the Honors Program.
3. When any Honors Scholar's cumulative grade point average falls below a 3.20, the student will be placed on program probation. Written notification will be provided to the student by the Director of the University Honors Program.
4. While on program probation, Honors Scholars are required to attain a 3.20 grade point average for the next term of attendance. A student may remain on program probation as long as they earn a 3.20 grade point average in every term of attendance. Once a student's cumulative grade point average reaches 3.20, they will be returned to regular standing in the University Honors Program.
5. While on program probation, if a student fails to attain a 3.20 grade point average for any term of attendance, they will be removed from the Honors Program. Written notification will be provided to the student by the Director of the University Honors Program.
6. Removal from Program

1. Honors students who are removed (or withdraw on their own) from the program lose the privileges (enumerated below) of the program.
2. On removal (or withdrawal) from the program, honors courses will be articulated with the Lincoln Program in the following way:

1. Honors 120: NFS (New Freshmen Seminar) and the approved Breadth attribute as determined by the Faculty Senate General Education Committee;
2. Honors 121, if passed with a C or better: FW I, FSPC;
3. Honors 250: BHUM or BFPA (as determined by the Faculty Senate General Education Committee);
4. Honors 320A or Honors 320B: IS or the approved Breadth attribute as determined by the Faculty Senate General Education Committee;
5. Honors 100, Honors 300: approved Experience attribute as determined by the Faculty Senate General Education Committee;
6. Honors 200: EGC.

#### 6. Privileges

##### 1. Registration

Honors Scholars shall be granted priority registration privileges, in light of the potential difficulties of scheduling honors and major courses.

##### 2. Recognition

Honors scholars, who graduate in good standing, will be recognized at an awards ceremony hosted by the Office of the Chancellor.

#### 7. Exceptions and Appeals

1. Honors students can request, in writing, exceptions from the requirements of the Honors Program. Requests for exceptions must: come in writing, specify from what requirement the exception is requested, and provide a brief rationale for the request. Requests for exceptions are to be delivered to the Honors Program Director. They are decided by the University Honors Advisory Council.
2. Appeals to decisions of the Director of the University Honors Program regarding admissions to the program, fulfillment of the general education requirements of the program, probation or removal from the program will be made to the University Honors Advisory Council. Decisions of that body are final.
3. Honors students retain all of their rights and responsibilities as laid out in University Policy 3C, "Student Rights and Conduct."

*Approved by Chancellor effective 8/15/18*

*This policy was issued on August 15, 2018, replacing the July 31, 2017 version.*

*Document Reference: 1R2*

*Origin: CC 7-70/71; OP 4/10/91; OP 2/21/92; CC 13-96/97; CC#26-15/16; CC#17-16/17; CC#44-17/18*

**SOUTHERN ILLINOIS UNIVERSITY**  
**EDWARDSVILLE**

30 January 2026

To: Amy Winn, Ph.D., Associate Professor of Biological Sciences, Chair, Faculty Senate Curriculum Council

From: Eric W. Ruckh, Ph.D., Director, John Martinson Honors Program



cc: Donavan Ramon, Ph.D., Associate Professor of English, Interim Chair, UHAC  
P. Denise Cobb, Ph.D., Provost and Vice Chancellor for Academic Affairs

re: further details regarding proposed modifications to 1R2

Dr. Winn:

Thank you for your guidance and efforts at explaining the proposed revisions to University Policy 1R2, discussed at its last meeting on 15 January 2026, that the University Honors Advisory Council (UHAC) sent to the Faculty Senate Curriculum Council. In response to questions that were raised on that Thursday, I have added language to the proposed 1R2 revision about the oversight role of the UHAC and the reporting requirements that the Director has to update the FSCC and Faculty Senate regularly; these revisions are highlighted in yellow in the attached document. Additionally, I want to provide both more context about the current policy in relation to retention and explain what the UHAC is proposing going forward. This context is necessary for the Undergraduate Programs Committee and the Curriculum Council, since I have been remiss in providing regular updates to the FSCC.

Honors students are high achieving students, at least in potential and most often in practice. They are generally more intentional and thoughtful about their education. However, they think, like most students do, that academic success is measured by GPA, grades, by completion of sets of requirements. We work to show them that education is more than the successful completion of requirements that purport to lead to jobs and that it involves the cultivation of reverence and criticism that allows them to be members of big and small intellectual and active communities. We strive to demonstrate that education is about the cultivation of the coordinated set of habits and dispositions that will allow them to engage in meaningful projects, helping build our futures and allowing them to thrive. For many, that takes some time and requires some ‘un-learning.’ It involves some dissonance as they reframe for themselves (with faculty, staff, peers encouraging them) the meaning of their education. It is also important to recognize that honors students are like their contemporaries in every other way: stressed by work, confronting challenges at home, handling problems with money and finances, sometimes struggling with their physical and mental health. When you see them in that light and add in that they are both being challenged to rethink the meaning of education and are trying to live up to their high standards of success, you can recognize, I hope, that honors students often get ‘into trouble’ from a retention/GPA perspective for many reasons—reasons that have to do with their lives and less to do with not working hard. That is the context in which the JMHP is trying to challenge and support our students.

Honors education is ultimately less about overloading students with more working than it is about changing the mode of study itself: less lecturing, more discussions; less banking, more participation in the construction of ideas; less imposition of pre-ordained sets of information and more exploration of problems—both contemporary and enduring—that are shared by teacher and students.

I understood some of this when I became honors director in 2013, certainly, but not all of it. I really did not understand the current experience of students—the stress and pressure under which they

Director  
John Martinson Honors Program  
SIUE, Campus Box 1061  
Edwardsville, Illinois 62026-1061

# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

work—some of it imposed by themselves, some by their families, some by our society. I have learnt much from our students, our staff, and other faculty over the last decade.

The limits of my understanding and experience are visible in the current retention component of University Policy 1R2. Here is how the policy, as currently written, should work. It establishes a 3.2 cumulative GPA as the minimum to be in good standing. It permits students to remain in the program under the following condition: when a student falls below the 3.2 cumulative GPA they are permitted to continue in the program, as long as in each subsequent semester (after falling below the 3.2) they achieve a semester GPA of at least 3.2. As currently written, there is no limit on how long they can continue in the program in this ‘demi-honors’ status. Further, there is no support provided them in this shadow, borderline status, beyond regular semester by semester advising appointments: they are left to their own devices, to fix their own problems.

The current policy has both theoretical and practical problems. We confronted the practical problems almost immediately. First, there were a small number of students who had (and who have) catastrophic semesters from which it is near impossible to recover honors good standing. They can continue many semesters below good standing, limping by with bear 3.2 semester GPAs and incrementally raising their cumulative GPA. What to do with them? Second, there is the issue of the students who follow one bad semester with a second bad semester and need to be removed from the program, immediately. When that happens between a fall and spring term, there is little time—a bear week, often—to identify them, notify them, drop them from honors courses and get them in some general education course. How to do that? How to do that and remain in dialogue with them, explain the situation, and get their input? Different problems emerged by the end of Spring 2017: students who had had just slipped below 3.2 their first semester and then in S17 almost got a semester GPA of 3.2, like a 3.17; students who had a catastrophic first semester and recovered in S17. So: do we remove the first student and not the second, even the first has higher cumulative GPA than the second? The assistant director and I did not see a clear path forward. At the same time, I was working on launching the next necessary set of new courses. That ambiguity and pressure led me to suspend the retention policy that first year. That decision opened the door to further ambiguity and further suspensions of the policy. Applying the current policy seemed to lead to outcomes that were minimally incoherent or maximally unfair (or at least questionable).

The larger problem is that the current retention component of 1R2 does not account for the student holistically. That means that we did not, when we designed the revised honors program, carefully consider how we would support students who get into academic trouble for non-academic reasons and then how we might support them; we did not carefully consider how to support them as they transit out of the honors program in a way that doesn’t damage their future work and graduation. I have come to think that we should encounter all students with an ethic of care—to recognize the interdependent set of relations and contexts within which they live their lives—so that regardless if they are in the honors program or not they have a higher likelihood of success at the university and a higher likelihood of developing a capacity to attend to themselves and our world such that they thrive.

The revision to the retention component of 1R2 that we are proposing seeks to address these theoretical and practical problems with the current policy, holding students accountable academically, providing clear pathways to recovery of ‘good honors standing,’ providing support for students, and clear exit points for those who can’t recover. We are aiming to provide coherence to practice and policy while being perceived in operation as fair. Here is an overview of the proposed retention policy that we will submit to the Undergraduate Programs Committee if the revision of 1R2 under discussion is advanced. When I say ‘we,’ I want to be clear that the proposed retention policy was developed by a working group composed of faculty, staff, and students. It was discussed both by the UHAC and by the core faculty and staff of the JHMP multiple times; it was revised in relation to those discussions. A final draft was then taken to the whole of the UHAC and discussed. If the proposed revision to 1R2 is passed, the actual program/catalog language revision necessary will be discussed and voted on by the UHAC before being

Director  
John Martinson Honors Program  
SIUE, Campus Box 1061  
Edwardsville, Illinois 62026-1061

**SOUTHERN ILLINOIS UNIVERSITY**  
**EDWARDSVILLE**

sent to the Undergraduate Programs Committee. The JMHP has been and continues to function collaboratively and is the better for it.

The potential new JMHP retention procedure retains the current 3.2 cumulative GPA for students to remain in ‘good standing’ and to graduate ‘with honors designation.’ For students who get into academic difficulty, it will create a clear status (recovery or improvement status), and clear pathways with requirements and supports for students so that they can return to good standing or be removed from the program.

We propose to establish a set of GPA checkpoints for the first four semesters. After the first semester, honors students must have at least a 3.2 to remain in good standing; if they don’t they will put into ‘improvement/recovery’ status and be required to take a new honors recovery course (HR1) in their second semester. If at the end of their second term, a student’s cumulative GPA is  $<2.7$  they will be removed. If at the end of the second semester the student’s cumulative GPA recovers to  $>3.2$ , they are returned to good standing. If their cumulative GPA remains  $<3.2$  but is  $>2.7$ , they will remain in ‘recovery status’ and will be required to take a second one-credit-hour recovery course (HR2) and a general education course in their 3<sup>rd</sup> semester. The proposed new policy gives all students at least one semester to recover; it doesn’t require the JMHP office to remove first-year students between their first fall and spring terms. At the end of their 3<sup>rd</sup> semester, honors students must have a cumulative 3.0 GPA to remain in the program. If their cumulative GPA is  $<3.0$ , they will be removed. If their cumulative GPA is  $>3.0$  and  $<3.2$ , they will be remain in recovery status and be required to take HR2 a second time. If at the end of their fourth semester their cumulative GPA is  $<3.2$ , they will be removed from the program; if it is  $>3.2$  they are returned to good standing. This process is detailed in the accompanying ‘flow-through’ graph. Our new proposed retention policy recognizes that most of our students get into trouble early and we are trying to support them in recovery, to the degree we can; at the same time, we are establishing clear requirements that protect the academic integrity of the program.

Will this proposed retention policy be an improvement? Yes, in that it will establish benchmarks (floors) below which students will be removed; yes, in that it will provide us opportunities to support students in their efforts to recover/improve their standing. Will it solve all our problems? No. Will it create new problems? Probably. I can already imagine a few new ones. But, and this is important, students retain the opportunity to appeal and I remain flexible, willing to try different strategies that support students’ academic success and campus belonging.

Will we actually be able to help students recover their cumulative GPA? We think we have some chance of success. We have run a pilot four times (F23, S24, F24, F25) through which a small number of volunteers have transited (36). About 1/2 of the students through the pilot saw their cumulative GPA either improve or stabilize.

There are two fundamental reasons for the Curriculum Council to support the revision of 1R2.

First, the JMHP should be treated like all other academic programs on campus—with the same degree of oversight (that of Undergraduate Programs and Undergraduate Courses). Second, we should be guided by epistemic humility: I am not certain how the retention policy will work, but I am confident that we can adjust it, if given the authority, to adjust it in ways that can encourage academic excellence, while supporting students.

Director  
John Martinson Honors Program  
SIUE, Campus Box 1061  
Edwardsville, Illinois 62026-1061

## Honors and Recognition

### **The John Martinson** Honors Program – 1R2

#### I. Introduction

- A. The purpose of SIUE's Honors Program **John Martinson Honors Program (JMHP)** is to attract a diverse body of high-achieving and highly motivated students, providing them an enriching and integrative set of curricular and co-curricular experiences that develop the habits and dispositions emblematic of a love of inquiry.
- B. The Honors Program **John Martinson Honors Program** is committed to delivering measurably deeper, more complex academic experiences through student-centered learning.
- C. The Honors Program **John Martinson Honors Program** affords the University an **on-campus** opportunity for curricular and pedagogic experimentation and innovation on our own campus.
- D. The University Honors Advisory Council (UHAC) serves as the primary clearinghouse for all discussions of the John Martinson Honors Program and its relation to all other units on campus. The UHAC is responsible for maintaining, reviewing, and updating University Policy 1R2. The UHAC is responsible for reviewing proposals for additions, terminations, and modifications of all honors courses and requirements. The UHAC is responsible for the continuing review of the John Martinson Honors Program.**
- E. The Director of the John Martinson Honors Program is responsible to manage the John Martinson Honors Program in its day-to-day functions; to establish and oversee the assessment mechanisms of the John Martinson Honors Program; to engage in outreach and fundraising for the John Martinson Honors Program; to meet regularly with the Provost to discuss and coordinate the business of the Council and all related matters associated with the Council and the John Martinson Honors Program.**
- F. The Director of the John Martinson Honors Program is an ex officio member of the Faculty Senate's Curriculum Council. They are responsible to provide regular updates to the Curriculum Council, discussing the business of the John Martinson Honors Program and the University Honors Advisory Council. Additionally, they are responsible for submitting an annual report to the Faculty Senate.**

Deleted: **Committee**

#### II. Honors Curriculum

Honors Scholars students are required to complete a general **The honors curriculum is an alternative** general education program that combines the requirements outlined in University Policy 1D1 - University-wide Criteria for the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Professional Baccalaureate Degrees - with the following 25-credit-hour honors curriculum.

- A. Honors Seminar Sequence (15 credit-hours)

1. Honors **HONS 120**, "Honors Scholars New Freshman Seminar: Big Questions and the Spirit of Inquiry," linked with Honors **HONS 121**, "Honors Rhetoric" (3 credit-hours each for 6 credit-hours);
  2. Honors **HONS 250**, "Lower-Division Honors Seminar: Connections through the Arts and Humanities" "**Patterns in Human Endeavors**" (3 credit-hours);
  3. Honors **HONS 320A**, "Honors Interdisciplinary Seminar: Problems in the Social and Behavioral Sciences" "**Interdisciplinary Problems in Society and Culture**" (3 credit-hours);
  4. Honors **HONS 320B**, "Honors Interdisciplinary Seminar: Problems in the Physical Sciences, Life Sciences, and Technology" "**Interdisciplinary Problems in Science and Technology**" (3 credit-hours)
- B. Honors Pro-Seminar Sequence (4 credit-hours)
1. Honors **HONS 100**, "Honors Pro-Seminar: Learning, Working, Living" "**On Education**" (1 credit-hour)
  2. Honors **HONS 200**, "Honors Pro-Seminar: The World" "**On Globalization**" (1 credit-hour)
  3. Honors **HONS 300**, "Honors Pro-Seminar: **Student-Selected Topics of Interest**" (1 credit-hour)
  4. Honors **499 HONS 400**, "Honors Pro-Seminar: Civic Engagement and Interdisciplinarity" "**Honors Capstone on Civic Engagement**" (1 credit-hour) (concludes with participation in Honors Symposium)
- C. Additional Curricular Requirements

Honors Scholars **In order to satisfy other University requirements, students in the John Martinson Honors Program** are also required to satisfy the requirements of **take**:

1. a lab course (EL) in the physical sciences (PS) or life sciences (LS), **and**;
2. a mathematics, statistics, or quantitative reasoning course.

∞:

These requirements may be satisfied through major or minor degree requirements.

D. Honors **Co-Curricular Requirement**

1. **The co-curricular requirements involve experiential learning activities that may include service and civic engagement, academic and intellectual enrichment, professional and career development, leadership and organizational involvement, arts and cultural participation, wellness and personal growth, intercultural and global learning, campus community engagement, and other experiences designated by JMHP.**
2. **Honors students must complete the co-curricular requirements, as established by the John Martinson Honors Program, in order to graduate from the program.**

3. **The Director of the John Martinson Honors Program establishes the standards, categories, and documentation procedures used to verify fulfillment of Applied Explorations. These procedures are subject to review and approval under processes established by the University Honors Advisory Council and in consultation with the Vice Chancellor of Student Affairs, the Vice Chancellor for Enrollment Management, and the Honors Student Association.**

Deleted: Committee

E.—Honors Curriculum for Continuing and Transfer Students

- 1.—Continuing or transfer students with 1-30 credit-hours are exempt from Honors 120 and Honors 121 but are required to complete the remainder of the honors curriculum outlined above (19 credit-hours); including the 'Additional Requirements,' which may be satisfied in approved ways. They are required to take Honors 250 within two semesters of admittance to the program. In addition, they are required to earn credit in two English composition courses.
- 2.—Continuing or transfer students with 31-60 credit-hours are exempt from Honors 120, Honors 121, and Honors 100; further they are exempt from either Honors 320A or Honors 320B. They are required to complete the remainder of the honors curriculum outlined above (15 credit-hours); including the 'Additional Requirements,' which may be satisfied in approved ways. They are required to take Honors 250 within two semesters of admittance to the program. In addition, they are required to earn credit in two English composition courses.

F.—Exceptions to Curricular Requirements

The Director of the John Martinson Honors Program University Honors Program can grant exceptions to the curricular requirements of the Honors Program. The Director is required to report these exceptions to the University Honors Advisory Council as an information item at least once per term.

G.—Honors Co-Curricular Requirement

Honors Scholars are required to engage in 50 hours of service before graduation (satisfied by options approved by the University Honors Advisory Council).

### **III. Honors Enrollment and Participation for Continuing and Transfer Students**

**The John Martinson Honors Program provides multiple pathways for continuing and transfer students to join. A student's requirements are determined at the time of enrollment in the John Martinson Honors Program, based on the level of prior college coursework completed. Advanced placement, dual credit, or other pre-college credit are not typically used in determining placement.**

- A. **First-time, full-time students are required to complete the full honors curriculum, as outlined in Section II.**
- B. **For students beginning with less than 60 post-secondary credits**

1. **Requirements: Complete the full honors curriculum as outlined except in Section II, except for HONS 120 and HONS 121.**
  2. **Other Notes**
    - a. **Students in this pathway must demonstrate completion of two English composition/writing-intensive courses.**
    - b. **Students in this pathway must also complete the requirements outlined in Section II, C and Section II, D.**
- C. For students beginning with 60 or more post-secondary credits**
1. **Requirements: Complete the following modified honors curriculum**
    - a. **Seminars: HONS 250 and a choice of HONS 320A or HONS 320B, chosen in conjunction with their honors advisor.**
    - b. **Proseminars: HONS 100, 300, and 499.**
  2. **Other Notes**
    - a. **Students in this pathway must demonstrate completion of two English composition/writing-intensive courses.**
    - b. **Students in this pathway must also complete the requirements outlined in Section II, C. and a modified version of the requirements established in Section II, D.**

#### IV. Admissions

SIUE's Honors Program seeks a diverse set of students with excellent academic credentials who are highly motivated, industrious, intellectually curious, creative, and want to cultivate the spirit and practice of inquiry, innovation, and self-reflection:

##### A.—Incoming Freshmen

- 1.—Applications for admission to the Honors Program will be accepted from high school students who: have been admitted to the University; who have a high school GPA of at least 3.5; who have an ACT score of at least 25; and have satisfied other admissions requirements as established by the Director of the University Honors Program, in consultation with the University Honors Advisory Council, the Director of Undergraduate Admissions, and the Associate Vice Chancellor for Enrollment Management.

- 2.—All Meridian Scholars are automatically admitted and required to participate in the Honors Program.

##### B.—Continuing and Transfer Students

Applications will also be accepted from students: with up to 60 credit-hours of college-level course work; who have a college GPA of 3.5, and have satisfied other admissions requirements as established by the Director of the University Honors Program, in consultation with the University Honors Advisory Council, the Director of Undergraduate Admissions, and the Associate Vice Chancellor for Enrollment Management.

C. ~~Exceptions~~

~~Exceptions to this admissions policy may be made only by the Director of the University Honors Program.~~

IV. Honors Enrollment Processes

**The John Martinson Honors Program enrolls students who demonstrate strong academic preparation and also show qualities such as intellectual curiosity, creativity, motivation, and openness to the values of honors education. The John Martinson Honors Program seeks a diverse community of students ready to engage in inquiry, innovation, and self-reflection.**

**A. The Director of the John Martinson Honors Program, in consultation with the University Honors Advisory Council and the Vice Chancellor for Enrollment Management, establishes the standards and practices governing admission to the John Martinson Honors Program. The Director, in consultation with the University Honors Advisory Council, is authorized to set eligibility criteria, determine admission outcomes, and take actions necessary to implement these standards.**

Deleted: Committee

**B. Applications are accepted from incoming first-year students, continuing students, and transfer students who meet expectations set by the University Honors Advisory Council.**

**C. Meridian Scholars are automatically enrolled and required to participate in the John Martinson Honors Program.**

4. Retention Standards and Removal from Program

1. ~~Honors Scholars must maintain a 3.2 cumulative grade point average to remain in good standing in the Honors Program.~~
2. ~~Meridian Scholars must meet the stated requirements of that program. Meridian Scholars who do not maintain the required grade point average for the Meridian Scholarship but who do maintain a cumulative 3.20 grade point average are allowed to remain in the Honors Program.~~
3. ~~When any Honors Scholar's cumulative grade point average falls below a 3.20, the student will be placed on program probation. Written notification will be provided to the student by the Director of the University Honors Program.~~
4. ~~While on program probation, Honors Scholars are required to attain a 3.20 grade point average for the next term of attendance. A student may remain on program probation as long as they earn a 3.20 grade point average in every term of attendance. Once a student's cumulative grade point average reaches 3.20, they will be returned to regular standing in the University Honors Program.~~
5. ~~While on program probation, if a student fails to attain a 3.20 grade point average for any term of attendance, they will be removed from the Honors Program. Written~~

notification will be provided to the student by the Director of the University Honors Program.

#### V. Honors Academic Standards and Standing

- A. The Director of the John Martinson Honor Program, in consultation with the faculty and staff of the John Martinson Honors Program, the University Honors Advisory Council, and the Vice Chancellor for Enrollment Management, establishes the standards and practices governing retention in the John Martinson Honors Program. The Director of the John Martinson Honors Program is authorized to create categories of academic standing and to take actions necessary to implement these standards.
- B. Students in the John Martinson Honors Program must maintain a cumulative grade point average of 3.20 or higher to remain in good standing.
- C. Meridian Scholars who are no longer eligible for the Meridian Scholarship but maintain a cumulative GPA of 3.20 or higher may continue to participate in the John Martinson Honors Program.
- D. Students whose GPA falls below the minimum threshold are subject to review and action under program standards. These actions may include continued participation with conditions, limitations on privileges, or removal from the John Martinson Honors Program.
- E. Students subject to conditions for continued participation, or removed from the John Martinson Honors Program, will receive formal notification through their SIUE email account.

Deleted: Committee

#### VI. Separation from the John Martinson Honors Program

- A. Honors students who are removed (or withdraw on their own) **separated** from the program lose **access to** the privileges **university commitments** (enumerated below) of **associated with** the program.
- B. On removal (or withdrawal) **separation** from the program, honors courses will be articulated with the Lincoln Program in the following way:
  - 1. Honors **HONS** 120: NFS (New Freshmen Seminar) (**First Semester Transition**) and the approved Breadth attribute as determined by the Faculty Senate General Education Committee;
  - 2. Honors **HONS** 121, if passed with a C or better: FW I, FSPC;
  - 3. Honors **HONS** 250: BHUM or BFPA (as determined by the Faculty Senate General Education Committee);

4. Honors **HONS** 320A or Honors **HONS** 320B: IS or **and** the approved Breadth attribute as determined by the Faculty Senate General Education Committee;
5. Honors **HONS** 100, Honors **HONS** 300: approved Experience attribute as determined by the Faculty Senate General Education Committee;
6. Honors **HONS** 200: EGC.

5. Privileges

1. Registration

Honors Scholars shall be granted priority registration privileges, in light of the potential difficulties of scheduling honors and major courses.

2. Recognition

Honors scholars, who graduate in good standing, will be recognized at an awards ceremony hosted by the Office of the Chancellor.

**VII. University Commitments**

**A. The University supports the success of honors students by providing core structures, resources, and opportunities necessary for meaningful participation in the John Martinson Honors Program. These commitments ensure that students can make consistent progress through the John Martinson Honors Program while engaging fully in its academic and experiential components.**

1. **Priority registration to support timely progress through John Martinson Honors Program requirements and major degree programs.**
2. **Specialized honors advising to assist with academic planning and participation in the John Martinson Honors Program.**
3. **Access to honors courses, programming, and designated community spaces that support learning, collaboration, and engagement.**
4. **Formal recognition for students who complete the John Martinson Honors Program in good standing.**
5. **Access to high-impact co-curricular learning opportunities consistent with the mission and values of the John Martinson Honors Program.**

**B. The John Martinson Honors Program may develop additional opportunities, recognitions, or forms of support for participants. The design and implementation of these commitments are determined by the Director of the John Martinson Honors Program, in consultation with the University Honors Advisory Council, and other relevant University constituents.**

6. Exceptions and Appeals

1. Honors students can request, in writing, exceptions from the requirements of the Honors Program. Requests for exceptions must: come in writing, specify from what requirement the exception is requested, and provide a brief rationale for the

- request. Requests for exceptions are to be delivered to the Honors Program Director. They are decided by the University Honors Advisory Council.
2. Appeals to decisions of the Director of the University Honors Program regarding admissions to the program, fulfillment of the general education requirements of the program, probation or removal from the program will be made to the University Honors Advisory Council. Decisions of that body are final.
  3. Honors students retain all of their rights and responsibilities as laid out in University Policy 3C, "Student Rights and Conduct."

### **VIII. Exceptions and Appeals**

**The John Martinson Honors Program recognizes that individual circumstances may occasionally warrant exceptions or appeals. These processes ensure fairness, uphold program standards, and provide students with a clear path for review.**

- A. **The Director of the John Martinson Honors Program in consultation with the University Honors Advisory Council, and the John Martinson Honors Program faculty and staff, establishes the standards and practices governing exceptions and appeals.**
- B. **The Director of the John Martinson Honors Program is authorized by the University Honors Advisory Council to grant exceptions in individual cases, including exceptions related to the curriculum, the co-curriculum, retention standards, and other program requirements associated with the John Martinson Honors Program.**
- C. **Appeals of admissions decisions, fulfillment of program requirements, or actions related to retention and academic standing are heard by the University Honors Advisory Council. Decisions by the University Honors Advisory Council are final.**
- D. **Honors students retain all rights and responsibilities as outlined in University Policy 3C, Student Rights and Conduct.**

Deleted: Committee

Deleted: Committee

## Student Academic Standards and Performance

### Credit for Prior Learning - 1I11

Students who have acquired knowledge and/or skills as a result of prior learning or professional experiences may earn course credit through prior learning assessment (PLA). PLA may include credit by exam, individualized assessment, evaluation of workplace training, portfolios, and other means as deemed appropriate by the evaluating department. PLA may be obtained for

- Workplace training.
- Military training (see [Military Prior Learning Credit - 1Q4](#)).
- Holding current licenses or industry recognized certifications.
- Advanced PLacement (see [Advanced Placement Program and International Baccalaureate Credit - 1K2](#)).
- Proficiency exams (see [Undergraduate Proficiency Examination Policy - 1K4](#)).
- College Level Examination Program (CLEP) exams (see [College Level Examination Program \(CLEP\) Policy - 1K5](#)).
- Defense Activity for Non-Traditional Education Support ([DANTES/DSST](#)).
- American Council on Education (ACE) courses and programs.
- Other activities that demonstrate mastery of appropriate college-level course outcomes.

A student should consult with the department from which PLA credit is sought to discuss credit for prior learning experiences. Credit is awarded provided the student demonstrates that learning occurred as a result of the prior experience. Credit is not awarded for the experience itself. There may be a fee for PLA imposed based on the type of assessment and number of credits to be reviewed. When appropriate, fees will be assessed according to University policy and will be disclosed prior to review of prior learning. PLA academic credit will only be awarded for admitted students. Earned PLA credits may satisfy prerequisite requirements and apply toward general education requirements, majors, minors, and electives. A student cannot earn PLA credit if the student has earned a grade for a course.

Unsuccessful attempts to earn PLA credit will not be included in the student's transcript. A student can request a review of the PLA decision by filing an appeal with the Department Chair of the department evaluating the prior learning.

*Approved by the Chancellor effective 7/26/19*

*This policy was issued on July 26, 2019.*

*Document References: 1I11*

*Origin: CC 04-18/19*

Student Academic Standards and Performance  
Credit for Prior Learning - 1I11

Students who have acquired knowledge and/or skills as a result of prior learning or professional experiences may earn course credit through prior learning assessment (PLA). PLA may include credit by exam, individualized assessment, evaluation of workplace training, portfolios, and other means as deemed appropriate by the evaluating department. PLA may be obtained for

Workplace training.

Military training (see Military Prior Learning Credit - 1Q4).

Holding current licenses or industry recognized certifications.

Advanced Placement (see Advanced Placement Program and International Baccalaureate Credit - 1K2).

Proficiency exams (see Undergraduate Proficiency Examination Policy - 1K4).

College Level Examination Program (CLEP) exams (see College Level Examination Program (CLEP) Policy - 1K5).

Defense Activity for Non-Traditional Education Support (DANTES/DSST).

American Council on Education (ACE) courses and programs.

Other activities that demonstrate mastery of appropriate college-level course outcomes.

A student should consult with the department from which PLA credit is sought to discuss credit for prior learning experiences. Credit is awarded provided the student demonstrates that learning occurred as a result of the prior experience. Credit is not awarded for the experience itself. There may be a fee for PLA imposed based on the type of assessment and number of credits to be reviewed. When appropriate, fees will be assessed according to University policy and will be disclosed prior to review of prior learning. PLA academic credit will only be awarded for admitted students. Earned PLA credits may satisfy prerequisite requirements and apply toward general education requirements, majors, minors, and electives. A student cannot earn PLA credit if the student has earned a grade for a course.

**In addition to existing forms of PLA mentioned above, Credit for Prior Learning that does not fall under specific course proficiencies (e.g., credit under 1K4), or departmental designations, will be designated as UNIV XXXX on the student's transcript. Credit awarded under this particular PLA designation will be institutional general elective credit up to 6 hours.**

Unsuccessful attempts to earn PLA credit will not be included in the student's transcript. A student can request a review of the PLA decision by filing an appeal with the Department Chair of the department evaluating the prior learning.

Approved by the Chancellor effective 7/26/19

This policy was issued on July 26, 2019.

Document References: 1I11

Origin: CC 04-18/19

## **IBHE-FAC report for the SIUE Faculty Senate meeting on 5 March 2026**

The IBHE-FAC met on 20 Feb 2026 via Zoom.

*Dan Hrozencik, FAC Chair*, said that the IBHE meeting in Chicago was strongly attended. The next IBHE meeting is at SIUE on March 18<sup>th</sup>. The NIU representative said their senate has passed a resolution regarding funding and some other schools are also doing so, calling for releasing the 2% held back in the state budget and expressing concern about the failure to get the equitable funding formula passed. The Coalition for Higher Education has built an [Adequate and Equitable Funding Data Dashboard](#). Dan added that we will be talking with Pranav Kothari, IBHE Chair, in March and representatives from the HLC in April, so he will be collecting questions to send them in advance. *Mike Philips, FAC Legislative Liaison*, shared his current list of bills of interest to higher education (if you want a copy, please email me) and said people should let him know if there are others of interest that he missed in his searches. Higher education can be an easy place to cut the budget because the student demographic (18–24-year-olds) do not tend to vote as much. *Trish Aumann, Managing Director of Academic Strategy and Programs for IBHE*, provided some staffing updates and news about the upcoming HOUSE summit on May 21<sup>st</sup> at ISU. *Nkeche Onwuameze, Director of Academic Strategy & Quality for IBHE*, provided updates on some workforce initiatives, the Diversifying Faculty Initiative, and FAC membership. *Nora Heist, faculty representative on the IBHE*, said that the DFI board will be needing new members, so interested people should consider applying to serve a two-year term. Minutes from January were approved.

A planned discussion with Senator Castro was cancelled with short notice, so we had a general discussion of issues of concern. One topic of discussion was the potential disconnect between credit hours and the meaning of degrees such as bachelors, associates, or certificates, particularly considering competency based programs, prior learning assessments, and reduced hour or accelerated bachelors degrees. Another issue was the role of IBHE in the state, and how the HLC views issues such as data and AI.

The public caucus had a wide-ranging discussion of issues, including: accessibility initiatives; funding bill concerns and associated faculty senate resolutions; different aspects of the value of tenure (investment in long term curriculum quality, complex research projects, etc. – more than academic freedom should be discussed) in light of some states reconsidering, reducing, or eliminating tenure; the infrastructure complications related to bachelors at community colleges; and food insecurity issues.

*Anne Egger, Professor, Geological Sciences, Science and Mathematics Education, Central Washington University; and Executive Director, National Association of Geoscience Teachers; Archie Holmes, Professor, Chandra Family Department of Electrical and Computer Engineering, The University of Texas at Austin; and Executive Vice Chancellor of Academic Affairs, The University of Texas System; and Kerry Brenner, Study Director, National Academies of Sciences, Engineering, and Medicine, presented about [“Transforming Undergraduate STEM Education: Supporting Equitable and Effective Teaching.”](#) A National Academies Consensus Study Report. National Academies reports require a specific actionable format for recommendations, and this report has a higher than typical number of recommendations. In*

addition, there are papers that were commissioned as background for the report, modules and workshop materials, and interactive resources available at the website. Part of their emphasis was that responsibility extends well beyond the instructor to include all levels of an institution as well as external stakeholders. If anyone is interested in the “strategy two-pagers” that they shared with the FAC, please email me.

Working groups met. Caucuses shared their discussions and ideas of questions for Chair Kothari or the HLC. Working groups reported out. Of particular interest is that members of the Prior Learning Assessments group will be meeting with some public university administrators to start formulating a plan to gather interested folks to form a coalition to develop policy and guidance for all universities in Illinois.

The next IBHE-FAC meeting will be March 20<sup>th</sup> at Rockford University in Rockford, 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](mailto:swiedig@siue.edu). SIUE’s alternate representative is Shelly Goebel-Parker, [egoeb1p@siue.edu](mailto:egoeb1p@siue.edu).

UPBC Report to Faculty Senate, March 5<sup>th</sup>

UPBC met on Feb 20<sup>th</sup> where we received an update on the Governor's FY 26/26 budget, which includes a 1% overall increase. Although only 1% of the allotted 3% was awarded for 24/25, this 1% is based on the full 3% increase rather than what we actually received. The originally scheduled Q2 budget report was not provided, with the Budget Director indicating that there were too many unknowns at the time to share the budget. We will continue to expect the Q3 update and if a Q2 update is finalized, we would expect to see that too.

We will meet two more times this semester, on Friday, March 6<sup>th</sup> and Friday, April 3<sup>rd</sup>. On March 6<sup>th</sup> we will receive an update on the REFACTR database. On April 3<sup>rd</sup> the Chancellor will attend to brief the Council and answer questions.

We are continuing to work on revisions to the UPBC bylaws to integrate with the University Quality Council

Respectfully submitted,

Jonathan Pettibone

Chair, UPBC

# SOUTHERN ILLINOIS UNIVERSITY

## EDWARDSVILLE

### FACULTY DEVELOPMENT COUNCIL Report to Faculty Senate 03.05.2026

Prepared by Christine Simmons, Chair FDC

- I. Excellence in Undergraduate Education (EUE) Awards for 2026**
  - a. The proposal deadline was Thursday, February 26, 2026.
    - i. Ten proposals were received
  - b. Review of proposals will begin next week
  
- II. Digital Accessibility Requirements**
  - a. A 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. Office of the Chancellor released policy 2D6 SIUE Digital Accommodations Policy on February 5<sup>th</sup>, 2026.
      1. <https://www.siu.edu/policies/table-of-contents/2d6.shtml>

**Governance Council Report**  
**for**  
**March 5, 2026**

On February, 2026, the Council approved the final version of the surveys pertaining to the Chancellor and the Provost for which no responses were received.

Voted to approve the following apportionment of senators:

<b>UNIT</b>	<b>33 Senators</b>	<b>39 Senators</b>
CAS	14	16
SEHBB	5	6
BUS	3	3
SDM	3	4
SoE	3	4
PHRM	2	3
NRS	2	2
LIB	1	1

subject to the prompt approval of the Proposal for the Reduction of Senators.

Discussed & assigned tasks for the quadrennial reviews for both the Chancellor and the Provost.

-- Tim Kalinowski, Chair

## **President's Report to Faculty Senate**

**March 5, 2026**

### **Constituency Heads Meeting (February 17, 2026)**

- A. The Chancellor highlighted his university-wide listening tours, which will be taking place in the coming weeks.
- B. The need for a university-wide AI statement was discussed.

### **Meeting with Provost Cobb (February 13, 2026)**

- A. Provost Cobb explained the review process for Program Prioritization Phase 2 proposals.
- B. We discussed the steps needed for the reduction of faculty senate membership.

### **Meeting with Professor Megan Robb, President of the Faculty Association (February 11, 2026)**

- A. We discussed the issues pertaining to the realignment of office support staff, digital accessibility, and Provost Cobb's expectations about Program Prioritization Phase 2 proposals.

### **Other Faculty-Senate Related Activities**

- 1) Recommended Dr. Clay Williams to serve on the Search Committee for the position of Associate Vice Chancellor/Dean of Students.
- 2) Recommended Dr. Marcus Agustin to serve on the Search Committee for the position of Vice Chancellor for Enrollment Management.
- 3) Attended the Continuous Improvement Conference (February 27, 2026).
- 4) Reviewed two Program Prioritization Phase 2 proposals (Anthropology and Environmental Sciences), and met with Dr. Pettibone, Dr. Sweida, and President Jenna Nestor to deliberate our respective reviews (March 4, 2026).