FACULTY SENATE MEETING
Mississippi/Illinois Room
April 3, 2025 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:37 pm on Thursday, April 3, 2025 in MUC Mississippi/Illinois Room by President Marcus Agustin.

Present: **President** Marcus Agustin, **President-Elect** Wei Cheah, Undrah Baasanjav, Leah Baecht, Jeff Banker, Joaquin Florido Berrocal, Kevin Cannon, Igor Crk, Jacob Del Rio, Stephen Duda, Jennifer Erwin, Carole Frick, Isabel Gay, Keith Hecht, Mary Kaemmerer, Tim Kalinowski, Candace Hall for Marie Klopfenstein, Susan Kooiman, Erik Krag, Soondo Kweon, Mary Macharia, Didi Martinez, Shannon McCarragher, Mark McKenney, Lynne Miller, Steve Morrese, Sorin Nastasia, Barbara Nwacha, Bhargav Patel, Jon Pettibone, Marion Prats, Ken Rawson, Mark Ruscin, Jeffrey Sabby (ex officio), Nicola Schmidt, Dan Segrist, Chrissy Simmons, J.T. Snipes, Bernadette Sobczak, Erik Alexander for Jason Stacy, Jason Swagler, Rebecca Swartz, Gloria Sweida, Ralph Tayeh, Jenna Tebbenkamp, Kevin Tucker, Cinnamon VanPutte, Suranjan Weeraratne, Chin-Chuan Wei, Andrew Wesemann, Sue Wiediger, Amy Winn, Duff Wrobbel, James Wulfsong

Absent: Priscilla Codjoe, Sungho Kim, Joshua Kryah, Ram Madupalli, Cassandra Maynard, Jodi Patton-Jordan, Mary Anne Pettit, Laurie Rice (ex officio), Kamran Shavezipur, David Sherrill, Melissa Thomeczek, Carrie Vogler

Guests: Gireesh Gupchup, Matthew Schunke, Pat Sears

Consideration of Minutes:
The March 6, 2025 meeting minutes were approved as written.

Announcements:
2025 SIU System Faculty Collaboration Award (application deadline: April 18, 2025)

Guest:
Dr. Gireesh Gupchup, SIU System Vice President for Academic Innovation, Planning & Partnerships, spoke to Faculty Senate. Dr. Gupchup's presentation included an update on the System Faculty Advisory Committee Faculty Collaboration Award, the NASH Course Exchange, and some future collaboration opportunities, including a System Artificial Intelligence (AI) Task Force and a System Open Educational Resources (OER) Task Force.

Action Items:
None.

Unfinished Business:
A. Update on Approval to Changes to Teaching Excellence Award Committee Operating Papers – Hoping to get approval soon.
B. Update on Approval to Changes to Policy 1Q8 (Implementation and Administrative Responsibility Policy) – Still no word on the approval status. Hoping to get this approved before the next academic year.

C. Faculty Perceptions on AI Use at SIUE – Chrissy Simmons from Faculty Development Council gave a report about the Faculty Senate working group on AI at SIUE. The survey was distributed to 625 faculty through Qualtrics. 162 individuals started the survey, and 156 individuals completed it. General summary of findings: Faculty at SIUE adopt diverse approaches to integrating AI into their disciplines and activities, reflecting varying comfort levels and experiences. With respect to pedagogy, most faculty (81% of respondents) are looking to the administration to adopt a University-wide AI policy. However, some of the concerns expressed by opponents of a formal university AI policy were also echoed by respondents who support having a policy. Of particular interest in the need for a policy that offers flexibility and instructor autonomy to implement the pedagogy of their choosing – with or without AI. The survey asked faculty to align their course(s) on an AI Usage Expectation Level (developed by Jennifer Freiberg at Illinois State University - https://prodev.illinoisstate.edu/ai/usage/). Roughly one-third of respondents indicated that they hold the expectation that students will not be using AI in their course. The remining two-thirds of respondents have varying expectation levels of some AI use (levels 1-6). This result highlights the variability among faculty in defining expectations for AI use in their courses. A University policy would need to encompass this variability and maintain instructor autonomy. Some faculty mentioned having a variety of syllabus statements available to align their courses with AI usage expectations. Roughly 75% of respondents have an AI statement or informal guidelines in their syllabi. Respondents also highlighted the need for an AI policy (or addendum to an existing policy – possibly 1I6) that identifies student submitted AI-generated work as plagiarism and subject to sanctions as outlined in the Student Code Conduct. In conjunction, such a policy would need to be transparent to both faculty and students.
D. Syllabus Bank (Faculty Senate Working Group) – Wai Cheah spoke about the progress the working group made regarding the Syllabus Bank request. The faculty is in support of the creation of a syllabi bank. The School of Dental Medicine, School of Nursing, and School of Pharmacy will not participate in the creation of the syllabi bank. The rationale is because students enrolled in these professional schools follow a set curriculum, and they do not choose what courses to take in a particular semester. Since the students know what to expect in their respective program of study, a syllabi bank will not be necessary; however, syllabi are available upon request.

New Business:

A. Changes to Policy 1C1 (Guidelines for Course Categories, Class Scheduling and Publications) – First Read – Amy Winn provided a first read of the changes to Policy 1C1. Most of these changes were modifications to the scheduling that have been in effect for years, such as the lack of current Saturday offerings.
B. Changes to Policy 1H1 (General Education Program) – First Read – Matthew Schunke provided a first read of the changes to Policy 1H1. One of the changes requested is to replace Reasoning & Argumentation 101 **completed within the first 45 hours** with Reasoning & Argumentation 101 recommended to be **completed in the second year of attendance**.
C. Program Prioritization: Physics – Curriculum Council – Amy Winn posted the memo from Curriculum Council in response to the Program Prioritization for Physics.

Marcus encouraged Faculty Senate members to participate in a debate about the proposal so that he can include the Senate's thoughts on a memo to the Provost.

Ruben Gomez: What is the real impact of our voice in the future of these decisions? Are we going to affect the elimination of the program proposed? We in the Music Department also have a proposal for one of our emphasizes—and we are having a hard time.

Marcus Agustin: The impact is, again, we are one of six groups from which they are receiving input: Faculty Senate, UPBC, the two departments, the Faculty Association, and the NTT of one related to the instruction. Both are affected by this proposal. I do not want to promise anything to you—but we have our voice here. If we don't put concerns in, they might say, there's no concern, but I know there are.

Duff Wrobbel: So, there's a proposal, there's a whole bunch of extra information that's been gathered. Is this decision made on campus? Does the Chancellor make this call? Does the Board make this call? Who says Physics is gone, or Physics is not gone, or Physics and Chemistry become a new department?

Marcus Agustin: I think it's the System.

Gireesh Gupchup: I know you're asking. Yeah, it comes from the campus, the voices. Generally, we've had different voices at different levels. We look at that—I must be careful, because it comes from my office, I make a recommendation to the President, or don't make a recommendation. Then it goes to the Board, and it goes to IBHE in addition to the Board. But IBHE will probably go with what the Board recommends, it's the most likely one, because it goes into the board, it's going to have various letters from constituents, and they're going to lay it all out.

Amy Winn: That's how I wrote the policy. And I might be wrong on it, because I'm new to all of this, too, but the way I understood it was that all these avenues of input were going to be filtered upward through whatever panels they filter until they reach the board.

Duff Wrobbel: I found a number of the things in this very compelling, and so it's good to know that this is going to be set along for a long time, with some of the other documents.

Marcus Agustin: Well, Duff, I know we've identified those needs with the Provost. I got assurance that they would look at this. Again, I cannot promise how that will change their minds…but they will look at this. So, the best thing really that we can do is to really put forward what is our assessment. An honest assessment. One of the things that they also said, that don't just say, I disagree with changing this. I'm just saying we're more than. Let's back it up to with, okay, what are realistic, they are correct data, true data, I don't want to, right? But let's put some arguments here, right? To make sure that it's not something that we're just going to come in and say, we just don't want it, okay? Because the question they will say, and it's the same thing, if a student would just say give me the answers, you can ask them why, they would not, I don't put credit much in that.

Shannon McCarragher: Hi, I guess I'm curious. This is regarding the Curriculum Council memo. Is it incorporating feedback that the departments have expressed?

Amy Winn: When we wrote the memo, we had the departments provide us a response. And at the meeting, we had the Department Chair, and the Dean was also there for the program review. We had an hour-long discussion about the data that were in the proposal, whether they were accurate

or not, whether they were appropriate data, and then at our separate memo creation meeting, we talked more about curricular impacts of the change, things that were maybe overlooked in the proposal as far as how is this going to impact Chemistry's budget and does that offset any of the supposed cost savings? What will they do when, like, my understanding is that they have some of their undergraduate majors help in the lab classes of those different classes that are going to be retained if the proposal goes through without those majors, who's going to cover those lab classes? Like, things that may have been overlooked that would need to be considered regardless of whether the proposal is completely act or modified and still goes through in some form, these were things that need to be brought up for attention and impacted the way that the proposal was going to impact the university and stuff. That's the stuff we were trying to add in there. So, if we only had the information that we had from the proposal itself, from the department, from that discussion, and from our own experience, so if there are things that we didn't know that need to be added to the attachment to this, like, that's the type of stuff that we should add now.

Shannon McCarragher: And I understand that, and I apologize for missing that at first. I was just kind of seeing that it would improve the probability of change if there was a unifying message meshing with other ones coming through other channels.

Amy Winn: Yeah, and it did help for this one that we had that department response. For the other four that are coming through, I don't know that we're going to have that before our discussion. If anybody is in any of those departments and there's anything that that department wants curriculum council to know, our next meeting is two weeks from now and we would appreciate having any, you know, written responses that the department is making for the thing, yeah.

Jon Pettibone: I would say two things to add to that. One, Dean Leonard is a member of UPBC with the meeting yesterday. And I'm going to use the word short and probably too strong, but that the comments and suggestions divided by the different groups and the comments will be incorporated into or advised the proposal. The proposal that you saw initially will not be included. What will be included, quite frankly, is not within our purview. The second thing I want to say is I fully agree that the process for feedback is a long process because we can care a lot to provide feedback for one group, meaning that the different groups that are working are not necessarily being informed. Great to see that letter. Looking forward to it, to read it. We are some types of people getting efforts. We don't really can provide, but at the same time, UPBC has a different criterion than we are looking at. Primarily focused on financial and planning for that. So, our letter will look different. It will have some, we already have talked about some of the things we're caring for. Some of those things will be in there, but we will not do it. But to that end, departments, we need your responses as soon as possible. If you want to be a part of a letter to the board, if you take six weeks to do your thing, I won't see it before I write it, right? So, if we all take six weeks to do this, we are all going to be organized by the board. So, the groups that are trying to concatenate information need department feedback, ASAP, and it needs to be more than the number it's just don't feel right. The numbers are wrong, the numbers are right, it's something else. You got to have something concrete. I can't write a feeling. I know we all have this feeling about it, but I need evidence that this is the wrong number. Actual graduation rates higher than that were something like that. So, I know a lot of us are writing, are feeling their statements, and I agree with all the data aspects of our reasons, but I mean concrete.

Marcus Agustin: Speaking of the data, I really might try to share as much as we input. There was that factor data from the budget finance and academic operations council that was all shared,

right, from all the different schools. If you also look at the PDF of the original proposal, there are a couple of nates that you will find in there. I think it's a good thing as far as data is concerned. Those are some things that they look at when they have this proposal. That's same thing for the four upcoming that, again, we will all read for.

Joaquin Florido Berrocal: Next Thursday there is an Open Forum scheduled for Foreign Language. If you can all show up for us...

Jon Pettibone: I just want to say something. I know originally, they scheduled one Open Forum. I believe there is content, I think they understand that they really need to have one for each of the programs. That said, I know there is some resistance to that in the group as well. I have advocated strongly that each one needs its own—but at the very least, people have the right to speak and be heard at separate forums, and I have expressed that to Chancellor Minor and Dean Leonard.

Marcus Agustin: So right now, you're right. It was originally set for 1-2, and they made it 12:30 – 2:30. When I received the first proposal on Friday, it said the open forum was 1-2, and I thought that was that. And then I received your second one, still 1-2, same day. And then third one, same time, same day. Then the fourth one, same thing. And I just found out that they expanded it by an hour. I agree with Jon, I think that might be it, but that's not enough. So, I think a 1:1 with the Provost in the near future, a week from now, and if you would like, I would advocate for at least maybe another one, just so everybody gets the right opportunity.

Question (person did not identify herself): Are there more proposals coming? Where do the proposals come from—the Deans, or the Provost's Office?

Marcus Agustin: I was told initially that there would have been more after spring break. However, the due date for Phase One proposals was April 1 or April 3, so either way... So, I think it's safe to say that the phase one is complete. Now, as far as what goes on, I think the Provost was mentioned in her presentation in February. It's the Dean's Council that comes up with this proposal. I know I'm from CAS, and earlier I'm from CAS, but this is from the Dean's Council. What happens with possibly for other schools? I cannot tell you. I don't want to say anything to speculate, because those are just rumors or whatever. These proposals are all coming from a decision or recommendation by the Dean's Council.

Comment (person did not identify herself): First, thank you all so much for the work you've done on this; I know it was a last-minute thing. The second piece I would be in support in having someone reach out to the affected departments, like one of the suggested recommendations is actually not helpful. Merging departments is harmful to the Department of Chemistry in terms of title. I know it's a cultural thing, I can't speak for everything, but if you are writing a grant proposal for research money in a Department of Physics & Chemistry, you aren't going to be looked at as a serious candidate because you are a blended department—more of a community college, or a lower level, not a higher level of research institute. I get we are all trying to help one another, but this is not a helpful suggestion for Chemistry. I'd be happy to make some suggestions on things we can add to the list.

Amy Winn: We were coming at it from the point of view of how this affects Physics, and as far as the naming, if they're just dissolved in, don't even have a name in the new department that they're incorporated in, that felt super harsh to Physics. And so, by saying let them keep the major, if it

saves money to have one department instead of two, how does the naming of the department change things? We didn't mean to insult Chemistry; we were just trying to help Physics.

Comment (person didn't identify herself): Not insulted, all we mean is that there is another whole department that is being entirely disregarded. So, we're very grateful that you've mentioned a lot of things that we're going to help, but that's the need to reach out to the other departments.

Steve Morrese: Two points. I believe this is, I mean, Chemistry is supposed to write a response; hopefully that will be in your response to them. The second thing is, Jon, I think you said that the Dean could provide a revised proposal. If so, would we see it before it goes out? Because if they suddenly change the tone of the proposal…

Jon Pettibone: I do expect the initial proposals to be revised before they go beyond. I do not know if we get to see the revisions. My reading of the processes is that they would not be amenable to go another 60 days and go through the constituent groups, but I'm not for sure. We're literally making this up to some extent as we go with the understanding that Phase One may happen again at some point, and we are setting precedents for how it happens.

Tim Kalinowski: As far as the name change, that would have to come back to us and go through the Governance Council. If you read Policy 1B2, when they propose this, it's supposed to come to the Senate. It is not limited to just Curriculum Council. When all of this is done, if you read the CBA for the Faculty Association, section 19 says when all of their stuff is done, it is supposed to come back to the Senate, for the Senate to deal with.

Okay, so, point of order. Pursuant Rules 53 and 54 of Robert's Rules of Order, I believe that we approve the memo.

Keith Hecht: I second the motion.

Marcus Agustin: So, the motion by Tim, seconded by Keith, is for the Second to approve this memo from Curriculum Council. And now I'll open for discussion.

Tim Kalinowski: Speaking of favor, sure. The reason that I would like the Senate, not only do I think anything that comes out of the council must be approved by the Senate, but more to the point, the Senate's support provides comfort for the council. And I know from the position that I'm in, that being in a position where you are doing something that is controversial, needs the support of the Senate. Because otherwise it comes back on the person whose name is there. So, it is very important to me that this memo be supported by the Senate.

Jon Pettibone: Point, counterpoint. If we follow that policy, we will greatly slow down the wheels of progress within Faculty Senate. I understand doing something now; however, if we did that all the time, we could barely function. We have been charged by people in the Councils with leadership positions.

Comment (person did not identify himself): Just the point that I would argue these are exceptional circumstances.

Jon Pettibone: That's fine.

Duff Wrobbel: Instead of approving the memo, could we do a motion that will give our unanimous support to the memo, which is a very slight variation, but that doesn't mean that we're setting the precedent of us as a body needing to approve Council memos and recognize the fact that this is exceptional and that we want to show that we are in support. Can we do something like that?

Kevin Tucker: What is the actual purpose of this endorsement? Is it a cover letter on top of the memo that says Faculty Senate supports it?

Marcus Agustin: Well, as long as I intend to write a memo to the Provost or whoever is an appropriate administrator regarding this—which basically is the Dean of the College of Arts & Sciences—to say that this is following 1B2 from the Curriculum Council of the Faculty Senate looking at this. And again, the purpose of why I want to put this for discussion is more to get additional input to be able to put in that memo, I would say.

Tim Kalinowski: To answer Duff's question, I have no problems changing the motion to "support."

Cinnamon VanPutte: If you can explain a little more why people may suffer consequences by having their name on a memo.

Tim Kalinowski: Relationships.

Marcus Agustin: At the end of the day, I would be the one, maybe to be out there for whatever comes. It's my name that's going to be out there. That's the role I took, and I agreed upon. So hopefully the two next Presidents are aware of that.

Amy Winn: I have a question. So, because we have four more of these, and because the Curriculum Council is just one subset of the Senate and the avenue that we are using to provide this feedback. I get that they're being delegated to Curriculum Council because we're probably the most appropriate internal body to the Senate; but is there a possibility of rather than the remaining four memos all coming solely from Curriculum Council to the full Senate, of creating some ad hoc memo writing groups that would incorporate interested people from this entire room?

Marcus Agustin: It's a fair question. And again, Curriculum Council meetings are open meetings. I know most of you also have council meetings at the same time, right? Because it's 2:30 pm, and they meet at 2:00 pm. Council meetings are open meetings. There could be people who would be there if you want to be acknowledged, or you could speak in a council meeting just before the Chair. So, I'd like to say that what I'm thinking is the discussion should still be done according to the council, but then there will now be subgroups, right? And I think we understand that.

Okay, let's continue. All in favor to vote on the motion made by Tim. **The ayes in the room were unanimous.**

Okay, now that we voting to act, the vote now is on the motion by Tim and seconded by Keith for Faculty Senate to support the memo from Curriculum Council. **The vote in the room was 38 Aye and 1 Nay.**

Okay, let's continue with the rest of the agenda.

Reports from Standing Committees:
IBHE Faculty Advisory Council: see attached report.
UPBC: We will have meetings on April 14, April 24, and May 6.

Reports from Council Chairs:
Faculty Development Council: see attached report.
Governance Council: see attached report.
Graduate Council: see attached report.
Welfare & Adjudication Council: see attached report.
President: See attached report.

Adjournment:
The meeting adjourned at 4:25 pm

Submitted by Michael Tadlock-Jackson, University Governance

Faculty Senate SIUE

Gireesh Gupchup
April 4, 2024

- **Update on System Faculty Advisory Committee Faculty Collaboration Award**
- **NASH Course Exchange**
- **Some future collaboration opportunities**

Faculty Advisory Committee for the SIU System (FACSS)

Concept developed in 2020

What is FACSS?

The FACSS is an advisory body that serves as a collaborative channel between the faculty associated with SIU Carbondale (SIUC), including SIU School of Medicine, and SIU Edwardsville (SIUE). The FACSS advises on, and monitors elements of the SIU System strategic plan that pertain to faculty. Additionally, the FACSS advises the SIU Board of Trustees and System Administrative Offices through the System president to realize the full potential of the SIU System.

https://siusystem.edu/innovation-planning-partnerships/partnerships/index.shtml

Faculty Advisory Committee for the SIU System (FACSS)

FACSS Successful Activities

System-wide Faculty Collaboration Award: This will be an annual award to recognize faculty for impactful collaborative endeavors across campuses in the areas of teaching; and/or scholarship and creative activities; and/or service; and/or antiracism, diversity, equity and inclusion (ADEI). This award has been created to foster continued collaborations among faculty members across SIU System campuses in support of the SIU System Vision and Mission. The award will be presented at the September SIU Board of Trustees Meeting. Each team will receive an Award Plaque (each individual on the team will receive a plaque) and $1,000 cash prize (monetary award will be equally divided among team members - routed through the payroll system).

2023 Winners: Winners Dr. John Matta (SIUE) and Dr. Koushik Sinha (SIUC) – Estimating the burden of HIV in Semi-Urban and Rural Illinois.

2024 Winners: Dr. Natasha Flowers (SIUE) and Dr. Christie McIntyre (SIUC) - Illinois Tutoring Initiative; Dr. Mina Sumita (SIUE) and Dr. Mohtashim Shamsi (SIUC) – Designing Biomolecular Probes to Detect Genetic Biomarkers

https://youtu.be/hsIHxfp8WL0
https://youtu.be/PoR59kRqrhY

Announcements

- 2025 Faculty Collaboration Award Flyer – Deadline April 18, 2025:

https://siusystem.edu/innovation-planning-partnerships/partnerships/2025FacultyCollaborationAwardPoster.pdf

SIU System Course Exchange

- NASH Seeding for Change Award 2025

- Course exchange
  - Creates access to courses
  - Removes bottleneck courses
  - Expands offerings – credential enrichment
  - Co-deliver academic programs
  - Creates accessible and convenient opportunities for credential completion
  - Can potentially improve
    - Advancement
    - Retention
    - Workforce differentiation

SIU System Fall 2023 Through Spring 2025 Course Exchange

- Articulated Courses – 95
- Courses Taken – 61
- Enrolled Students – 92

From a student's perspective...

Course exchange program implemented at SIU Edwardsville in partnership with SIU Carbondale allowed Alison to take a sports public relations course to accelerate her education in sports public relations.

“The class is about exploring the role of PR within sports and recreation organizations and the relationship between these industries and the media,” said Simpson. “I chose it because I thought it would be great experience to learn more about sports PR since I want to work in the sports industry after I graduate college.”

“With SIUE’s proximity to St. Louis, I have been able to secure an internship with the St. Louis Battlehawks and the St. Louis Cardinals”

NASH
NATIONAL ASSOCIATION OF HIGHER EDUCATION SYSTEMS

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Two more student testimonials

- Hear from Emily Kveck (SIUC) and Madison Delgado (SIUE)

SIUC - https://siusystem.edu/course-exchange/students/SIUC-SIUEOnlineCourseExchange.mp4

SIUE - https://siusystem.edu/course-exchange/students/siu_system_online2160p.mp4

https://nash.edu/2024/07/systemness-in-action-southern-illinois-universitys-course-sharing-success/

SIU System Artificial Intelligence (AI): Observations and Recommendations

Task Force Charge (Complete Charge by May 31, 2025):

- Inventory and evaluate the current ongoing AI activities related to academic degree programs at each university (SIUE, SIUC, and their affiliated campuses, and the SIU SOM)
- Identify AI programmatic strengths on our campuses that support degree offerings
- Identify AI programmatic gaps that need to be addressed to support degree programs on our campuses
- Inventory and evaluate the use of AI tools in support of student success on our campuses
- Evaluate ethical considerations that would need to be addressed related to AI activities related to academic programs on our campuses
- Identify opportunities to collaborate or share AI resources, such as courses and expertise, to benefit academic degree programs across the SIU System

- *Co-Chairs: Dean Mario Hayek (SIUE); Dean Frank Liu (SIUC)*

SIU System Open Educational Resources (OER) Task Force Objectives

Task Force Members: Joe Kohlburn (SIUE – co-chair), Amber Burtis (SIUC – co-chair), Mark Poepsel (SIUE), Brent Pease (SIUC), Joshua Daniel (SIUC), Elza Ibroscheva (SIUC), Amy Etcheson (SIU Press), Gireesh Gupchup (SIU System)

1. SIU campuses will share resources and narratives regarding what works and lessons learned with OER initiatives.
2. SIU System will join DOERS and Joe Kohlburn and Amber Burtis will serve as system representatives at meetings.
3. Utilize DOERS resources and data sets that can help spur OER activities and student success in the SIU System.
4. Each campus will work on their own OER initiatives. However, the campuses commit to collaborate where possible. For example, applying for and implementing research grants (system level collaboration has been achieved on grants in the past, e.g., Illinois Tutoring Initiative, SIU System Course Exchange).
5. Evaluate the role of the SIU Press in OER publishing across the system.
6. Continue to document savings data at SIUE and SIUC to serve as an affordability metric for students.

Thank you

"Good, better, best. Never let it rest. Till your good is better and your better is best."
unknown

SIU

Southern Illinois University System

2025 SIU System Faculty Collaboration Award

Now Accepting Nominations and Applications for the 2025 SIU System Faculty Collaboration Award

The Faculty Advisory Committee for the SIU System (FACSS) is now accepting applications for the 2025 SIU System Faculty Collaboration Award. This is an annual award to recognize faculty for impactful collaborative endeavors between SIU System institutions (SIUE, SIUC, and their affiliated entities) in the areas of teaching; and/or scholarship and creative activities; and/or service; and/or antiracism, diversity, equity and inclusion (ADEI). This award has been created to foster continued collaborations among faculty members between SIU System institutions in support of the SIU System's vision and mission.

The award will be presented at the September SIU Board of Trustees Meeting. Each team member will receive an award plaque and $1,000 cash prize (monetary award will be equally divided among team members - routed through the payroll system).

The application deadline is **April 18, 2025**. To apply for the award please complete the following application by clicking the following link: https://www.surveymonkey.com/r/VHRVYP3 or by using the QR code below.

The award criteria and eligibility is available on the SIU System VPAIPP webpage at the following link: https://siusystem.edu/innovation-planning-partnerships/CriteriaSIUSystemCollaborationAward2025.pdf.

Inquiries about the award can be directed to Gireesh Gupchup, VP for SIU System Academic Innovation, Planning and Partnerships at gireesh.gupchup@siu.edu or Julie Lindsey at 618-453-1837 or julie.lindsey@siu.edu.

SIU

Southern Illinois University System

2025 SIU System Faculty Collaboration Award

Faculty Perceptions of AI Use at SIUE:

Summary of the Survey Findings

Presentation for the Faculty Senate

April 3rd, 2025

Faculty Development Council

Our Charge: To construct and disseminate an attitude survey for faculty about how they use AI in the academic setting, their concerns and challenges, and what expectations they have regarding a University AI policy.

Survey Construction: Members of the Faculty Development Council (FDC) and those serving on the *ad hoc* AI working group (faculty) constructed the survey.

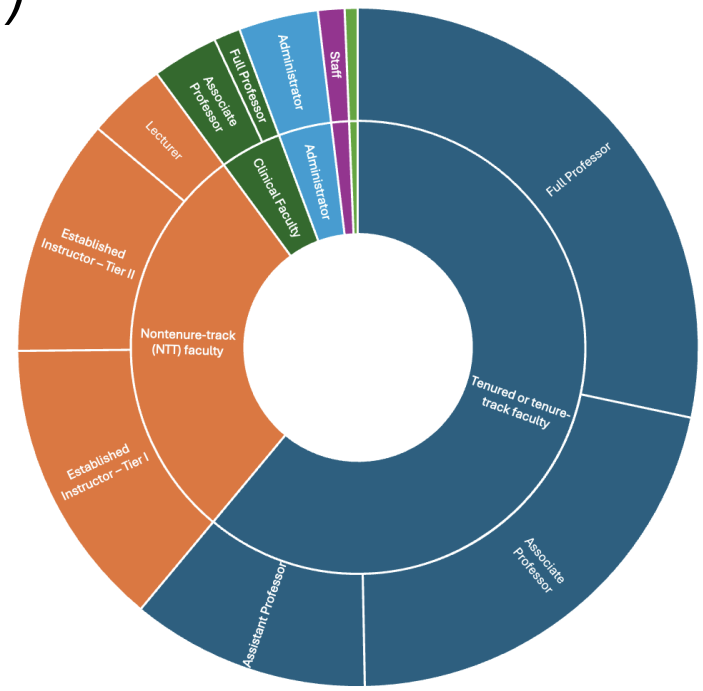
- Three-pillar framework representing the key activities SIUE faculty engage in: teaching, research and creative activities, and service.
- The survey gathered respondents' insights on the challenges of using AI in academic settings, the level of support and resources available for AI integration, and their perspectives on a University-wide AI policy.

Survey Distribution: Individualized links to the survey were emailed to 625 faculty via Qualtrics on January 30th; all responses were anonymous.

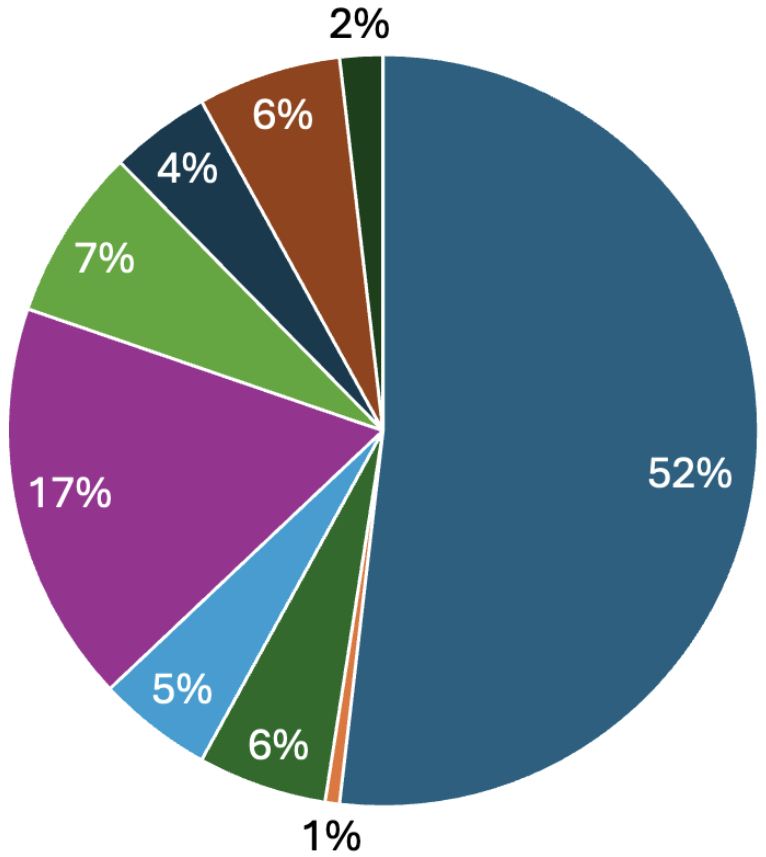
- 162 individuals started the survey (26% response rate)
- 156 individuals completed the survey (96% completion rate)

Demographics of the Respondents

(n=157)



- Tenured or tenure-track faculty
- Nontenure-track (NTT) faculty
- Clinical Faculty
- Administrator
- Staff
- Other



- College of Arts and Sciences
- Library & Information Services
- School of Business
- School of Dental Medicine
- School of Education, Health, and Human Behavior
- School of Engineering
- School of Nursing
- School of Pharmacy
- Other

Responses Related to Teaching

How often do you use GenAI or other AI tools in teaching? (*n=98*)

	Count	Percentage
Very frequently (daily)	6	6%
Frequently (a few times a week)	22	22%
Occasionally (a few times a month)	22	22%
Rarely (a few times a year)	32	33%
Never	16	16%

For what aspects of teaching do you use GenAI or other AI tools? Select all that apply. (*n=80*)

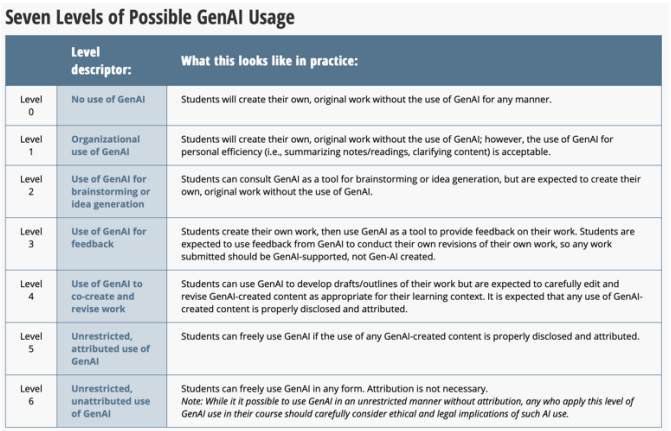
	Count	Percentage
Syllabus construction	22	28%
Course or content-related learning objectives	22	28%
Developing course activities (case studies, writing prompts, problem sets, polling questions)	46	58%
Writing assessments or exam questions	35	44%
Drafting rubrics	29	36%
Grading	4	5%
Communication with students	7	9%
Other, please specify	24	24%

Responses Related to Teaching

Do you have a course policy for AI use in your syllabus? (*n=154*)

	Count	Percentage
Yes, I have a formal, written course policy.	53	34%
Yes, I have the general University-provided syllabus statement.	54	35%
I have informal guidelines.	10	6%
No, but I plan to create one.	18	12%
No, and I do not plan to create one.	7	5%
Not applicable to my course.	12	8%

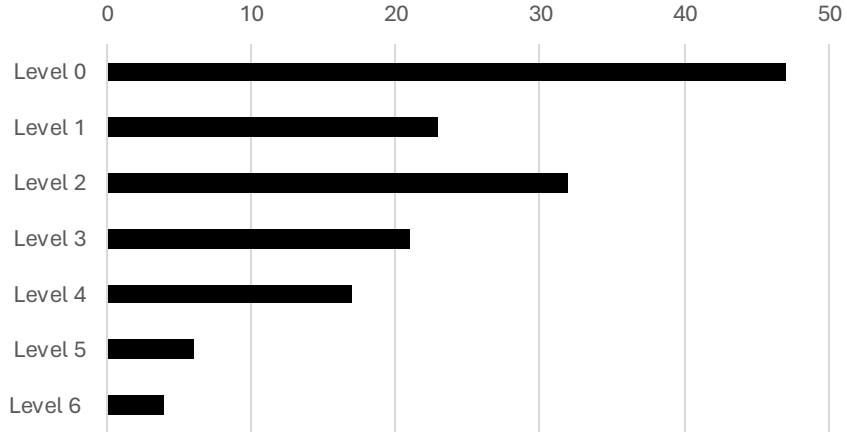
The Center for Integrated Professional Development at Illinois State University has described seven levels of GenAI usage common in educational practices. Please read through the following graphic. https://prodev.illinoisstate.edu/ai/usage/ Considering the seven levels of GenAI usage above, on average what student usage level is allowed in your courses?
(*n=150*)



Seven Levels of Possible GenAI Usage

	Level descriptor:	What this looks like in practice:
Level 0	No use of GenAI	Students will create their own, original work without the use of GenAI for any manner.
Level 1	Organizational use of GenAI	Students will create their own, original work without the use of GenAI; however, the use of GenAI for personal efficiency (i.e., summarizing notes/readings, clarifying content) is acceptable.
Level 2	Use of GenAI for brainstorming or idea generation	Students can consult GenAI as a tool for brainstorming or idea generation, but are expected to create their own, original work without the use of GenAI.
Level 3	Use of GenAI for feedback	Students create their own work, then use GenAI as a tool to provide feedback on their work. Students are expected to use feedback from GenAI to conduct their own revisions of their own work, so any work submitted should be GenAI-supported, not Gen-AI created.
Level 4	Use of GenAI to co-create and revise work	Students can use GenAI to develop drafts/outlines of their work but are expected to carefully edit and revise GenAI-created content as appropriate for their learning context. It is expected that any use of GenAI-created content is properly disclosed and attributed.
Level 5	Unrestricted, attributed use of GenAI	Students can freely use GenAI if the use of any GenAI-created content is properly disclosed and attributed.
Level 6	Unrestricted, unattributed use of GenAI	Students can freely use GenAI in any form. Attribution is not necessary. *Note: While it it possible to use GenAI in an unrestricted manner without attribution, any who apply this level of GenAI use in their course should carefully consider ethical and legal implications of such AI use.*

	Count	Percentage
Level 0	47	31%
Level 1	23	15%
Level 2	32	21%
Level 3	21	14%
Level 4	17	11%
Level 5	6	4%
Level 6	4	3%



Responses Related to Teaching

Which of the following ways have you encouraged or allowed students to use GenAI, if at all, in your courses? Select all that apply. (*n=103*)

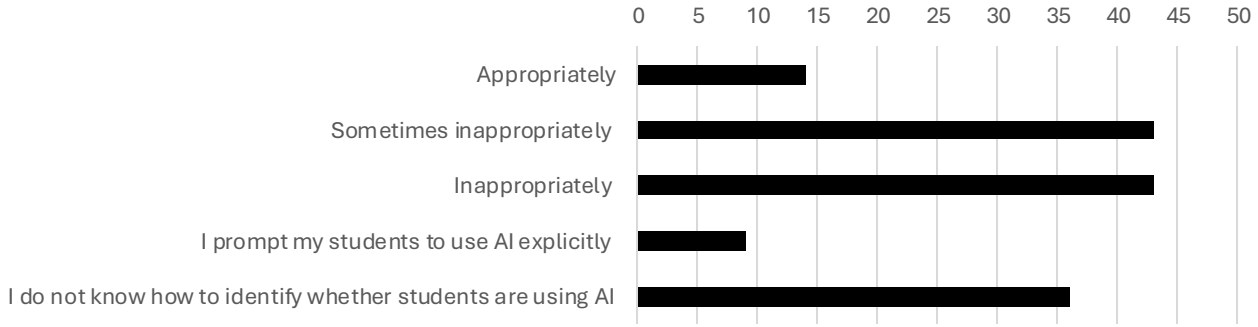
	Count	Percentage
Brainstorm ideas	67	65%
Draft and edit written assignment	27	26%
Create outlines	41	40%
Content clarification	33	32%
Create research or design experiments	4	4%
Create visualizations, slide deck, multi-media content, etc.	10	10%
Translate languages	13	13%
Learning assistants or tutoring	20	19%
Write code	13	13%
Analyze data	9	9%
I do not allow students in my class to use GenAI in my course	8	8%
Other, please specify	22	21%

I sometime use GenAI in my courses to demonstrate its limits and biases. I use the tools to critique the tools.

Explore applications of learning materials from international lenses or other viewpoints; to find literature or readings related to course content, to see how AI generated content compares to non-AI content and discuss the implications

How have you observed students using AI in your classes without your prompting? (*n=145*)

	Count	Percentage
Appropriately	14	10%
Sometimes inappropriately	43	30%
Inappropriately	43	30%
I prompt my students to use AI explicitly	9	6%
I do not know how to identify whether students are using AI	36	25%



Challenges Encountered

What challenges have you encountered with using AI or with students using AI in the academic setting? Free Response.

They are unfamiliar with using it, so they aren't able to discern problematic plagiarism from helpful use.

A major challenge is figuring out when they have used it. It is not as easy as plagiarism to gather when they have cheated. …

AI is a temptation. But its use in an academic writing course is counter-productive to the entire purpose of the course, which is for students to learn to write on their own.

Students copying and pasting AI-generated content with not edits or attributions.

Students turn to AI when they perceive they don't know the correct answer on an quiz, or for an assignment. It seems to be a crutch for students who don't want to do the reading or study the material for class.

There is no explicit university policy so student don't know if they can use it or not because it varies class to class.

Academic Integrity, Plagiarism, and Ethical Concerns

- Students using AI-generated text without attribution
- Students not understanding AI-generated plagiarism and/or the ethical implications

Difficulties in Detection and Enforcement

- Difficult to determine if students use AI (tools unreliable, inconsistent guidelines across the University or across courses)

Changes in Assignment and Course Design

- Modifications to assessments to prevent AI misuse (shift to more in-class writing, additional checkpoints for progress)

Impact on Student Learning

- AI use may inhibit students' ability to develop critical thinking, writing, and analytical skills
- AI use may exacerbate pre-existing issues with student motivation and effort
- AI use may lead to superficial engagement with course content (readings, discussions, homework)

Responses Related to University Resources and Support

I feel the University provides faculty with opportunities to learn about AI tools and their implementation in the academic setting. (*n=144*)

	Count	Percentage
Strongly agree	10	7%
Agree	50	35%
Neither agree nor disagree	36	25%
Disagree	15	10%
Strongly disagree	10	7%
Uncertain or do not have enough experience to answer the question	23	16%

How adequate do you feel the current level of technical support is regarding AI tools? (*n=144*)

	Count	Percentage
Adequate	14	10%
Neither adequate nor inadequate	31	22%
Not adequate	50	35%
Uncertain or do not have enough experience to answer the question	49	34%

What would you prioritize in University or technical support provided to faculty? Free Response.

Integrating AI tools with the course management system(s) being used

Faculty unfamiliar with the technology should receive tutorials on how it can be used, emphasizing the need for expert evaluation of the output to ensure that specialized knowledge is accurately represented (it often is not).

We need more guidance around what AI tools are available for our use, trainings on how to use them, and information regarding data privacy/security (for example, is it safe to input unpublished research or student data)?

Teaching faculty how people (students and faculty) use it. Teach faculty how to verify if it's being used for original research. Receive faculty input on how others are using it in class and what they consider "acceptable use."

The university is focused on teaching faculty how to use AI and to use it in their teaching. However, this is NOT the kind of support I am looking for. Instead, the university should be prioritizing ways to mitigate and deal with cases of inappropriate AI use. And faculty should feel encouraged, not discouraged to report inappropriate use as academic misconduct.

Responses Related to University Policy

Should the University implement a formal policy on the ethical, legal, and intellectual property implications associated with AI use by staff, faculty, and students? (*n=144*)

	Count	Percentage
Yes	116	81%
No	28	19%

"Yes" Responses: What else would you prioritize in a university-level AI policy?

That it attempt to integrate AI-level tools and academic rigor into some kind of harmonious relationship

Maintain that instructors can decide whether to allow AI use in their courses and that students should be aware of what constitutes academic dishonesty and how to avoid it.

A formal entity to handle this and clear communication regarding these issues.

If there is a policy I would want it to be flexible so faculty have agency in how they might use it as part of their curriculum.

Strategically aligning the University resources and attention to leverage AI in a way that is value added to higher education, not as a substitute. Ten years from now, students may not need to sit in a classroom, or even enroll in a class to learn most of what we teach. AI will replace that...so how do we collaborate with AI to enhance what we do as educators AND enhance what AI can do without us. This is an existential question that will resolve before current faculty under the age of 50 retire.

That faculty training and implementation of such a policy be mandatory (much like ethics, DEI training and sexual harassment training), and that administration ensure that faculty and students are aware of the implications for any university-wide or specific individual policies.

Responses Related to University Policy

Should the University implement a formal policy on the ethical, legal, and intellectual property implications associated with AI use by staff, faculty, and students? (*n=144*)

	Count	Percentage
Yes	116	81%
No	28	19%

"No" Responses: Please explain why the University should not implement a formal policy.

I feel like you can't address every single issue/concern with a policy. AI is going to continue to change/morph, so whatever policy you create will be made obsolete about as quickly as you publish it. Guidelines for use that would be generic enough to always apply, even with future modifications and additions to AI tools, would also be so nebulous that it wouldn't have an impact.

I think individual faculty and instructors should be able to make decisions specific to their teaching context(s) as to if/how AI should be used by students. I also believe it's important that faculty and instructors are transparent in their conversations about AI with students so that expectations are clear.

Such a policy could strip faculty of the autonomy the CBA and precedent afford for independent administration of our courses. Some faculty may wish to allow or even encourage AI use in their courses. Others may wish to restrict or disallow its use. Implementing a university-wide policy that codifies the permissibility of AI use (either specifying when it is permissible or when it is impermissible), will likely contradict AI course policies of at least some faculty. If a university-wide policy must be adopted, it should be general enough to not place specific limits (or specific acceptable use cases) on AI use; rather, it should refer students to the policy set by the instructor of record for each course.

I think there is too much nuance in the answer for a single policy to address all situations and all fields of study. Additionally, it takes so long for policies to be written/completed and AI will change in that time. Keeping a policy up to date in a field that is evolving this fast may be a challenge.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

FACULTY DEVELOPMENT COUNCIL

Report of the Faculty Survey on the Use of AI at SIUE

Context:
Student Government put forth a resolution that a working group consisting of both faculty and students be formed to investigate the academic uses of AI at SIUE. Student Government President, Barrett Larkin spoke with the Faculty Senate Executive Committee and it was determined that the Faculty Development Council (FDC) would look into forming the working group from the faculty side.

The objective for the faculty in this group is to explore how AI is used at SIUE, the challenges and the benefits, and use this information to make recommendations to the Office of the Provost as it relates to constructing University policy. **Our charge was to construct and disseminate an attitude survey** for faculty about how they use AI in the academic setting, their concerns and challenges, and what expectations they have regarding a University AI policy. Student Government crafted their own survey instrument to assess the attitudes of the students.

Survey Construction:
The faculty survey was produced by members of the working group with significant input from the Faculty Development Council of the Faculty Senate. In addition to gathering demographic data on survey respondents, the survey was structured around a three-pillar framework representing the key activities SIUE faculty engage in: teaching, research and creative activities, and service. The survey gathered respondents' insights on the challenges of using AI in academic settings, the level of support and resources available for AI integration, and their perspectives on a University-wide AI policy.

Survey Distribution:
The survey was distributed to 625 faculty through Qualtrics at 9:30am on January 30th. Survey links were sent to SIUE email addresses as individualized links to prevent multiple submissions and the responses were kept anonymous. The email addresses were provided by the Office of the Provost. The survey was closed on February 7th. 162 individuals started the survey for a response rate of 26% and 156 individuals completed the survey for a completion rate of 96%.

Overview of Data Analysis:
This report is a summary of the findings from the faculty survey. Raw counts and percentages for the survey items were provided by Qualtrics analysis of the survey. Free response or text-based responses were copied from Qualtrics directly into this document. Only responses that contained all stray characters, N/A, or variation of no response were omitted from the report.

General Summary of the Findings:
Faculty at SIUE adopt diverse approaches to integrating AI into their disciplines and activities, reflecting varying comfort levels and experiences. With respect to pedagogy, most faculty (81% of respondents) are looking to the administration to adopt a University-wide AI policy. However, some of the concerns expressed by opponents of a formal university AI policy were also echoed by respondents who support having a policy.

Of particular interest in the need for a policy that offers flexibility and instructor autonomy to implement the pedagogy of their choosing – with or without AI. The survey asked faculty to align their course(s) on an AI Usage Expectation Level (developed by Jennifer Freiberg at Illinois State University - https://prodev.illinoisstate.edu/ai/usage/). Roughly one-third of respondents indicated that they hold the expectation that students will not be using AI in their course. The remining two-thirds of respondents have varying expectation levels of some AI use (levels 1-6). This result highlights the variability among faculty in defining expectations for AI use in their courses. A University policy would need to encompass this variability and maintain instructor autonomy. Some faculty mentioned having a variety of syllabus statements available to align their courses with AI usage expectations. Roughly 75% of respondents have an AI statement or informal guidelines in their syllabi.

Respondents also highlighted the need for an AI policy (or addendum to an existing policy – possibly 1I6) that identifies student submitted AI-generated work as plagiarism and subject to sanctions as outlined in the Student Code Conduct. In conjunction, such a policy would need to be transparent to both faculty and students.

Survey Demographics:

Faculty Designation and Rank of Survey Respondents (*n=157*)

	Count
Tenured or tenure-track faculty	**97**
• Assistant Professor	18
• Associate Professor	34
• Full Professor	45
Nontenure-track (NTT) faculty	**44**
• Lecturer	6
• Established Instructor – Tier I	22
• Established Instructor – Tier II	18
Clinical Faculty	**7**
• Associate Professor	5
• Full Professor	2
Faculty/Administrator (tenured faculty member with an administrative appointment)	**6**
Staff	**2**
Other	**1**

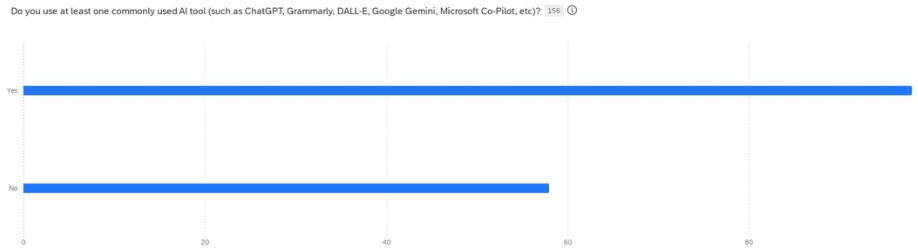
Survey Respondents Primary Unit (*n=157*)

	Count
College of Arts and Sciences	84
Library & Information Services	1
School of Business	9
School of Dental Medicine	8
School of Education, Health, and Human Behavior	28
School of Engineering	12
School of Nursing	7
School of Pharmacy	10
Other	3

Survey Questions Related to Teaching:

Do you use at least one commonly used AI tool (such as ChatGPT, Grammarly, DALL-E, Google Gemini, Microsoft Co-Pilot, etc.)? (*n=156*)

	Count	Percentage
Yes	98	63%
No	58	37%



How often do you use GenAI or other AI tools in teaching? (*n=98*)

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Very frequently (daily)	6	6%
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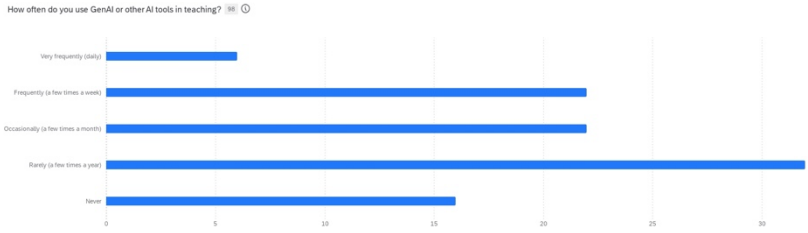

For what aspects of teaching do you use GenAI or other AI tools? Select all that apply.
(*n=80*)

	Count	Percentage
Syllabus construction	22	28%
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Developing course activities (case studies, writing prompts, problem sets, polling questions)	46	58%
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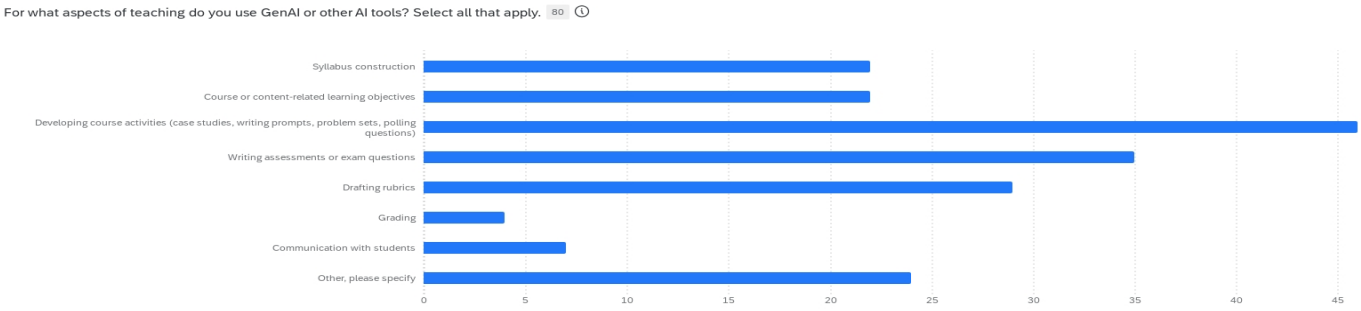

"Other" Responses

- General proofreading
- I'm motivated to try to get ChatGPT to help with grading but I'm still leery of that. I frequently discuss appropriate and inappropriate ways to use ChatGPT as students complete their assignments. I'm trying to encourage them to use the tools available to them but to use their powers for good.
- No GenAI for creation of materials; rather, analysis of GenAI use.
- grammar and style
- Research. I know not to trust it, but it often gives good leads.
- Teaching students how to use it in order to draft code.
- media: pictures, music, etc.
- grammar or better choice of words in communication with students
- Generate ideas
- Productivity, non-teaching related activities
- finding content
- looking at AI responses to my exam questions to see what an AI answer might be like in details and correctness
- A teaching tool for students writing lesson plans
- Students use it in in-class activities
- Lecture Summaries
- personal use
- organizing concepts
- Lecture Handout/Presentations, Teaching Method Ideas, As a part of a class activity where students use AI for the assignment, Finding resources or real life news stories to exemplify abstract ideas presented in class or to show examples of real life applications, to learn international applications of key concepts,
- To give students an example of how they shouldn't use AI to write journal responses (show how generic it is, what it gets wrong, etc.)
- Brainstorming, summarizing material
- activities on understanding ai

Do you have a course policy for AI use in your syllabus?
(*n=154*)

	Count	Percentage
Yes, I have a formal, written course policy.	53	34%
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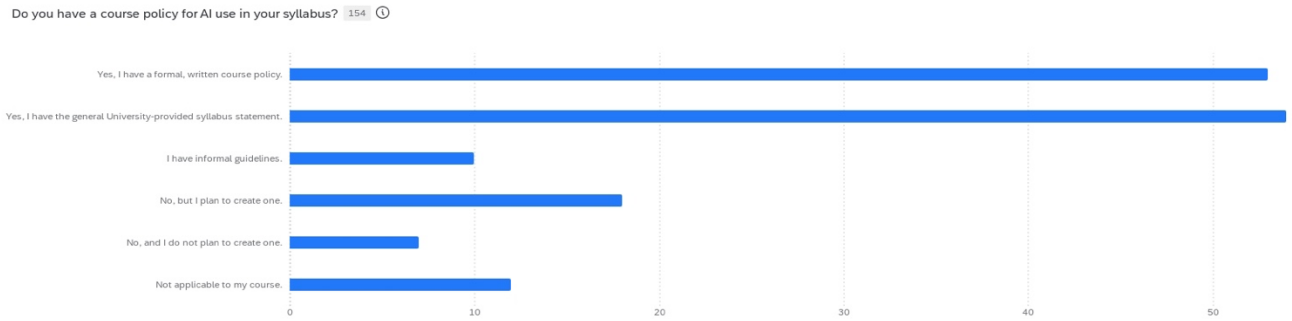

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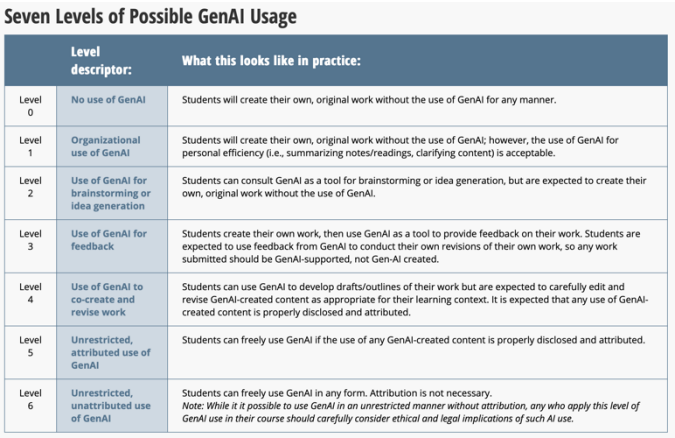

Seven Levels of Possible GenAI Usage

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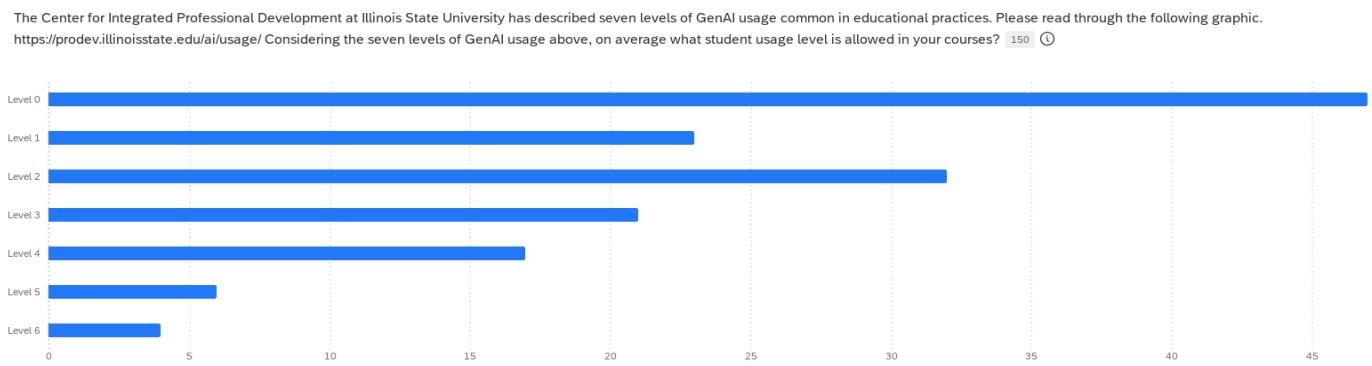

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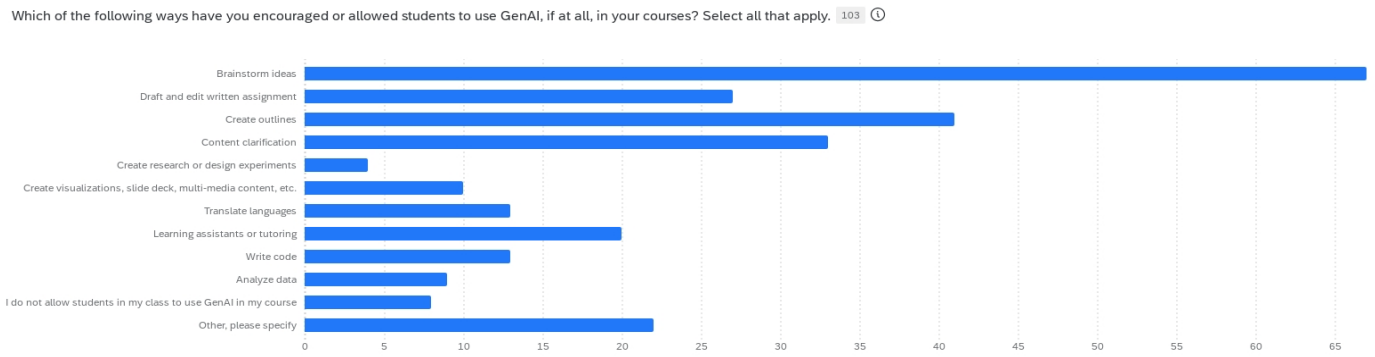

"Other" Responses

- Case study support
- Students are free to use AI, but they are responsible for the outcome.
- AI hasn't become a topic in my courses so far, so I don't have a policy yet.
- I suggest using AI to create a plan for research projects. I ask students to think of AI as an administrative assistant who can break down a big project into smaller steps with deadlines.
- problem solution
- Currently with my very introductory courses, we have not yet mentioned usage of gen-AI but I plan to start with my graduate courses next term.
- Only when allowed
- I have a different policy in each of my classes. One class is pretty much prohibited except for using as a learning assistant, another is for revision/editing, and another has areas where it can be used to help create.
- stylistic editing is allowed
- find content
- Create lesson plans
- I sometime use GenAI in my courses to demonstrate its limits and biases. I use the tools to critique the tools.
- feedback on original work
- Explore applications of learning materials from internatilonal lenses or other viewpoints; to find literature or readings related to course content, to see how AI generated content compares to nonAI content and discuss the implications
- Comparing own lit review results to AI generated; comparing and contrasting care plans, medications and diagnoses to standards; as an editing tool
- Create practice exam questions from lecture transcripts
- I have not explicitly disallowed AI. However, last semester one student used it to generate material for a paper but it did not capture the student's voice. When I pointed this out to them, they revised it to better suit what they were communicating. I have openly asked students to use Grammarly to revise their work and this has been effective for some students.

How have you observed students using AI in your classes without your prompting? (*n=145*)

	Count	Percentage
Appropriately	14	10%
Sometimes inappropriately	43	30%
Inappropriately	43	30%
I prompt my students to use AI explicitly	9	6%
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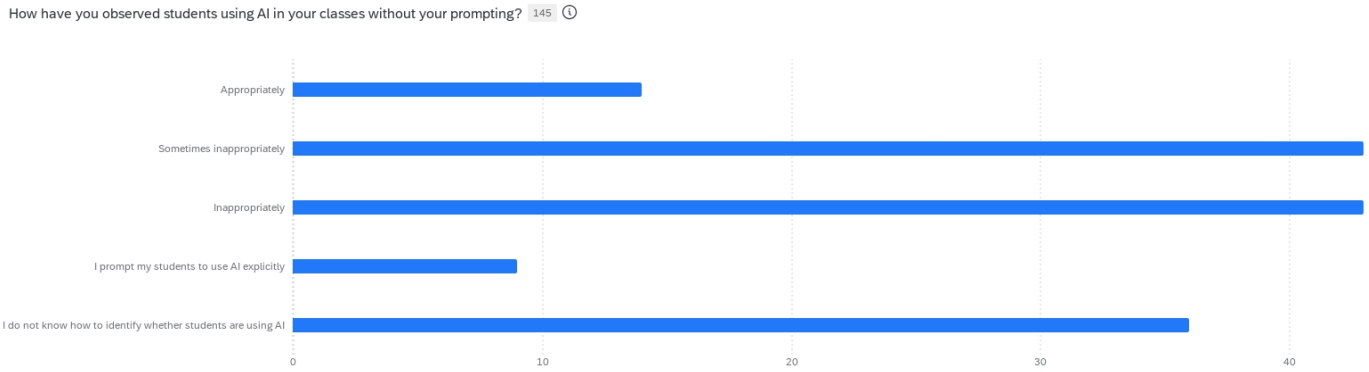


What challenges have you encountered with using AI or with students using AI in the academic setting? Free Response.

- Plagiarism: Using AI to create writing that should be their own.
- online tests -- copy-pasting chatbot info as a short answer (very wrong answers)
- I teach writing. What challenges have I NOT encountered? Honestly, it is overwhelming and very difficult to know where to draw the line.
- ChatGPT-generated content is getting pretty easy to recognize. Numbered lists. Heavy use of active voice. Artificial "voice" that does not sound like a student. Complete lack of typos. I do believe we have to embrace it though.
- AI is a temptation. But its use in an academic writing course is counter-productive to the entire purpose of the course, which is for students to learn to write on their own.
- They use it for answers and to write responses to questions or reports. You can tell it is AI generated because it does not sound quite human and lacks an understanding of what we have covered in the class. AI has been blown way out of proportion. Also, students are being encouraged to use it in other courses so they think it is fine to use it. It is challenging to come up with assignments that they have to do their own work and can't figure out some way to get lazy and use AI. Its a mess right now, really.
- Students are using AI to summarize readings instead of doing the reading, which means they never develop these skills or do not use their existing skills for this unique type of reading. Students have also used AI to generate discussion forum posts in online courses, thus cheating themselves and their peers out of the kind of engagement that studies of teaching and learning show is necessary for effective online learning, and reducing asynchronous online learning to logging in and copy-pasting quiz and discussion as well as other written work. Students have used AI to wholesale generate essay responses for at-home work. Students have also used AI, with input from in-class brainstorming work, to generate the entire resulting essay. All of these means they are not learning skills and I am spending enormous quantities of time trying to fairly determine who is using AI and who is not. I have begun to simply eliminate cheatable assignments, moving more and more work in class, which reduces instruction time and other valuable learning. If students cannot be counted on to do any work outside of class themselves, all work must be done in class.
- Projects have sometimes changed from students struggling to create solutions to students trying to get AI generated solutions to actually work.
- Students use it as a replacement for their own thinking on complex issues and, in turn, developing skills for clear expression of that thinking.
- Students are often unable to critically evaluate the veracity of AI output.
- using it to answer quiz questions incorrectly
- writing; not citing the use of AI
- Preparedness and the successful use of AI need an expert in prompt writing. Incorrect promotes could lead to lot of errors/hallucinations.
- As stated above, it is very difficult to identify their usage. I only have a hunch but cannot know for sure. Therefore, I do not know when/how to address these issues constructively.

- The lack of transparency is challenging. It would be helpful if we had a universal way of documenting it's use in written work.
- Changes in assignment formats.
- Usually it it relates plagiarism.
- Students have used AI to write their papers and to answer exam questions. This is most problematic for my online-only classes.
- Students having difficulty associating the required citations with the subject matter being discussed
- Identifying and proving the use of AI in their work.
- I need to devote time to providing clear expectations and teaching how to write prompts and critique the outputs effectively.
- The obvious: using GenAI to create work. Alternatively, using GenAI to develop a topic and then offer zero attribution. Also outright plagiarizing, and using GenAI in order to alter the plagiarized work (sometimes with multiple "rinses") so that GenAI detectors report zero percent AI-generated text.
- blatant plagiarism resulting in a failing grade for the student
- None. AI is a new tool that students need to use effectively and responsibly.
- Ensuring original content
- Doing some writing assignments with AI
- Students do not understand what AI is, how it works, or why it is inappropriate for certain kinds of classes and not other. But I am not surprised when a campus continually degrades their value as humans and individuals (and the professors' and staff's value as humans and individuals) that students would turn to AI for confidence, comfort, and support.
- I haven't encountered any, but I suspect some students have been using AI.
- Even with prompting how to use it appropriately/inappropriately - I find they use it to replace their "thinking" skills and I worry about critical thinking issues. Though to be fair, we were worrying about this before AI use became common I just think this accelerated the issue.
- Sometimes students say they use it to check their grammar but most of the time it's more than that.
- Students wanting to take short cuts on their education and/or they're feeling desperate to improve a grade. These are my impressions. It's all so new and difficult to keep track of it all. I also have more thinking regarding considering ethical ramifications. How ethical is it to us "help" in education!?
- I cannot give writing assignments to assess their ability to construct cohesive arguments any more.
- Simply put, I don't want them to use AI for written assignments because too many of them will use it entirely instead of actually learning the assigned material. But many of them do it anyway. It's a major problem for me.
- Students do not read for themselves. Students do not write their papers. I am unable to assign writing projects the way I could two years ago.
- Do homework with AI.
- I have demonstrated how to use ChatGPT as a learning tool. I do not expect anything to be turned in that depends on using ChatGPT.
- Knowing when to use AI and how to use it
- They use it to get a quick answer instead of thinking through the problem on their own.
- I do not know how to determine if students are using AI
- If I say GenAI is not allowed, I do not know how to enforce that, because I am not aware of any reliable tools for AI detection.
- Students copying and pasting AI-generated content with not edits or attributions.
- Assumptions of using AI to fully create programming
- I have observed some students being scared to make mistakes in writing and wanting to use AI to have a perfect paper. I suggest they see themselves as a beginner and aim to improve over the course of the semester. I ask them if they were already an expert, why are they in the course?
- Students have turned in assignments written by AI ,despite the fact that the AI couldn't do the assignment.
- An utter lack of knowledge and familiarity.
- I'm not sure how to assess how they use it and how to verify if they have. I'm also learning with them and trying to make them critical users of it in an academic setting.
- For courses where assessment is more definitional and memorization-based in nature, I limit the use of AI. However, I know sometimes students are tempted to use it to answer homework questions, or even during proctored exams, even though this is not permitted. For more advanced courses where the assessment is much more complex, the use of AI is much more permissible, and I find students are more willing to use it accordingly since they have permitted access to it during select instances.
- Students using ChatGPT to answer short essay questions for them on a take home exam. Using ChatGPT to write 3-4 sentence analyses of newspaper articles to demonstrate that they can apply course content to real world events. I other words, they are trying to get generative AI to do the project for them.
- With the advent of AI, it is more difficult to assess a students' understanding of a topic.
- Students using it to write and get answer to exam questions. Submitting as their own writing in a class where they are supposed to learn about writing

- Designing assignments which require a written response has been challenging since AI tools have gained popularity.
- none so far but I'm not teaching a course with a project at the moment...
- A major challenge is figuring out when they have used it. It is not as easy as plagiarism to gather when they have cheated. In addition, finding a balance of when it could be okay for them to use it is tough. Right now I have a 0 policy of using it but I recognize that this may no be realistic going forward.
- AI, especially LLMs, do not understand the context of the technical language used in my discipline. Therefore, AI results are often nonsense. Additionally, LLMs will sometimes describe a solution correctly but incorrectly execute the math for the answer. In the end, there is a good chance that AI will give the student incorrect information, and very frequently insufficiently nuanced information.
- thoughtful exam questions are sometimes being answered by inappropriate AI answers. Students sometimes use it without critical reflection, whereas they don't use it where they should/could, such as helping them solve coding and other research issues.
- So many challenges. Some students do not see anything wrong. Students think the goal of an assignment is to produce a product, rather than to go through the process. It is too tempting for even the students who want to be honest, to blur the line between assistance and reliance
- First: the previous question needed an "other" option as the provided choices left a lot of intellectual space undiscussed. Onward: very little because I remind my students that the majority of points in the course come from in-class exams where Gen-AI will not be there to help you and material requiring Gen-AI is a small portion of their overall grade.
- I want students to learn how to use AI to make their work better and more efficient, but I also know that some students are not using it ethically, and taking what AI generates and submitting it as their own work.
- Instead of doing the assigned work, students copy and paste the assignment instructions without understanding what is being asked. In blackboard I can see which pages, videos, links, etc. students click on and for how long they view it. Students who use AI wait until just before the deadline, do not click on any other pages except the assignment page, and then submit AI's answers with a few minutes to spare (week after week after week). Students do not comprehend or understand what they submit; they can't discuss it face-to-face. Students do not follow instructions. Students to do not cite their sources or include a list of references. If they do, the citations and the list are made up. Years ago, one or two students per class might cheat or plagiarize. Now it's most of the class doing both. Unfortunately, AI can't fully complete my homework assignments. Therefore, they usually fail the assignment.
- The writing for non-native speakers is often worsened by use of AI, so I discourage the use of gen-AI for writing papers. This refers to my own graduate students and not students in my courses.
- Inappropriate use for discussion posts
- Turn-It In identified that several students had used AI in the writing of an assignment. The students were not allowed to use AI that semester. Students were tasked with rewriting the passages flagged as AI-written.
- Students not understanding that a certain app or website is using GenAI to produce summaries or other content and the student representing that work as their own.
- Only really monitor for cheating - not creating their own original content. This can be assisted with AI, such as Grammarly.
- Answering open-ended questions online without using their own ideas, or words which is not helping with learning the material
- In my classes, all assessments are in person without technology so use of AI is not an issue.
- It often gives bad/wrong answers.
- AI is not conducive to student learning and has no place in education.
- In my limited experience, AI isn't always accurate and students can't evaluate the accuracy of the information provided.
- They are unfamiliar with using it, so they aren't able to discern problematic plagiarism from helpful use.
- Students submitting work from AI sources with no attribution and WRONG HALUCINATED references!
- Students get different guidelines in each course and are unable to differentiate the expectations of each faculty member well without standard language.
- Don't know how to identify if it's been used
- Use of CHAT GPT to write short answer responses on written assignments without citing its use
- Students using AI to write papers
- Students are often using AI to write their papers and even to respond on discussion forums. Our goal is to develop critical thinking skills and for the students to learn the material. The writing demonstrates this. When they use AI on their assignments, it defeats the purpose of those assignments.
- Students turning in AI generated work as their own.
- Figuring out how to use AI productively in class in a way that makes sense for my subject area, which AI does not yet handle very well
- I think the use of AI, when not allowed, takes away from the students' learning to synthesize ideas, compare information, think critically and problem solve. However, it can be useful for brainstorming or organizing ideas, and for grammar checks. Students can also critique AI-generated content in a similar critical thinking exercise.

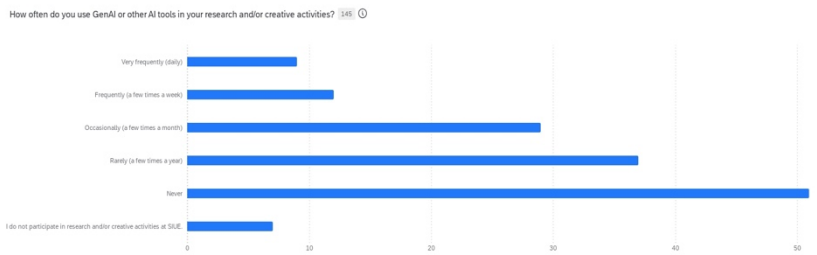
- incorrect or incomplete answers provided by AI. Concern with HIPAA violations
- Helping teach students appropriate and ethical use of AI against conflicting messaging across campus.
- Plagiarism
- Sometimes students will use AI (or websites or apps) to generate solutions and steps to solving problems without solving the problem on their own. This does not usually lead to learning but copying down of steps and/or direct memorization without understanding concepts. Students who do this are usually unable to solve problems on their on for quizzes and exams.
- I have not had an issue.
- students using AI to generate or complete writing assignments without attribution
- I predominantly teach courses where AI is poorly fit for addressing learning objectives, so it's only assistive. When assignments become more writing-focused, issues can start to arise.
- Lack of critical understanding or discourse about technology in general, which fuels problematic use and discourse concerning use of AI in academic contexts. My sense is that prevailing student and faculty use of AI in academic settings is aligned with the interests and imperatives of capitalism. One of the more compelling framings of AI that I have encountered yet is "the quantification of ideology." Use of generative poses a significant threat to originality and criticality of thought, and of intellectual, scholarly, and creative and aesthetic cultural work. These imperatives had been significantly hollowed out by neoliberal ideologies prior to the emergence of the LLM generative AI models people are now using widely in academic settings.
- I prompt them explicitly to do some things; but some have used it in a way I have said not to do.
- Suspecting inappropriate use of AI but difficult to police
- students don't read- they ask chatgpt.... students don't brainstorm ideas - they ask chatgpt... students don't write their papers - they ask chatgpt
- Students possibly using AI without permission
- Student work generated by AI prevents them from engaging in the analytical process intended by some assignments. On discussion boards, AI-generated posts are often superficial, regurgitating key words and phrases from discussion prompts; when AI is used to generate replies to other student posts, the replies are often formulaic, essentially rephrasing the initial post.
- international students using AI to provide answers to journal article discussions when they should not be using AI
- We had multiple students complete a whole semester's worth of personal discussion boards in 15-20 minutes.
- I have observed that cheating is more common.
- Students will use AI to write reports, rather than write their own.
- Students are very unfamiliar with all but the most primitive uses of AI. They don't understand the difference between AI tools.
- Detection is tricky, as the detection tools are flawed and having suspicion is not enough.
- Cheating on online assignments, having AI write large chunks of (bad) text.
- Knowing whether or not they're following the rules set in the syllabus while using AI.
- Most of my classes are music performance based, where AI has not yet presented much change. However, the changes AI is making in the industry is creating many unknowns for musicians and how to prepare students for this is a great challenge.
- The largest problem is that (without requiring multiple revisions) students tend not to read, revise, and edit AI created content enough. As a result, their "work" tends to be mostly AI and only a small percentage of student work.
- I have seen students using AI instead of searching for peer-reviewed sources in the library. Many of them do not seem to understand the difference between an internet search engine, library catalog, and GenAI (very troubling!). They don't understand that there is no way to identify the sources of the information that contribute to GenAI and that GenAI often makes things up and is factually inaccurate.
- I had redesigned my assessments to avoid AI
- Students copy & paste AI content as answers in my online classes despite syllabus policies that state it is not allowed. I use paper assignments for my face-to-face classes and don't seem to have that issue in those courses. I stopped having students write term papers in all my courses because of this issue and have exams worth more points now.
- students not critically evaluating results generated by AI
- Just knowing how to use it and what are the options. I fear that many are scared away from using it and that's unfortunate. It's not going anywhere so helping students know how to use it, know what their options are, and know how to responsibly use it is what I aim for. The other challenge I find is helping students learn how AI can create efficiencies and also inspire critical thinking. I guess the overall challenge is getting them to know it's okay and not something to be ashamed of using.
- It is very difficult to assign take-home writing assignments now. There are always a few students who try to use AI inappropriately.
- Loss of originality/Hard to evaluate learning

- Using AI to do their work for them (writing papers, journal entries, generating bibliographies) - they use it to cheat vs. to assist them in producing original work.
- AI can be inaccurate in its summary and/or interpretation of published research findings, so I encourage students to always read the original source before accepting AI's conclusions. On rare occasions, students will attempt to pass off AI-generated text as their own writing.
- Trying to pass off AI generated work as their own
- Students don't understand its limitations, use it in places where they should writing their own words, and produce poor-quality work as a result.
- In healthcare, you can't outsource your brain to AI for patient care decisions. And sometimes students want to do that. They don't realize what they need to know themselves in order to evaluate what AI gives them. Does anyone want AI to make health care decisions for them? NO
- There is no explicit university policy so student don't know if they can use it or not because it varies class to class.
- Most of the classes I teach, it doesn't create an issue. I intentionally design aspects of the course for AI incorporation. It is possible that they could use it for something inappropriate, but I am not really seeing much evidence of that.
- Making it clear to students what types of assignments and uses are acceptable and what are not (I do not feel AI should be used to make clinical and patient care based decisions, for example, but getting help writing a letter of intent is fine with me)
- Plagiarism, obviously.
- This has been the biggest challenge of my career. Students have used AI in my classes to generate entire papers (copying and pasting the rubric into AI and copying and pasting the output without attribution). Then, some of them lied about it straight to my face. One even met with my chair and Associate Dean and threatened me with legal action in an email. The student remains enrolled in my class. Students have submitted worksheets including computations (research design and statistics class), reflections, and conceptual questions completely generated by AI. Students used AI to cheat on my online multiple choice Midterm Exam. The average was a 95% on an exam that typically has an average of around 85%. I moved the final exam to in person (open-note/open-book still) and the average was 83%. This semester, I moved most assessments to paper and pencil and made my syllabus policies much clearer. I still caught 8 students using Google/AI without attribution on their first assignments. This is much better, but still not solving the problem.
- Students have submitted work entirely created by AI and did not realize (though it was in the syllabus) that it was not allowed.
- Difficult to determine if writing assignments were original or AI-generated. Hard to prove it was AI generated even if it was. Students using AI to cheat on exams
- Knowing whether they are using it when they shouldn't
- using for written assignments --> not only not completing the work themselves, but also hurting themselves in that assignment was to help their learning and they did not do the assignment themselves, thus didn't do any learning.
- unclear expectations or no previous instruction on using ai
- Most of the papers my students write in my classes are practice related. Therefore, they are applying concepts and engaging with the research material. They need more help with grammar.
- Students turn to AI when they perceive they don't know the correct answer on an quiz, or for an assignment. It seems to be a crutch for students who don't want to do the reading or study the material for class.
- It is difficult to assess student learning when it is clear that AI has been used in their written work.
- For online courses, students will just straight up plug essay questions into ChatGPT and cut-and-paste responses. I equate LLMs with advanced search, and students will use search when taking tests at-home, but I draw the line at cut-and-paste responses for obvious reasons. I put hidden language in question prompts to catch cut-and-pasting, even though I acknowledge in the syllabus and in course assignments that they are going to use LLM for search. It's difficult to avoid now that Google uses it as a default much of the time.

Survey Questions Related to Research and Creative Activities:

How often do you use GenAI or other AI tools in your research and/or creative activities?
(*n=145*)

	Count	Percentage
Very frequently (daily)	9	6%
Frequently (a few times a week)	12	8%
Occasionally (a few times a month)	29	20%
Rarely (a few times a year)	37	26%
Never	51	35%
I do not participate in research or creative activities at SIUE.	7	5%



For what aspects of research and/or creative activities do you use GenAI or other AI tools? Select all that apply. (*n=86*)

	Count	Percentage
Brainstorming	56	65%
Creation or editing of products	26	30%
Data Analysis	16	19%
Content summarization	36	42%
Coding and troubleshooting code	20	23%
Simulations	5	6%
Predictive analysis	3	3%
Language learning (English or other language help)	4	5%
Video or image editing	9	10%
Translation	5	6%
Prototyping	3	3%
Other, please specify	15	17%

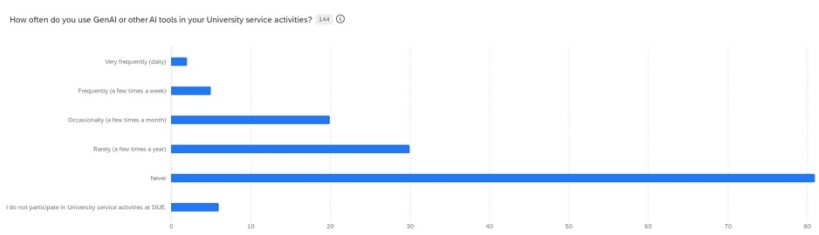
"Other" Responses

- I use chatgpt for random things. A list of the 10 most important peer-reviewed texts on a certain theme
- finding citations for assertions (and then double-checking that they are real)
- I use it most to help with the administrative side of scholarship (reporting forms, ensuring IRB applications are worded well, first drafts of participant notifications/emails, asks of colleagues). I also have used it to help me with editing my writing for submissions (abstracts, etc).
- Rewording my personal writing to make it more polished.
- Comprehensive literature review and meta-analysis to generate new ideas and identify potential knowledge gaps in the literature that could be pursued for funding.
- finding, citing articles
- Revising products, especially when there is a word or character limit, outlining content
- grammar editing
- letters of recommendation, writing reviews based on survey data
- I have tried to use GenAI for tasks like proofreading my writing or generating SEO keywords for digital humanities work. But I can do these things faster and more accurately myself.
- outline
- To help me be more concise when I have exceeded the word count for a manuscript.
- transcription
- familiarity with ai updates and manipulation

Survey Questions Related to University Service Activities:

How often do you use GenAI or other AI tools in your University service activities? (*n=144*)

	Count	Percentage
Very frequently (daily)	2	1%
Frequently (a few times a week)	5	3%
Occasionally (a few times a month)	20	14%
Rarely (a few times a year)	30	21%
Never	58	56%
I do not participate in University service activities at SIUE.	6	4%



For what aspects of University service activities do you use GenAI or other AI tools? Select all that apply. (*n=57*)

	Count	Percentage
Brainstorming	23	40%
Creation or editing of products	31	54%
Create outlines, agendas, or timelines	31	54%
Create visualizations, slide deck, multi-media content, etc.	5	9%
Administrative tasks (scheduling, documentation, communication, etc.)	17	30%
Content summarization	25	44%
Other, please specify	3	5%

"Other" Responses

- find content
- Writing reports
- Writing reports to administrators (which are rarely looked at, it seems)

Survey Questions Related to University AI Resources and Support:

I feel the University provides faculty with opportunities to learn about AI tools and their implementation in the academic setting. (*n=144*)

	Count	Percentage
Strongly agree	10	7%
Agree	50	35%
Neither agree nor disagree	36	25%
Disagree	15	10%
Strongly disagree	10	7%
Uncertain or do not have enough experience to answer the question	23	16%

How adequate do you feel the current level of technical support is regarding AI tools? (*n=144*)

	Count	Percentage
Adequate	14	10%
Neither adequate nor inadequate	31	22%
Not adequate	50	35%
Uncertain or do not have enough experience to answer the question	49	34%

What would you prioritize in University or technical support provided to faculty?

- How to prevent students from using AI inappropriately
- Just general info -- the upcoming tech conference on campus will be very helpful
- Paid trainings specific to each field of study.
- Faculty should have a paid subscription to the "Plus" version of ChatGPT. I'm currently paying $20/month for mine. But the university should really be paying for this.
- Eliminating AI usage.
- AI can be a very useful tool. But like all tools (like cell phones) can easily be abused, a distraction, or all consuming. The University probably needs to get a group going that will focus on AI, helping faculty deal with it, learn about it, and prevent its use when it is not appropriate. Also, need to let students know that just because one class teaches/allows AI does not mean they can use it in all classes. Yeah, I tell my students not to, but they do it anyway.
- In order to effectively convert classes to uncheatable classes in which students actually learn skills and content rather than off-loading them to AI, we need to: (1) increase instructional contact hours for each class so there is more time for in-class work per class (2) shift to hand-written work so that, at a minimum, students have to read and copy down AI-generated work that takes the place of their own learning (3) eliminate copy-paste functions in ALL assessment software including Blackboard discussion forums so that, again, at a minimum, students must manually type out AI-generated responses for their asynchronous courses.

- I rarely use technical support, so I don't have much of an opinion here.
- Faculty would very much like access to a AI detection tool.
- Faculty unfamiliar with the technology should receive tutorials on how it can be used, emphasizing the need for expert evaluation of the output to ensure that specialized knowledge is accurately represented (it often is not).
- Prompt writing
- The university does a good job of presenting what AI tools are available, how they are used, etc. However, as a professor, my biggest challenges and concerns regard how to have effective discussions with students, what guidance to provide, and what consequences to give when used inappropriately.
- Guidelines around appropriate and inappropriate use and how to manage inappropriate use.
- More opportunities for conversation that reach beyond "how do you structure a good prompt" and instead events that dig deeper into how we are using it and where and when it's going helpful or more efficient to use it.
- Training
- I would oppose the use of AI for the generation of new knowledge by any university individual. Outside of mundane tasks like scheduling, AI should not be used in the generation of or preservation of new knowledge.
- As related to AI, it would be helpful if the university or ITS or similar department would have a message board for updates related GenAI or AI. This would be helpful to faculty who use AI but also stay ahead of students who may use it inappropriately.
- Surprised that there is not more of a framework for using it; seems like we are late to addressing this new tool
- Some kind of university-wide clear policy on how to deal with students using AI to cheat.
- Availability
- How to identify the work done by using AI.
- AI -- how to access and use as faculty for assignment creation and incorporating it into student work only IF appropriate.
- basic use in class
- It's what I would not prioritize -- the use, or pressure to use GenAI.
- How to teach students that AI is plagiarism.
- Hiring AI skilled support employees
- Integrating AI tools with the course management system(s) being used
- That staff and administration actually educate themselves on AI’s capabilities and limitations and stop being the world’s biggest dupes for tech grift.
- We need well crafted policies from the univ regarding AI use, then technical support. !
- Enhanced technology within TurnItIn. Some clearer guidelines about what's acceptable by the university given academic freedoms.
- Until the university (or anyone) comes up with a way to reliably detect AI usage, many students, especially those who are unmotivated or short on time, will continue to use AI rather than actually learning the assigned material and writing about it themselves. That's a major problem that permeates much of education, especially at the college level. I would prioritize a solution to this problem.
- Experience
- faculty development
- How to use AI for teaching support.
- Teaching the basics and then creating opportunities for faculty that want to take it to the next level.
- make it specific for each school
- Guidance on what is beneficial to student learning versus replacing it.
- We need more guidance around what AI tools are available for our use, trainings on how to use them, and information regarding data privacy/security (for example, is it safe to input unpublished research or student data)?
- I think continued education on how to use it with students appropriately would be beneficial but I think the Faculty development office and IDLT have been doing a great job of this so far.
- Maybe a weekly or biweekly meeting in the CFDI on AI. I'd like there to be something ongoing instead of a one-shot presentation.
- Availability.
- Training and demos
- Teaching faculty how people (students and faculty) use it. Teach faculty how to verify if it’s being used for original research. Receive faculty input on how others are using it in class and what they consider “acceptable use.”
- Understanding of what the AI tools are (very high-level), and how they have been used to effect positive change in a university setting.

- Continue to offer workshops or online tutorials of best practices. There were a flurry of such workshops early on, but not everyone who wanted to attend could attend.
- Increasing faculty development workshops focused on student AI use.
- Empowering faculty to make decisions in their own teaching contexts about how and when to incorporate AI.
- Faculty need to know about the pitfalls. Privacy is not the same thing as security.
- I would want more support in how to catch when someone uses it in their writing/assignments.
- The use of AI by faculty for teaching or scholarship should be limited to faculty who teach and study AI and its effects. Because the large AI systems were built by violating copyright, their use must be regarded as violating the principles of plagiarism and intellectual property. The professional standards expected of SIUE faculty preclude the use of AI for most faculty, excepting those who are studying it. The priority for University technical support to AI should be to those few faculty who legitimately study it.
- I am not sure if you're asking about faculty research or student management of AI, both are separate animals I would say.
- Stop with the mixed messaging. Sometimes telling faculty to use AI to lighten their workload. Meanwhile discouraging its use for students
- Mental Health for instructors grappling with a changing academic landscape
- More examples of how to use AI in teaching, research, and service.
- I would prioritize academic excellence/high standards above all else.
- workshops
- Rather than delegating genAI usage issues on a course-by-course basis to faculty, it might be helpful to simply have a couple courses on ethical usage of computing resources required across the university.
- AI detection for deterring usage.
- faculty workshops
- Best practices and how to's
- Remove AI from education.
- I attended a faculty development workshop on using AI. The workshop was helpful as it demonstrated how AI could be used to generate course materials like exam questions and rubrics.
- Being aware of AI's capacity... for instance, taking a photo of a multiple choice exam can give prompt answers in seconds.
- A strongly worded syllabus statement! And a process for reporting students who use AI inappropriately.
- Blackboard and course development
- how to engage students in the conversation about AI use
- It's hard to say since we don't yet have the technology to always catch students who are plagiarizing with A.I. However, I do want for admin to stand behind faculty on this issue at large and to hold students accountable when they are caught.
- We need to prioritize the upkeep on existing computers in the labs. Some computers will not even connect to the wifi and some will not run the programs purchased by the department. We continuously have to contact IT, but never rectified.
- I'm not sure what the university can do beyond what it is already doing.
- I think faculty response is either: it's here, let's integrate it and/or deal with it. Or it's here, but I don't see it. The latter response is naive, as students are using it, whether permitted or not. The University should encourage (require?) all faculty to clarify for each course and even each assignment, if necessary, which level of AI they will permit students to use (per the graphic given earlier in survey, or one similar).
- ethics
- A continuum of support based on faculty experience, comfort, expertise level with AI.
- The university is focused on teaching faculty how to use AI and to use it in their teaching. However, this is NOT the kind of support I am looking for. Instead, the university should be prioritizing ways to mitigate and deal with cases of inappropriate AI use. And faculty should feel encouraged, not discouraged to report inappropriate use as academic misconduct.
- Basic training on the different practical uses of AI, so faculty can determine how to best guide students in their discipline in appropriate and inappropriate uses of AI.
- I think the support I would appreciate would be an emphasis on the value of students' original work and thought. It would probably also be helpful to know how to detect AI-generated work, as the technology becomes more sophisticated.
- possible use, availability of tool, support tech
- Targeted support in identifying shortcomings for less knowledgeable faculty.

- I think the most important issue is critical discourse about the social, cultural, and political implications of AI, especially concerning education. I think faculty need to take seriously the responsibility to cultivate and steward this dialogue. University administration, of course, should be a part of this, and should prioritize critical dialogue over instrumental and pragmatic approaches that align with the commodification of higher education.
- after supporting the existing primary tools - Blackboard, Teams, etc; this should be the highest priority for teaching and research tools.
- Expertise at ITS to keep up with the rapid changes in AI tools
- Clear policy guidance.
- I don't understand the question - do you mean tech support as in ITS help desk? I don't know what they can do for us in this area.... do you mean tech support as in how to use AI in our work? I think there are enough workshops already
- Provide AI similarly reports on Turnitin assignments
- Tools to detect AI usage in submitted work
- Seems ok to me now
- Make available tools that can detect AI generated content from students. Provide tools to verify the accuracy of AI generated content.
- The university needs to pay for subscriptions to at least the most commonly used AI tools. There should be a library of subscriptions we can access and introduce to our students. This needs to be done urgently because we are falling behind in teaching the uses of AI in comparison with other universities in the region.
- Review and workshops on different types of AI; access to closed network AI systems to remove some of the issues related to intellectual property being fed into an open AI systems; more information about the legal aspects related to AI
- I'm not sure what this question is asking.
- Training on how to use tools to detect hallucinations in AI-generated works, particularly lists of references.
- More training on AI tools specific for certain types of work.
- Policy guidelines regarding AI use for faculty and students with fluid elements that are reviewed each semester as necessitated by new advancements in AI.
- Mostly, I'd like to see more workshops/trainings on various AI tools as well as ways faculty can use those tools to best assist faculty. For example, which tool would be best to help me create a syllabus for a new class I'm assigned to teach? Many faculty don't understand that some AI tools are better for text generation and some tools are better for image creation. Having training that clearly shows which tools would be most useful for specific types of content would be useful. There have been 2 or 3 trainings that I've seen via email, but have not fit into my schedule. Perhaps having video training made available through the knowledge base would be a good idea.
- I don't really know where to start. These technologies are moving so quickly and my level of facility with them is so low. And I worry that the students are using them in uncritical ways, but I don't feel equipped to teach the students how to navigate these technologies because I haven't been trained in them myself.
- making sure faculty are aware of the capabilities and provide suggestions on how AI can be used ethically. It is not going away, so we need to adopt it in a way that does not take away from the educational mission.
- How to integrate AI into teaching
- Communication/availability. If we have 'technical support' for AI tools, I've not seen it and don't even know what it would look like.
- I would like to see more workshops available on how to profitably use AI in the classroom
- Tools for AI detection in student writing.
- A firm policy outlining the usage of AI by faculty and students
- Communicating about AI ethics and environmental consequences of AI use.
- Teach us more about how to use AI in data analysis. that's what I could really use it for since it can be hard to hire new people these days.
- There should be no tech support for AI. Users use AI at their own risk.
- Understanding AI options and best practices related to use professionally and in the classroom.
- Honestly, it is hard to know where to begin since the race has already begun and I'm already injured and dehydrated. The time for adequate support was two years ago, or a year ago, or even six month ago, but better late than never. I am glad someone is asking. 1. For starters, it would be nice to understand what happens when students are reported to the Provost for cheating, and whether that is in fact required (and what the consequences are if I skip reporting). Are these students going to be kicked out of school? Is there an opportunity for education and rehabilitation? 2. I would also love some educational materials to provide to students to understand what these different levels of AI use are, which would allow me to reinforce my own more easily(level 0 for me). 3. A faculty support group would be helpful. I have lived through many difficult things in my career, but never has my faith in education been shaken like it has now. I've completely lost trust in my classroom, and I'm working really hard to repair it, but it's broken and that makes it difficult for me to do my job. Some support -- any support -- would be nice. 4. The university syllabus policy on AI is helpful, but it's so limited. Also, I noticed that using AI (if the professor

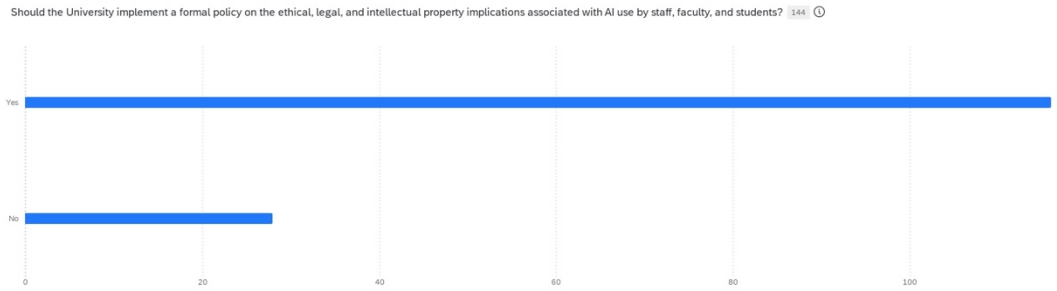
said not to) is not considered plagiarism, but is just "prohibited" and "academic misconduct". Using information from a source and not citing the source meets the definition of plagiarism. Why doesn't AI use when prohibited without attribution count as plagiarism? I am completing this survey (late - sorry)and attending the AI conference next Friday (Feb 14), but other than those things and the 2-line syllabus policy, I feel like I have received zero support from my university on this issue. I'm very concerned and feel quite challenged and beat down by this issue. Thanks for reading and asking for our opinions.

- Familiarizing faculty with AI- many have not used it at all themselves, so the students are far ahead on the learning compared to their teachers. Teachers are not even realizing it is being used in ways that will harm students' learning.
- AI Detection tools
- Helping provide more accurate tools for detecting AI generated content
- I'm not sure... but I'm sure I'd benefit from some "training"
- I appreciated the panel discussion last year on AI. It made more broadminded about AI and I am considering explicitly using AI in pedagogy. I would like more help to figure out some useful ways to use it.
- Ways to support faculty in learning how to work with students, using AI with students, to help them see that there may be some good uses for AI tools, but also that it does not replace their own brainpower and knowledge.
- I'm not sure
- An ongoing in-person discussion is the best way to address this because faculty need to build an ethical consensus about our own use and students' use of these tools, and we're not going to do it by email or remote Midweek Mentor sessions. Look at it as a chance to build or break community.

Survey Questions Related to University AI Policy:

Should the University implement a formal policy on the ethical, legal, and intellectual property implications associated with AI use by staff, faculty, and students?
(*n=144*)

	Count	Percentage
Yes	116	81%
No	28	19%



"Yes" Responses: What else would you prioritize in a university-level AI policy?

- Defining unacknowledged AI use as plagiarism. If you didn't write it, it must be cited. If it is not, then it is plagiarism.
- How to determine if it's AI and when it is punishable. Lots of grey area and I don't always want to be the person deciding if it's "AI enough" to start a process against the student. Kind of like plagiarism.
- Honestly, help understanding how to use it, what is ethical, what is helpful vs plagiarism, etc. I am not comfortable enough with the way they work to implement them in my classes, let alone to know how to allow my students to use them.
- Just tie AI use in with our state Values.
- Encouraging students, staff, and faculty to NOT use generative AI.
- Something, anything, that makes sure that students who take their learning seriously aren't trying to carry the entire class discussion load in in-person and on-line courses from students who are, increasingly, able to simply offload every single learning task (from summarizing readings, to discussion forum posts, to short essay answers, to long-form essays, to proofreading and language development). It is possible with current generative AI for students in asynchronous online courses to never engage, in terms of thinking beyond copy-paste, with AI-generated content. This is wildly different from classical forms of cheating/plagiarism.
- That it attempt to integrate AI-level tools and academic rigor into some kind of harmonious relationship.
- Students need to understand that the use of AI tools will look different across different disciplines and assignments.
- Nothing that wasn't emphasized for other technologies that enable access to existing knowledge.
- A formal entity to handle this and clear communication regarding these issues.
- How to use it appropriately and which courses may need more restrictive or less restrictive policies should be up to individual department units to determine.

- I think it's important to clarify what intellectual property is in regard to written and visual work and how the use of AI might be violating that within our own community and content by others. I'm less concerned about what the rules should be or how tightly we need to clamp down, but the university should have a clear understanding of what they consider as original work versus AI-generated or AI-revised work.
- See previous comments regarding the creation of new knowledge.
- Think about the large language model behind the AI tools
- Clarity of the process for faculty to go through when they suspect a student has used AI to cheat.
- legal implications - plagiarism
- plagiarism issues
- Use of AI degrade the quality of student thinking and creativity.
- That this is an academic university and students should be using their own human brains. I understand it is a reality and it is here to stay but it is taking the place of students thinking for themselves. Students are increasingly trying to rely on tools other than their brains for judgment, reasoning and creativity -- even knowledge and I think that is a very dangerous trend -- especially in most academic settings -- I believe it is in nursing!
- Maintain that instructors can decide whether to allow AI use in their courses and that students should be aware of what constitutes academic dishonesty and how to avoid it.
- the need to cite sources, avoid plagiarism, think critically for yourself, and not rob creators of their due.
- Consequences for inappropriate use of AI
- Educating students on how to use AI as well
- Admins stop pretending they know more than subject area experts about the use of AI in their fields.
- The boundaries!
- Some freedoms given availability of the tools, but with specific guidelines in place. For example, the higher numbers of the proposed policies (at the start of this survey) were too lenient and borderline unethical. It's understandable some students may us AI to brainstorm and I even think getting organized with AI may be a great idea! Unlimited access and having AI do the academic work is absolutely unacceptable.
- The wording of the previous question suggests that the university could come up with a SINGLE policy "associated with AI use by staff, faculty, and students." I would strongly suggest separate policies, with the student-focused policy being most urgent.
- Ethic
- safe use of AI
- A good amount of autonomy. Do not try to prescribe every situation
- To be used only for self-efficiency
- Strategically aligning the University resources and attention to leverage AI in a way that is value added to higher education, not as a substitute. Ten years from now, students may not need to sit in a classroom, or even enroll in a class to learn most of what we teach. AI will replace that...so how do we collaborate with AI to enhance what we do as educators AND enhance what AI can do without us. This is an existential question that will resolve before current faculty under the age of 50 retire.
- Suggestions or examples of tasks that are well-suited for AI assistance and those that are not.
- Administration use of AI
- I think the plagiarism policy needs to be updated to include language specifically about AI. The example from Illinois State about the levels of AI usage would be great. Where is the line for plagiarism with AI? https://www.siue.edu/policies/table-of-contents/1i6.shtml A syllabus statement would be helpful too.
- If there is a policy I would want it to be flexible so faculty have agency in how they might use it as part of their curriculum.
- The industry world is telling us that our graduates must be able to use AI in the workplace. The policy must allow for AI use. Of greatest priority, for me, is that we do not share sensitive data, and that the policy provide backing to professors' specified use of AI in the classroom.
- You should require answers to questions like this
- Limitations. Linking everything to co-pilot probably isn't a great idea...
- Outlining the consequences associated with AI use.
- 1) The University should prioritize a University-level AI policy that emphasizes its existing standards of student and faculty professional conduct which prohibits plagiarism and violation of intellectual property rights. Many AI tool have exploited workers in impoverished countries (e.g., OpenAI and Amazon), cause serious negative environmental impacts, and are built on the uncredit work of thousands of people, all of which violate principles that SIUE holds as important. 2) Prioritize AI systems at SIUE that are built on-campus by SIUE faculty and staff from sources that SIUE appropriately licenses. Doing so avoids the professional, ethical, and human exploitation issues of large-scale AI systems.

- Focus on the point of education and being a human
- I think that there should be various policies, especially for students, that speak to the use of AI at the various levels. Then faculty can plug and play the policies in their syllabi.
- Learning
- Offer more training to faculty,
- Some of our most banal tasks should be automated -- use genAI to help our administrative staff please.
- Establishing clear parameters for both faculty and students
- Nothing, anything else infringes on academic freedom.
- Clear language on repercussions when students use AI when directions clearly state they are not supposed to.
- Realistic and sustainable that understands this is what we will have to encounter in the future.
- students need to know that generative AI without citing is plagiarism
- When it is allowed for student creativity
- I don't want to see the use of A.I. degrade the education of our students. I believe instructors should have the right to investigate possible plagiarism using A.I by having students write papers in front of them during class time and other measures to ensure that A.I is not being used.
- Specify when it can be used and that credit must be given to AI if it is used.
- That faculty training and implementation of such a policy be mandatory (much like ethics, DEI training and sexual harrassment training), and that administration ensure that faculty and students are aware of the implications for any university-wide or specific individual policies.
- Protection for faculty. Junior/pre-tenure faculty and NTT instructors are at the greatest risk when deciding to report inappropriate AI use. Students have taken faculty through grievance procedures and others have threatened legal action against faculty members. They have also engaged in behavior amounting to harassment of faculty. This is wholly unacceptable. As of now, there are zero protections against student retaliations to accusations of using AI. This is particularly distressing for those without tenure. There is no safeguard for those people. The departments I am familiar with, the college I am a part of, and the university as a whole has failed to signal any support or protections for faculty who chose to report AI use as academic misconduct. In fact, if anything, all messaging from every source seems to signal that there is no support, that grievance committees will side with a student over the professor in spite of evidence to avoid further administrative and legal actions from a student. This is wrong. It creates a chilling effect on faculty who feel they are unable to do anything when a student uses AI inappropriately.
- Requiring students to understand that presenting AI-generated work as their own is plagiarism, whether it's for writing a paper or steps generated to solve a problem in a STEM course.
- Flexibility, because context makes such a difference; different courses, for instance, could reasonably have completely different expectations regarding the use of AI. But honesty, integrity, and accurate attribution would be vital in any context. And again, I would prioritize valuing students' own, individual ideas, perspectives, and voices.
- career uses
- Forward-thinking and practical scoping of its use. Avoiding unnecessary limitations and also preventing any overpromotion of AI replacing human-needed labor.
- responsibility for content- if one uses AI (must be disclosed) then one also takes responsibility for its content errors and language. Similar to all authors on a publication are responsible for the content and integrity of the entire publication, not just their contribution.
- Training and educational materials for faculty and students.
- 1. transparency in how it is used, even minorly 2. how does using GAI, which is offering information from sources with no attribution, fit within the scope of protecting intellectual property - even if you cite using chatgpt, etc, you are not giving credit to the original author 3. what is the point of college? to teach student to problem solve, brainstorm/be creative, comprehend and organize information, etc - or to teach them to use a tool to do this for them?
- A LARGE education piece so students understand what they may and may not do.
- Make available to students the tools to determine if they are using AI properly or are violating the policy.
- That beyond that it would be up to the faculty to decide how it is used in the classroom, as long as it was following in the ethical, legal. and intellectual rights policy that the university would make.
- I think I would prioritize limiting our AI use to those platforms which do not benefit individuals currently intent upon dismantling our democracy.
- Course materials are the intellectual property of the faculty member, with a license to the University for the institution's use. That license does not permit students or admin from handing over content to AI companies without permission/compensation of the faculty member.

- The commercial aspects of technologies in higher ed. I feel deeply uncomfortable with the increasing number of for-profit technology companies that are contracting with our university. What are they doing with the data students are generating? Where do the profits go? How sustainable are these technologies and companies?
- An explanation of how AI tools are basically plagiarizing any content they are fed as well as a variety of other sources of information + information about privacy concerns
- clarity on how AI is being used at the university at any level (academic or administratively)
- Nothing at this time
- Clear explanations of appropriate and inappropriate use cases, as well as guidelines for faculty on designing assessments (particularly take-home assessments) that cannot be completed by AI tools.
- Instructions for ethical use.
- appropriate vs. non-appropriate use clearly defined - but not sure
- Importance of not violating copyright laws.
- A discussion of the dangers of overreliance on AI
- Recognize we will all use it, so policy should emphasize ethical use and to encourage students to try to use their own brains first. Students lose crucial critical thinking skills if they look everything up and let AI do their thinking for them.
- The university is probably too cowardly to ban it entirely, but I don't know why we don't expect students to do their own work.
- Clear instructions on acceptable use within the realm of research and important reminders regarding privacy practices.
- Recommended repercussions for inappropriate AI use
- Whether prohibited unattributed AI use counts as plagiarism. Some explanation to students about why some classes may allow AI use and some may not, and why that is the professor's decision and that it is their responsibility to understand those rules. Something about how it can be difficult to detect AI use and that some false accusations could occur. Then, the informal resolution in the Academic Misconfduct policy should be good to solve the issue, but that they might be suspected when they are not guilty of use for a variety of reasons, and have the opportunity to explain their work process and knowledge to the professor. Some guidance on this investigation process would be helpful.
- Making sure students are aware of the policy! They think since it is available, it's okay to use it in any and all ways.
- clear categories or different types of policies that allow academic freedom of instructor while ensuring that all students receive clear expectations for each class
- I'm wondering if we could be ready and more informed for an AI intensive world. I feel ill equipped for such a world

“No” Responses: Please explain why the University should not implement a formal policy.

- too many policies before understanding the full use
- 1) GenAI is too diverse a tool (one is not necessarily like the other). 2) Use of GenAI is too diverse (purposes differ, methods differ, objectives differ, results differ) 3) There can be no "universal" policy re: the use of GenAI for all disciplines and pedagogies. 4) GenAI technology and implementation changes far too rapidly for the University to possibly keep up in terms of official policy.
- Universities should encourage the responsible use of AI as a new tool. The policy does not solve anything.
- I think there is too much nuance in the answer for a single policy to address all situations and all fields of study. Additionally, it takes so long for policies to be written/completed and AI will change in that time. Keeping a policy up to date in a field that is evolving this fast may be a challenge.
- Formal policy for students.
- It would be challenging to consider every aspect of its use.
- A formal policy is not necessary.
- I think individual faculty and instructors should be able to make decisions specific to their teaching context(s) as to if/how AI should be used by students. I also believe it's important that faculty and instructors are transparent in their conversations about AI with students so that expectations are clear.
- It is unlikely to cover the variety of uses. This strikes me more as a departmental issue with the university perhaps providing some broad guidance
- There are too many uses and possibilities for Gen-AI in the classroom, lab, and service for a policy to cover - the exception would be the rule. Simply because I am not fluent in Gen-AI does not make me fearful of it - I do not need a policy to protect my world. Finally, Gen-AI exists IRL and as such we should be teaching our students how to use Gen-AI - SIUE cannot afford to be out-of-touch elites.
- AI should not be in education.
- There are so many uses of AI that I think it would be hard to compose a blanket policy.

- There are too many exceptions and uses to stipulate. For instance, no own polices how Microsoft Word is used despite having autocorrect, free icon/image use, protection locks, etc.
- Academic Freedom
- I did not know if I should select yes or no. I think there should be a policy, but that it should NOT be narrow and faculty should be given the autonomy to make decisions about AI use in each of their classes independently. I can't even make a formal policy that spans my courses, as the allowed/prohibited use is dependent on the course.
- This survey should have included answers beyond Yes/No binary. I answer No at this point because I am not certain that an institutional policy matches my views of academic freedom.
- because agreement will not only be difficult and contentious, but any final product CANNOT cover even most circumstances without either being overbearing or meaningless.
- Such a policy could strip faculty of the autonomy the CBA and precedent afford for independent administration of our courses. Some faculty may wish to allow or even encourage AI use in their courses. Others may wish to restrict or disallow its use. Implementing a university-wide policy that codifies the permissibility of AI use (either specifying when it is permissible or when it is impermissible), will likely contradict AI course policies of at least some faculty. If a university-wide policy must be adopted, it should be general enough to not place specific limits (or specific acceptable use cases) on AI use; rather, it should refer students to the policy set by the instructor of record for each course.
- Different courses demand and allow for different levels of usage for AI. Every faculty member can decide for themselves what is appropriate and needed in their specific courses. Nobody who is not very familiar with my discipline can understand the way I use AI in my teaching and fashion a workable policy.
- I think the use of AI can vary so widely between majors, a university-wide policy would need to be so generic, it wouldn't be useful. I'd leave the policy up to the professor or, at most, the department level.
- I feel like you can't address every single issue/concern with a policy. AI is going to continue to change/morph, so whatever policy you create will be made obsolete about as quickly as you publish it. Guidelines for use that would be generic enough to always apply, even with future modifications and additions to AI tools, would also be so nebulous that it wouldn't have an impact.
- The use of AI may vary by course
- Any policy we create will (A) take forever to work through a hundred levels of bureaucracy and legal review, and (B) be out of date before it's even approved (at which point the cycle starts all over again).
- I can't think of a compelling reason they SHOULD. No point in wasting time making and reviewing a policy if it isn't necessary.
- Formal policies suggest a level of institutional knowledge and ability to gauge fairness that no one has right now, much less SIUE administration.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

To: Dr. Marcus Agustin, Faculty Senate President

From: Syllabi Bank Ad-Hoc Committee -- Dr. Wai Hsien Cheah (Chair), Dr. Leah Baecht, Dr. Jeffrey Banker, Professor Jacob Del Rio, Dr. Mary Macharia, Dr. Cassandra Maynard, Dr. Mark McKenney, Dr. Dan Segrist, Dr. Kevin Tucker, and Dr. Duff Wrobbel

Date: April 2, 2025

Subject: Faculty Senate's Syllabi Bank Response

The syllabi bank resolution from Student Government was circulated to all senators on November 20, 2024, and an ad-hoc committee was formed to solicit responses from all academic units at Southern Illinois University Edwardsville (SIUE). In the spirit of shared governance, below you will find the faculty's overall response to the syllabi bank resolution.

1. The faculty is in support of the creation of a syllabi bank.

   Rationale: The syllabi bank could be a useful resource for currently enrolled and former students.

2. The School of Dental Medicine (SDM), School of Nursing (SON), and School of Pharmacy (SOP) will not participate in the creation of the syllabi bank.

   Rationale: Students enrolled in the three professional schools follow a set curriculum, and they do not choose what courses to take in a particular semester. Since the students know what to expect in their respective program of study, a syllabi bank will not be necessary. However, syllabi are available upon request.

3. Faculty from the College of Arts and Sciences (CAS), School of Business (SOB), School of Education, Health, and Human Behavior (SEHHB), and School of Engineering (SOE) will contribute syllabi from the previous year.

   Rationale: Since students register for courses several months before the start of the new semester, faculty in CAS, SOB, SEHHB, and SOE may not be able to prepare their respective course syllabi in advance due to their respective teaching, research, and service commitments. As such, it makes more sense for the faculty to provide their syllabi from the previous year for the syllabi bank.

4. The syllabi from the previous year may not reflect syllabi that will be used in the upcoming semesters.

   Rationale: The faculty may update their respective syllabi to better reflect the current practice in their respective field of study. Switching textbook/s, updating extra readings, tweaking and/or switching assignments, and etc. are some of the common practices among the faculty.

5. The syllabi bank will be created and maintained by the faculty.

   Rationale: As faculty are here for a longer duration compared to students, it is more appropriate for the faculty to have ownership of the syllabi bank for sustainability purposes. Faculty in Library and Information Services have expertise in digital archiving, and they have worked with Dr. Elza Ibroscheva (Associate Provost) in the collection and coding of syllabi for this year's HLC accreditation.

Response from the School of Dental Medicine (SDM)

From: Hopp, Christa <chopp@siue.edu>
Sent: Thursday, February 13, 2025 12:38 PM
To: Cheah, Wai <wcheah@siue.edu>
Cc: Drukteinis, Saulius <sdrukte@siue.edu>; Banker, Jeffrey <jbanker@siue.edu>
Subject: RE: Official email notification needed from School of Dental Medicine

Dr. Cheah,

As Academic Dean I confirm that our curriculum is set for all four years of the D.M.D. program. If there is a need for access to the syllabi I can provide that information but, as Dr. Banker had informed you at the faculty senate meeting, the students do not chose the courses. Please let me know if any additional information is needed. I have copied our Dean on this email also if he needs to respond also.

Christa Hopp D. M. D.

Associate Dean for Academic Affairs, Department of Clinical Practice and Operative Dentistry, Operative Section

Southern Illinois University School of Dental Medicine, Building 273, 2800 College Avenue, Alton, IL 62002

phone: (618)474-7186, email: chopp@siue.edu

SIU School of Dental Medicine

From: Banker, Jeffrey <jbanker@siue.edu>
Sent: Thursday, February 13, 2025 12:19 PM
To: Hopp, Christa <chopp@siue.edu>
Subject: Fw: Official email notification needed from School of Dental Medicine

Hi Christa,

This email was sent to me because membership in faculty senate to acknowledge that our curriculum at the SDM is set for all students and they do not "shop" the syllabus bank for course they elect to enroll. I do not think we at the SDM need to submit generating syllabus versions to be posted for SIUE students. Could you reply as Dean of SDM Students to Dr. Wai. Thank you, Jeff

Response from the Library and Information Services

Del Rio, Jacob

To: Cheah, Wai

Thu 2/6/2025 10:43 AM

Good morning, Dr. Cheah--

Apologies for the delayed response. I have two colleagues in Library & Information Services whose work intersects with a possible syllabus resolution. Our Digital Archivist, Marcella Lees, has expressed willingness to collect and store previously used syllabi in the University Archives. That wouldn't quite meet the demand for advance syllabi with future schedules. Our OER Librarian, Joe Kohlburn, has been working with Dr. Ibroscheva and others on collecting and coding syllabi for the HLC accreditation. Professors Lees and Kohlburn have worked together to move our digital archives to a new product called Preservica, where the HLC syllabi will be kept. This work seems like it could streamline into a future syllabi bank solution.

We do have faculty in Library & Information Services that teach in CODES, Honors, and FST. These faculty members seem to agree that it would not be feasible to provide a full schedule very far in advance. Also, any schedule provided in advance would not offer what the resolution seems to call for: predictability and protection from surprise. An advance schedule will not be binding, and changes will need to be made after students have registered.

Warmest regards,

Jacob Del Rio
jdelrio@siue.edu
Electronic Resources Librarian
Southern Illinois University Edwardsville
(618)650-5244

Response from the School of Business (SOB)

School of Business

Feedback Regarding Faculty Senate Resolution Regarding Syllabi Bank

The School of Business does not object to the idea of creating a syllabi bank in response to the syllabi bank resolution from SIUE Student Government. However, the School of Business is concerned about the additional time and resources that would be needed to maintain the syllabi bank. Committing resources to this endeavor should also be weighed against the very minimal benefits of such a resource.

If a syllabi bank is to be created/maintained, the School of Business recommends that the syllabi bank:

- Be maintained centrally by the University.
- Syllabi stored in the bank will be from the prior year.
- A disclaimer should be provided stating that syllabi change and there is no guarantee that a syllabus contained in the bank will represent the current/future course.
- For courses with multiple sections a representative syllabus will be stored in the bank.
- Some faculty view the syllabus as intellectual property. Providing a syllabus to the bank should be optional.

Received from Senator Mary Macharia on February 6, 2025.

Response from the School of Nursing (SON)

Baecht, Leah

To: Cheah, Wai; Liesveld, Judy; Luebbert, Rebecca; Ampadu, Jerrica; Compton-McBride, Sheri; Griffin, Valerie; Andrews, Angela

Wed 2/19/2025 1:58 PM

Dr. Cheah,

I concur with the SDM's response to the student government's request for course syllabi.
The nature of the professional programs within the SON provides program-specific progression plans, and due to the set curriculum, a syllabi bank is not necessary or needed by the students. While the School of Nursing has multiple pathway options for the undergraduate and graduate students to choose from, all of the degree requirements follow a specific curriculum with small variations stemming from non-nursing coursework, i.e., philosophy).

The Nurse Anesthesia Educational Program curriculum is full-time and set for all three program years. I can provide access to the syllabi if necessary, but the students do not choose which courses they are required to take.

Please let me know if any additional information is needed. I have copied our Dean and Department chairs on this email if she needs to respond.

The SIUE School of Nursing offers dynamic undergraduate and graduate study programs.

Best Regards,

Leah M. Baecht, DNP, CRNA, APRN

Program Director, Department Chair, & Assistant Professor

Department of Nurse Anesthesiology within the School of Nursing

Response from the School of Pharmacy (SOP)

From: Maynard, Cassandra <cmaynar@siue.edu>
Sent: Thursday, February 27, 2025 10:40 AM
To: Cheah, Wai <wcheah@siue.edu>
Subject: Re: Update about Student Government Resolution

Wai,

My apologies, I kept forgetting to send you the update. We had our faculty meeting last week which included the Dean, our faculty are in agreement that we do not see this process as necessary. We already have a process where all syllabi are submitted to the Assistant Dean of Academic Affairs prior to the start of the semester. Students may view these if interested, however similar to the other professional programs more than 90% of our curriculum is established with only one course option available. I have attached a more formal statement.

Cassandra Maynard, PharmD, BCPS

Clinical Associate Professor - Pharmacy Practice

Re: Faculty Senate Resolution Regarding Syllabi Bank

The School of Pharmacy does not deem a syllabi bank necessary. Due to the nature of the professional program, a significant portion of the curriculum is required with no alternative offered. Additionally, while elective courses are offered to students during their third professional year, this course selection may also be required if students have chosen to complete a specialization degree (i.e. even ‘electives’ may not be optional). The Office of Academic Affairs at the School of Pharmacy currently collects syllabi for all courses offered within the School of Pharmacy prior to the start of the semester. If, at any time, students are interested in this material they may reach out to the professor of record and/or the Assistant Dean for the Office of Academic Affairs.

Response from the School of Education, Health, and Human Behavior (SEHHB)

From the SEHHB Dean

I agree that students should have access to historical course syllabi—this is nothing groundbreaking. The great thing is that everyone seems to be on the same page. I also want to fully support efforts to provide students with the best and most up-to-date versions, as this can only aid in their decision-making and course preparation. I'm grateful for the collaborative effort among faculty and students that has helped move this project forward.

I fully understand that faculty may not always be able to share the most current syllabi before the semester begins due to last-minute changes and the time required for preparation. That has certainly been my experience over the past 25 years of teaching. That said, it's clear that everyone recognizes the importance of this initiative and, more importantly, has worked hard to make it happen. Collaboration is always the best path forward.

Department of Psychology

The Department of Psychology supports the Student Government resolution to create a Syllabus Bank:

- we will continue our long-held practice of posting course syllabi for the current semester on our department's website
- as the class schedule for upcoming terms becomes available on Cougarnet, our department will provide a recent syllabus – one from the previous year – for each undergraduate class scheduled to be taught in coming semester(s)
    - for classes with multiple sections scheduled to be taught by the same or different faculty, one representative syllabus will be provided
    - for classes scheduled to be taught in both our traditional "on-ground" program (i.e., 16-week courses) and those scheduled to be taught in our OLDC program (i.e., 8-week courses), a syllabus representing each course format will be provided
- we support the idea of syllabi in the Syllabus Bank including a proviso indicating that the provided syllabus is only a sample and may not wholly reflect the syllabus ultimately used in the course
- syllabi included in the Syllabus Bank will be collected by a faculty member as assigned by the Chair

Department of Exercise, Sport, and Nutrition Sciences

The Department of Exercise, Sport, and Nutrition Sciences supports the Student Government resolution to create a Syllabus Bank.

1. As a department we will make every best effort to provide class syllabus for upcoming terms, with a syllabus from the most recent term (i.e., previous year) for each undergraduate and graduate class scheduled in CougarNet. It is the expectation that all full-time NTT-instructors and TT-faculty will provide either the department chairperson

or office support staff their syllabi. The department chairperson or office support staff will be responsible for submitting syllabi to the Syllabus Bank.

2. A syllabus shared with the Syllabus Bank will reflect only a sample of previous academic terms and does not reflect the syllabus ultimately used in the course.
3. For classes with multiple sections scheduled to be taught by the same or different faculty, one representative syllabus will be provided to the Syllabus Bank.
4. For classes offered in different delivery formats (i.e., traditional, blended or online) and term duration (i.e., 16-, 8-, 5- or 3-week terms), a syllabus representing each course delivery format and/or term duration will be provided to the Syllabus Bank.
5. For KIN activity courses taught by graduate teaching assistants (TAs) a standardized syllabus for these classes will be shared with the Syllabus Bank.
6. For classes taught by part-time lecturers, the program director or department chairperson will provide a most recent syllabi used for the course if the lecturers are unable.

Department of Educational Leadership

The Educational Leadership Department did not come to a unified decision. Faculty were split among two groups:

1. Hesitant/Concerned About
    a. the current climate and what that means for faculty teaching content deemed "controversial"
    b. academic freedom and the desire to be responsive to student needs or current events (which would potentially mean changing the syllabus content)
    c. surveillance and normalizing some of the problematic logics that have been present in higher education
2. Understanding/Supportive of Students
    a. students also have academic freedom and syllabus bank would help students make academic decisions
    b. syllabus bank would provide students early access to course information and allow students to make course choices according to workload, in light of other responsibilities in their daily lives

Suggestions from the faculty:

1. Decrease specificity in syllabi – give something to indicate workload level, without providing detailed readings, assignments, etc.
2. If a syllabus bank is implemented, include a statement in all syllabi about content being subject to change.
3. Perhaps have a syllabus outline bank, rather than a syllabus bank.

Department of Public Health and Speech-Language Pathology & Audiology

The Department of Public Health and Speech-Language Pathology & Audiology supports the Student Government Resolution regarding a Syllabus Bank.

1. The Department has been regularly collecting syllabi from all faculty including TTs, NTTs, Visiting Assistant Professors, and Lecturers, and will continue to do so.
2. Past syllabi are available upon request at any time, however, the most recent ones are normally available after the first month of each semester.
3. Please contact our Office Manager, Lindy McMillan, limcmil@siue.edu and cc the Department Chair, Dr. Huaibo Xin, hxin@siue.edu when requesting syllabi.

Department of Teaching and Learning

This document reflects how the Department of Teaching and Learning will respond to the recent Student Government resolution.

- In accordance with the Illinois State Board of Education, and our accrediting body CAEP, and departmental practice, we will continue to capture course syllabi of department courses.
- Our department will provide an abbreviated recent syllabus – one of the previous offerings– for each undergraduate class scheduled to be taught in coming semester(s)
    - for classes with multiple sections scheduled to be taught by the same or different faculty, one representative syllabus will be provided
    - for classes scheduled to be taught in both our traditional "on-ground" program (i.e., 16-week courses) and those scheduled to be taught in our OLDC program (i.e., 8-week courses), a syllabus representing each course format will be provided.
- We support the idea of syllabi in the Syllabus Bank including a provision indicating that the provided syllabus is only a sample and may not wholly reflect the syllabus ultimately used in the course

Received from Senator Dan Segrist on March 5, 2025.

Response from the School of Engineering (SOE)

M McKenney

To: Cheah, Wai

Tue 3/18/2025 2:12 PM

Hi Wai,

I have contacted the departments in the SoE and heard back from most. At this point, there looks like a consensus around the following statement:

The Departments of the School of Engineering support the proposed syllabi bank and suggest:

1) There is clear messaging for students using the bank that the syllabi are not final and are subject to change.

2) Syllabi will be provided at the start of a semester, so the bank will have the previous semester's syllabi at the time of class registration.

Let me know if you need anything else

--Mark

Response from the College of Arts and Sciences (CAS)

Leonard, Kevin

To: Cheah, Wai

Cc: McCracken, Vance; Brooks, Tisha

Fri 3/28/2025 8:00 AM

Dear Dr. Cheah,

The Chairs and Directors' Council of the College of Arts and Sciences has discussed the resolution from Student Government requesting the creation of a syllabus bank. There was a general consensus among the members of the Chairs and Directors' Council that a syllabus bank could be a useful resource for students. Some members of the Council expressed a desire to limit access to syllabi to current or former SIUE students, and others noted that students will need to be informed that the syllabi in any bank would be for previous semesters. I think it is clear that there is general support for the creation and maintenance of a syllabus bank in the College of Arts and Sciences.

Please do not hesitate to contact me if you would like further information regarding consideration of this proposal in the College of Arts and Sciences.

Sincerely,

Kevin

Kevin Leonard

Dean and Professor

Pronouns: he, him, his

keleona@siue.edu

618-650-5047

College of Arts and Sciences

Campus Box 1608

Edwardsville, IL 62026-1608

GR2425-07
GC 2/20/2025
ERP 2/13/2025

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

Guidelines for Course Categories, Class Scheduling and Publications - 1C1

Class Scheduling

The Office of the Registrar is charged with assembling class schedule requests from the various academic units. From these inputs, a master schedule of classes is structured and published each term. The Registrar has the responsibility for assuring conformance to the guidelines established by the Provost in consultation with the Academic Affairs Council. In exercising the responsibility, the Registrar works with the appropriate academic dean or designee. Guidelines that apply to the preparation and maintenance of the master schedule follow.

Class Offerings

Within any existing University and school guidelines, each department proposes (a) the classes to be offered for a given term, (b) the number of sections of each, and (c) the enrollment capacity of each section. The determination is made upon anticipated student need and available teaching faculty. Student need is gauged by past enrollment patterns and future enrollment estimates as modified by any recent curricular changes. Final schedules (classes, number of sections, section size, and location/time) are approved by the respective academic dean or designee.

Each of the types of General Education courses should be offered in the evening and/or online at least one time per academic year in order to permit orderly progress of students. Compliance shall be monitored by the Provost.
Courses should be scheduled using one of the following formats:

1. Face-to-Face - Classes meet in-person or through video conferencing between sites. Online technologies may be utilized to supplement the face-to-face format. Online supplements would not exceed 29% of the overall class. These classes, with the exception of non-traditional instructional methods, will be assigned classroom space for every class session.
2. Blended - Blended classes will be scheduled to combine face-to-face and online formats. These classes will be scheduled to include an online component from 30-99%, in which the online component substitutes for a portion of the face-to-face meetings. These classes need to be assigned classroom space for the in-person portion of the class (up to 70% of overall class).
3. Online - 100% of the class takes place online either synchronously or asynchronously. Online classes shall not require face-to-face/in-person meeting times; therefore, these classes will not be assigned classroom space.

New courses or modifications in existing courses may be implemented pursuant to Policy 1Q8.

Space Assignment

Each academic year, general classroom space will be preassigned by the designated representative of the Provost and Vice Chancellor to each academic unit for use in planning and preparing that unit's class schedules, in addition to department managed classroom space. Units may schedule as they deem appropriate within the limits of the preassigned space and department managed classroom space, in conformance with other scheduling guidelines herein published. Continuous review of the preassignment awards will be made by the Provost's representative, and adjustments in allocation will occur as warranted.

In order to efficiently assign space and maximize the use of University resources, space will be assigned as follows:

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

1. Face-to-Face - Classroom space must be assigned by the final proofing phase of the class schedule. When space is not readily identified, the class will be placed on reserve until changes can be evaluated.
2. Blended - Classroom space should be assigned during the final proofing stage of the class schedule. When this is not possible, meeting time and space assignments for blended classes may be provided to the Office of the Registrar no later than four weeks prior to the opening of registration for the term. Space will not be held or assigned until meeting requirements are provided.
3. Online - Classroom space will not be assigned. Asynchronous course activities are typical for online courses. If synchronous online meetings or activities are required, meeting time requirements must be provided to the Office of the Registrar no later than four weeks prior to the opening of registration. All synchronous meetings or activities must occur online and cannot be scheduled on campus.

Classrooms are assigned, with following priority: anticipated enrollment, accessibility needs of instructors, technology and physical classroom requirements, back to back courses, instructor preferences, and proximity to department. Classroom assignments are made to meet the classroom needs of instructors and departments, whenever possible.

Units of Instruction and Class Hour Requirements

A class hour is used as a unit of instruction to quantify student learning and is defined as a period of 50 minutes. For scheduling purposes, a class hour is composed of 50 minutes of instructional time and a 10-minute break. Courses may meet class hour requirements in one of three ways, depending on schedule type:

1. Seat-Time-Based Approach: A credit hour is typically related to seat time, as a minimum of three class work hours (50 minutes of classroom instruction and an additional two hours [1] of out-of-class student work) each week during a 15-week semester. Using a seat-time approach, one credit of instruction should be approximated by 37.5 hours of combined direct instruction and student work per semester. This is typical in courses with lecture and seminar schedule types.
2. Alternative Approach: If a traditional, seat-time-based approach to instruction is not the principal mode of learning for an academic experience (e.g., laboratory courses, internships, studio work, thesis, readings, individualized learning, practicum), the student time required to complete the course should reasonably approximate 37.5 hours of student work per credit.
3. Outcomes-Based Approach: Credit may also be awarded for an amount of learning "equivalent" to learning in a seat-time-based course as documented by intended learning outcomes and verified by assessment of student achievement.

Exceptions to standard seats times (i.e. requiring more seat time or not enough seat time to meet the standard) must be approved by the Provost or the designated representative of the Provost. When there is no equivalent seat-time-based course for comparison, the equivalent effort required for the proposed number of credits must be established by the instructor when the new competency-based course is proposed. The equivalency will be reviewed and must be affirmed by the Curriculum Council or Graduate Council before the course is approved.

Scheduling Patterns

Classes may be scheduled within the time frames approved by the Provost. Schools of Dental Medicine, Nursing, and Pharmacy are responsible for scheduling class meetings that fulfill Federal Compliance Guidelines and may follow different class scheduling requirements. Exceptions to the standard time frames

must be approved by the Provost or the designated representative of the Provost. Scheduling courses "on grid" throughout the day allows the university to maximize classroom availability and provides greater scheduling options for students.

1. During the standard academic year, weekday class schedules will commence at 8 a.m. Evening classes should be scheduled to take into account the interests of the student populations that most typically enroll in those courses. Evening classes may begin on the half hour beginning at 5:00 p.m. and should conclude by 11:00 p.m.
2. The traditional, seat-time-based or most typical class will be the three-hour class. It will meet either in three weekly sessions of 50 minutes each on Monday, Wednesday and Friday (no other combination of 50 minute sessions is acceptable); in two weekly sessions of 75 minutes each; or in one weekly session of 170 minutes (includes two 10-minute breaks). The twice-weekly, 75 minute session format may meet in either morning or afternoon Tuesday-Thursday, or on Monday-Wednesday, Wednesday-Friday, or Monday-Friday after 12 p.m. Three-hour courses may meet in a 75 minute format on Monday and/or Wednesday and/or Friday before 12 p.m. only with prior approval of the Provost. All classes should commence according to the published scheduling grid. The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.
3. The following chart represents the most typical meeting patterns for three credit hour classes offered in traditional fall and spring terms:

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	45	50	2250	37.5
TR	30	75	2250	37.5
One	15	170*	2250	37.5

*includes two 10-minute breaks

4. To maximize classroom availability and provide greater scheduling options for students, 30% of each department's in-person courses should begin outside of primetime hours (10:00 am to 2:00 pm). Additionally, no more than 60% of each department's in-person courses should be scheduled on Tuesdays and/or Thursdays. Exceptions may be granted by the Provost or his/her designee.
5. Laboratory format courses, and lecture format courses other than those carrying three hours credit, can meet vertically in blocks of several class-hour segments either three times weekly, twice weekly or once weekly. If three times weekly, the classes should meet on Monday, Wednesday and Friday. If twice weekly, they should meet either in a Tuesday-Thursday sequence, or in some variation of Monday-Wednesday-Friday sequence (MW, WF, MF). The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.
6. With the approval of the Office of the Provost and Vice Chancellor, courses can meet in any special format which is pedagogically sound at the prescribed rate of 750 minutes of class instruction per credit-hour per term. This applies to any term, not merely summer, and to any scheduling category (i.e., weekday, evening and synchronous online). The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.

Course Categories

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

Typical courses do not share pedagogical resources, such as space, meeting time, and instructors. When resources are shared, with the exception of activity or studio courses, authorization must be obtained from the Provost or the Provost's designee. The following categories of courses will be used based on the degree to which resources are shared.

- Cross-listed courses: These courses are offered by two or more teaching units (with different prefixes and sometimes different numbers). The course title and content are the same and instruction is given simultaneously. These courses are at the same level and are identical in every way. Every offered section of the course is the same, regardless of the department prefix under which it is offered. The courses are interchangeable for degree requirements and cannot be repeated under different prefixes for additional credit.
- Shared-space courses: These courses are unique with different pedagogies and learning goals that meet in the same time and place to share resources. These courses can be at different levels (e.g., 400 and 500). If so, they are distinct courses taught at different levels appropriate to the higher or lower course number. If one of these courses is at the graduate level and an instructor is shared, then the instructor must have graduate faculty status. Generally, these are studio courses.
- Cross-taught courses: These 400- and 500-level courses are taught simultaneously - i.e., at the same time and by the same instructor. The 500-level course in these pairs must be differentiated from the 400-level course in terms of learning goals, pedagogy, and evaluation. In addition, for at least 33% of the meeting time (face-to-face and/or online) students at the 500-level must be engaged in activities that are substantially different and separate from the 400-level activities and meet the level requirements expected for a 500-level course. Because the primary reason for this category is to provide expanded curricular options to graduate students in programs under considerable resource or enrollment constraints, approval for these courses will be temporary, with a maximum of 3 years, and approval will be contingent on a plan for the program to address the underlying enrollment or resource issue. Cross-taught courses additionally require approval from the Dean of the Graduate School.
- 400-level courses available for graduate credit: Students may earn graduate credit only in 400-level courses that have been approved for graduate credit. These courses must contain additional requirements for graduate credit that are explicitly stated in the syllabi, and graduate students must be evaluated at a higher standard than undergraduate students taking that same 400-level course. The Graduate School can be contacted for graduate differentiation examples and best practices.

Condensed Format Courses

Condensed format classes may be scheduled as follows:

- During fall and spring semesters, courses may be offered on an 8-week format and must coincide with either the first 8-weeks or last 8-weeks (including final exam week) of the semester. Traditional courses scheduled in condensed parts of terms will meet longer to meet instructional minutes.
- During summer term, courses may be offered on a 10-week, 8-week, 7-week, 5-week, 4-week, or 3-week (in May) format. A 5-week class must coincide with either the first 5 weeks or last 5 weeks of the semester. A 8-week class must conform to published part of term dates. Traditional courses meeting in condensed parts of terms will meet longer to meet instructional minutes.
- The minimum amount of time for a condensed format course is 3 weeks. This 3-week option can be offered during the break between spring semester and summer term (May Session) and is only available for 1-, 2- or 3-credit hour courses. Additionally, the 3-week option can be offered during the break between fall and spring (Winter Session). Only online asynchronous classes may be offered in Winter Session.

Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

Missed Class Meetings

If a scheduled class meeting is missed for any reason (e.g., legal holiday, instructor illness, travel, or weather closures), students will be assigned alternative activities designed to meet the mandated time required and enhance the learning process. Example activities include, but are not limited to, recorded lecture, discussion, virtual meeting, guest speaker, proctored exam/quiz, individual or team activity, and additional asynchronous online class meeting (), as determined to be appropriate by the department or program. The department or program is responsible for documenting the alternative activities in lieu of seat time, such that documentation is accessible for auditors and evaluators.

Schedule Changes

After the University schedule of classes for a given term has been published, changes in existing sections should be minimal. From the time the schedule is published until the end of the term, any desired change to the scheduled elements of existing sections, as well as added or canceled sections, must be reported by the department on forms provided for that purpose, signed by an academic dean or designee, and sent to the Academic Scheduling in the Registrar's Office for processing. No other action in changing the schedule can be accepted by the Academic Scheduling. Traditional courses will not be added or changed, or cancelled if enrollment exists, after the start of a term, or condensed parts of term.

Minimum Enrollment

The "5-10-15" rule, or appropriate collective bargaining agreement, is applicable in determining low-enrolled courses. This rule requires that, in order to be held, a 500-level course must have a minimum enrollment of 5, a 300 or 400-level course must have a minimum of 10, and a 100 or 200-level course must have a minimum of 15. However, at the discretion of an academic dean, this requirement may be waived. A report of such waivers shall be submitted annually to the Provost by each Dean.

Summer Term Scheduling

Certain special scheduling criteria may be approved by the Provost to apply to the summer term.

[1]It is recognized that not all students work at the same pace. This value represents the minimum time that the instructor expects the typical student will require in order to complete the assigned learning activities and accomplish the intended learning outcomes for the course. [return to referring text within the policy]

Approved by Provost effective 5/11/21
This policy was issued on May 11, 2021, replacing the June 29, 2016 version.
Document Reference: 1C1
Origin: PRAM 76; OP 8/27/91; CC 35-91/92; CC 12-96/97; PVC 4/1/14; CC#25-15/16 and GR 14/15-22; CC#45-15/16 and GR15/16-14; GR 20/21-08

GR2425-07
GC 2/20/2025
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Regular review of policy. Feedback sought from Registrar's Office and Faculty Senate Curriculum Council.

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Class Scheduling

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Class Offerings

Within any existing University and school guidelines, each department proposes (a) the classes to be offered for a given term, (b) the number of sections of each, and (c) the enrollment capacity of each section. The determination is made upon anticipated student need and available teaching faculty. Student need is gauged by past enrollment patterns and future enrollment estimates as modified by any recent curricular changes. Final schedules (classes, number of sections, section size, and location/time) are approved by the respective academic dean or designee.

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Courses should be scheduled using one of the following formats:

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1. During the standard academic year, weekday class schedules will commence at 8 a.m. Evening classes should be scheduled to take into account the interests of the student populations that most typically enroll in those courses. Evening classes may begin on the half hour beginning at 5:00 p.m. and should conclude by 11:00 p.m.
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scheduling category (i.e., weekday, evening and synchronous online). The parameters outlined in the section "Missed Class Sessions" apply for all courses offered in this format.

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Typical courses do not share pedagogical resources, such as space, meeting time, and instructors. When resources are shared, with the exception of activity or studio courses, authorization must be obtained from the Provost or the Provost's designee. The following categories of courses will be used based on the degree to which resources are shared.

- Cross-listed courses: These courses are offered by two or more teaching units (with different prefixes and sometimes different numbers). The course title and content are the same and instruction is given simultaneously. These courses are at the same level and are identical in every way. Every offered section of the course is the same, regardless of the department prefix under which it is offered. The courses are interchangeable for degree requirements and cannot be repeated under different prefixes for additional credit.
- Shared-space courses: These courses are unique with different pedagogies and learning goals that meet in the same time and place to share resources. These courses can be at different levels (e.g., 400 and 500). If so, they are distinct courses taught at different levels appropriate to the higher or lower course number. If one of these courses is at the graduate level and an instructor is shared, then the instructor must have graduate faculty status. Generally, these are studio courses.
- Cross-taught courses: These 400- and 500-level courses are taught simultaneously - i.e., at the same time and by the same instructor. The 500-level course in these pairs must be differentiated from the 400-level course in terms of learning goals, pedagogy, and evaluation. In addition, for at least 33% of the meeting time (face-to-face and/or online) students at the 500-level must be engaged in activities that are substantially different and separate from the 400-level activities and meet the level requirements expected for a 500-level course. Because the primary reason for this category is to provide expanded curricular options to graduate students in programs under considerable resource or enrollment constraints, approval for these courses will be temporary, with a maximum of 3 years, and approval will be contingent on a plan for the program to address the underlying enrollment or resource issue. Cross-taught courses additionally require approval from the Dean of the Graduate School.
- 400-level courses available for graduate credit: Students may earn graduate credit only in 400-level courses that have been approved for graduate credit. These courses must contain additional requirements for graduate credit that are explicitly stated in the syllabi, and graduate students must be evaluated at a higher standard than undergraduate students taking that same 400-level course. The Graduate School can be contacted for graduate differentiation examples and best practices.

Condensed Format Courses

Condensed format classes may be scheduled as follows:

- During fall and spring semesters, courses may be offered on an 8-week format and must coincide with either the first 8-weeks or last 8-weeks (including final exam week) of the semester. Traditional courses scheduled in condensed parts of terms will meet longer to meet instructional minutes.
- During summer term, courses may be offered on a 10-week, 8-week, 7-week, 5-week, 4-week, or 3-week (in May) format. A 5-week class must coincide with either the first 5 weeks or last 5 weeks of the semester. A 8-week class must conform to published part of term dates. Traditional courses meeting in condensed parts of terms will meet longer to meet instructional minutes.
- The minimum amount of time for a condensed format course is 3 weeks. This 3-week option can be offered during the break between spring semester and summer term (May Session) and is only available for 1-, 2- or 3-credit hour courses. Additionally, the 3-week option can be offered during

the break between fall and spring (Winter Session). Only online asynchronous classes may be offered in Winter Session.

Missed Class Meetings

If a scheduled class meeting is missed for any reason (e.g., legal holiday, instructor illness, travel, or weather closures), students will be assigned alternative activities designed to meet the mandated time required and enhance the learning process. Example activities include, but are not limited to, recorded lecture, discussion, virtual meeting, guest speaker, proctored exam/quiz, individual or team activity, and additional asynchronous online class meeting (), as determined to be appropriate by the department or program. The department or program is responsible for documenting the alternative activities in lieu of seat time, such that documentation is accessible for auditors and evaluators.

Schedule Changes

After the University schedule of classes for a given term has been published, changes in existing sections should be minimal. From the time the schedule is published until the end of the term, any desired change to the scheduled elements of existing sections, as well as added or canceled sections, must be reported by the department on forms provided for that purpose, signed by an academic dean or designee, and sent to the Academic Scheduling in the Registrar's Office for processing. No other action in changing the schedule can be accepted by the Academic Scheduling. Traditional courses will not be added or changed, or cancelled if enrollment exists, after the start of a term, or condensed parts of term.

Minimum Enrollment

The "5-10-15" rule, or appropriate collective bargaining agreement, is applicable in determining low-enrolled courses. This rule requires that, in order to be held, a 500-level course must have a minimum enrollment of 5, a 300 or 400-level course must have a minimum of 10, and a 100 or 200-level course must have a minimum of 15. However, at the discretion of an academic dean, this requirement may be waived. A report of such waivers shall be submitted annually to the Provost by each Dean.

Summer Term Scheduling

Certain special scheduling criteria may be approved by the Provost to apply to the summer term.

[1]It is recognized that not all students work at the same pace. This value represents the minimum time that the instructor expects the typical student will require in order to complete the assigned learning activities and accomplish the intended learning outcomes for the course. [return to referring text within the policy]

Approved by Provost effective 5/11/21
This policy was issued on May 11, 2021, replacing the June 29, 2016 version.
Document Reference: 1C1
Origin: PRAM 76; OP 8/27/91; CC 35-91/92; CC 12-96/97; PVC 4/1/14; CC#25-15/16 and GR 14/15-22; CC#45-15/16 and GR15/16-14; GR 20/21-08

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General Education Program - 1H1

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

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

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

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

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

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

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

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

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

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

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

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

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

  Interdisciplinary Studies: All students are required to take one (1) minimum 3-credit hour course that carries the Interdisciplinary Studies designation to foster awareness of the interrelationships among branches of human knowledge;

- Experiences:

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

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

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

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

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

Diversity of Knowledge:

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

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

C. Course Requirements for the General Education Program

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

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

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

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

D. Additional Provisions and Conditions

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

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

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

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SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

TO: Marcus Agustin, Faculty Senate President
FROM: Amy Winn, Curriculum Council Chair
DATE: March 27, 2025
SUBJECT: Physics program elimination proposal

Dr. Agustin,

The Undergraduate Curriculum Council of Faculty Senate has discussed the proposed elimination of the Department of Physics and discontinuation of the Physics major and minor. The Council has serious reservations about the proposal and would like to offer the following thoughts and concerns that can be categorized as (1) curricular and workload concerns that would result from the elimination of the department and (2) a lack of context regarding the data provided in the administration's proposal.

Curricular and logistic concerns:

- There is concern that elimination of the physics program will negatively affect the quality of instruction in the introductory physics courses, which are core requirements for other programs. The potential impact of this to the future accreditation/certification of other degrees such as Chemistry and Engineering is not addressed. We have significant concerns about the university's ability to recruit qualified faculty/instructors to continue teaching these courses after the teach-out period. The proposal states that beyond reducing the number of full-time positions from ten to five, "Additional savings would accrue when senior faculty members retire or leave the university, either during the teach-out period or after the teach-out period ends. Instruction in critical physics courses can be offered by full-time instructors rather than by tenured faculty, which would result in additional efficiencies." Due to CBA guidelines on reduction in force, we would be eliminating our current, experienced instructors and then eventually having to find new ones to replace them. Given that it is already difficult to find instructors because community colleges on both sides of the river have guaranteed salaries higher than what SIUE pays ours, recruitment of new instructors could prove difficult. Also, any instructor qualified to teach at SIU-E would have the opportunity to easily obtain Illinois teacher certification to teach sciences at the secondary level (again, a higher paid position).
- The cost savings of combining physics with chemistry are not as clear as the report indicates, because the potential added burden on Chemistry has not been addressed. If additional resources end up being allocated to Chemistry (for example, to maintain labs), these costs may offset a significant portion of the savings. It would be prudent to carefully consider any possible expenses to Chemistry in any cost-savings analysis.
- The proposal does not address the need for teaching assistants for the 100-level classes. Current Teaching Assistants are recruited from those pursuing bachelor's degrees in physics. These TAs provide the one-on-one assistance needed in the 100-level laboratory sessions, supplemental instruction during required problem sessions, tutoring services, and assistance in grading. The functional duties of the student teaching assistants will need to be addressed if the major/minor in physics is eliminated.
- Even though there are few physics majors, losing them is still a drop in overall enrollment at a time when every student counts. Students who would have been physics majors will go elsewhere instead, and this will compound if other programs are marked for elimination. In addition, potential STEM majors, seeing

that SIU-E does not have a broad array of technical support majors, may decide to go elsewhere; again, losing quality students at the beginning of the student's decision process.

Context regarding information in the elimination proposal:

- The Curriculum Council highlights the 2020 Illinois Board of Higher Education (IBHE) Annual Report on New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities (110 ILCS 205/7) Dated December 2020 (Appendix I), which states "Without a major, the core competency of the department would be jeopardized. The Physics Department is central to the Mission of the University and essential for the success of many other programs including Engineering." It goes on to say that "68% of bachelor's only granting physics departments graduate 5 or fewer students per year." This document from the IBHE is referenced in the Dean's Proposal to Discontinue . . . and eliminate the Department of Physics (undated) and the Dean's proposal implies that the IBHE document justifies the proposed action even though we believe this is not the case from the IBHE report.
- The most recent Annual Report of New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities (December 31, 2024), addresses no issues with the Physics Program at SIU-Edwardsville. In this 2024 document, in a table that includes the Physics BS program at SIU-Carbondale and at Western Illinois University, it states "a slight increase (5%-10%) in graduates in the State is recommended to fulfill workforce needs." Below is a Table from this latest report showing the number of Physics students in their programs.

	Enrollments				Completions			
Physics, General CIP Code 40.0801	Fall 2019	Fall 2020	Fall 2021	Fall 2022	AY 19-20	AY 20-21	AY 21-22	AY 22-23
Southern Illinois University Carbondale	24	16	12	14	7	3	4	3
Western Illinois University	17	14	12	13	3	5	3	1

- The Physics Program is producing net revenue even with the relatively small numbers of majors. This is highlighted in the Program Prioritization Measures spreadsheet provided with the Dean's Proposal to eliminate the department.
- Comparing the number of graduates with Physics degrees at SIUE compared to other academic programs is an inappropriate comparison. Even looking at the percentage of overall graduates is inappropriate. We should be looking at the number of degrees granted at each comparable institution for a true representation of the numbers. As shown in the below table, only two Public Illinois Institutions have a significant number of graduates in Physics greater than SIU-E.

	Fall Enrollment					Graduates with Bachelor's in Physics				
	2019	2020	2021	2022	2023	2020	2021	2022	2023	2024
Chicago State University	2040	1682	1501	1284	1420	5	3	3	1	4
Eastern Illinois University	4600	4734	4660	4620	4405	4	6	2	5	4
Governors State University	3152	2990	2691	2588	2505	n/a	n/a	n/a	n/a	n/a
Illinois State University	18199	17955	17632	18019	18414	19	15	16	23	15

Northeastern Illinois University	5626	5170	4547	4062	3865	2	3	4	0	2
Northern Illinois University	12097	12214	11789	11386	11250	5	2	10	5	8
Southern Illinois University Carbondale	8232	7859	7687	7606	7782	7	3	4	3	2
Southern Illinois University Edwardsville	10339	9892	9903	9283	8836	3	1	3	4	2
University of Illinois Chicago	21311	21702	22011	21567	21802	8	8	8	11	9
University of Illinois Springfield	2613	2580	2441	2348	2292	n/a	n/a	n/a	n/a	n/a
University of Illinois Urbana/Champaign	33080	33001	33889	34031	34623	68	63	47	60	34
Western Illinois University	5785	5757	5253	5186	4928	3	5	3	1	6

- In the Curriculum Council meeting on 20 March, the Physics department addressed a concern that their proposed program coordination with four community colleges had stagnated. They stated that the SIUE Transfer Center has the responsibility to communicate with the deans of these colleges for approvals and that this did not occur. We recommend that this interaction with the local Community Colleges be resumed.

Recommended options to modify the proposal:

- Create a merged "Department of Physics and Chemistry" but keep the physics major and minor – This would still achieve some cost savings regarding office staff and chair salary, but allow students interested in physics to pursue a degree here.
- A plan could be implemented by the physics department to publicize and emphasize the benefits of a minor in physics to encourage more STEM majors to pursue this area of study. This can also include the potential for education department certification to teach science at the secondary school level.
- We recommend exploring the School of Engineering as a potential future home for Physics. This is often the arrangement at other universities.

The Curriculum Council is deeply concerned with the Dean's proposal to eliminate the ability for students to obtain a physics major/minor at SIU-E based on limited potential cost savings. As mentioned in the IBHE reports on low producing programs referenced above, Physics majors/minors are a highly important cog in the technical programs offered at Illinois universities.

Sincerely,

Amy Winn

Dr. Amy Winn
Chair, Curriculum Council

IBHE-FAC report for the SIUE Faculty Senate meeting on 3 April 2025

The IBHE-FAC met on 21 March 2025, hosted by DeVry University in Lisle, with a limited Zoom option.

Paula Ure, DeVry Dean of Accreditation and Academic Quality, talked about "DVU Experiences with HLC and Programmatic Accreditation". DeVry serves 30,500 enrolled learners (in-person and online) with 18 physical locations across the United States. They have 160+ full-time faculty, 1,350 adjunct (practitioner) faculty, and an 88% persistence rate. DeVry's focus is on tech careers and rapidly changing fields – currently data science and cybersecurity are areas of growth, but they also focus on digital health, business, and technology areas. Their programs are designed to be stackable, with certificates, associates, bachelors, and graduate work. They are one of the few institutions in Illinois that offers associate and bachelor degrees. The poor reputation of proprietary institutions in general means they must strongly document and advocate during accreditation processes. In addition to academic accreditation such as from the Higher Learning Commission and ABET, they also pursue industrial recognitions and certifications, such as being designated a National Center of Academic Excellence in Cyber Defense by the National Security Agency.

Dr. Brian Niro, Assistant Dean of Teaching and Learning, DeVry University, talked about "Continued Success at the DeVry University Advantage Academy". This is a cooperative program with Chicago Public Schools (CPS) that enrolls students from across CPS to complete an associate degree (business or information networking) from DeVry while completing their high school diploma. They accept up to 100 students each cohort/year, and have 100% high school graduation rate and about 98% completion of the associate degree. Even if the associate degree does not directly align with future degree plans, they still get up to 60 transfer credits, and the program is free to the students beyond the usual CPS fee structure. The high school courses (many of which are honors or Advanced Placement level) are taught in the high school building by CPS teachers, and the dual credit courses are taught by DeVry faculty in the linked college building. They have all the components that CPS would typically have, including counselors who work with high school accommodations to apply for the college version. The Advantage Academy has some extracurricular components (such as clubs) and has agreements with area schools to allow students to participate in others (such as sports).

Shawn Schumacher, FAC Chair, presented a statement about bachelor degrees at community colleges at the IBHE meeting the preceding week. *Dan Hrozencik, FAC Vice-chair*, presented a public comment at the same IBHE meeting about the FAC librarian position. They reviewed upcoming meeting topics and guests. Shawn has again emailed the Illinois Deputy Governor about the faculty member seat on the IBHE that remains empty. Dan provided an update on the Coalition for Transforming Higher Education Funding; that group's next meeting is April 10th. Apparently amendments to the funding bills (SB 13 and HB 1581) will be proposed soon.

Jill Gebke, Assistant Director of Academic Affairs, IBHE, reported that the IBHE Chair's opening statement talked about education being under attack at the national level, and that Illinois will continue to focus on access for all and will continue to move forward with the Diversifying Future Faculty program. Jill also reported that there are a few more interdisciplinary

programs being proposed this year, such as physics or engineering with data science, and that 56 nursing fellowships were awarded this year.

Mike Phillips, FAC Legislative Liaison, said that as of meeting time the funding bills and the amendments to the Dual Credit Quality Act didn't make it out of committee, but that doesn't mean action won't happen, such as through the use of shell bills. The bill for baccalaureate degrees at community colleges has been amended to add more hoops, but it is still possible. HE also discussed planning for the legislative day that he organizes in May.

There was some general discussion about the possible impacts of reduction in indirect costs in federal grants.

Elise Awwad, President and CEO, DeVry University, had just returned from Washington D.C. and talked with the FAC about her impressions from conversations there. Some of the items that DeVry is watching closely: regulatory whiplash; political scrutiny and culture wars; demographic cliff and enrollment crunch; economic turbulence and operational pressures; and expansion of non-traditional learner options. DeVry's focus on lifelong learning, and interest from industry about "skills pack" opportunities, has led to the imminent launch of DeVryPro, which will support the provision of particular modules developed for cohorts. During Q&A, she indicated that DeVry is being deliberate in their response to concerns about DEI issues – seeking guidance from lawyers and revising some programs, but trying to do what is necessary rather than what might seem necessary. Also, DeVry would be concerned about some educational issues being returned to state control because of their presence in multiple states and the burden that could produce. The idea that this is a BANI world (Brittle Anxious, Non-linear, Incomprehensible) is replacing the VUCA (Volatile, Uncertain, Complex, Ambiguous) concept.

During the business meeting, minutes were approved. The Resolution on DEI from the *FAC Equity working group* was brought forward; after discussion, a private vote was called for, and the resolution was approved with some abstentions; it will be posted on the IBHE-FAC webpage and sent to the Board.

Working groups met briefly; caucuses did not meet due to time constraints. Some highlights from working group report-outs: reminders about the Prior Learning Assessment surveys; the AI/Tech group is focusing on the ADA compliance issue and there was some discussion about software that is being used to assist with accessibility; Mental Health is working on a survey; Dual Credit/Early College is working on a statement about quality concerns.

The next IBHE-FAC meeting will be April 25th at Joliet Junior College in Joliet.

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

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

FACULTY DEVELOPMENT COUNCIL
Report to Faculty Senate
04.03.25

Prepared by Christine Simmons, Chair FDC

I. Faculty Development Interest Survey

a. FDC and CFDI co-created the survey that was released on February 25th (SIUE Academic List Serv)- and closed Friday March 7th.
b. Responses are being analyzed to guide various workshops/book clubs/events at the CFDI next year. Thank you to those that completed the survey.

II. Excellence in Undergraduate Education (EUE) Award FY2026

a. Excellence in Undergraduate Education (EUE) awards for FY26 will have two priorities: inclusive teaching that bridge equity gaps and course redesign for SIUE Changemakers
b. Proposals were due on February 28th, 2025. Seven proposals were received.
c. Review of proposals by FDC was completed last week; recommendations have been provided to the Office of the Provost.

Governance Council Report

for

April 3, 2025

Debated and completed survey reports for the Chancellor and for the Provost – which were provided to each of them the next day.

-- Tim Kalinowski, Chair

Curriculum Council report 4/3/25

At the March meeting we:

- Discussed the physics program prioritization proposal – a special meeting was held on March 27 to finalize the memo submitted to full senate
- Conducted regular program review for the department of Mathematical Studies – we voted them in "good standing" with enrollment "sustainable at current levels"
- Acknowledged approval by the Undergraduate Programs Committee of a Form 91B ending the Manufacturing program in Industrial Engineering
- Reviewed changes to policy 1H1 regarding timing of RA 101 in the gen ed curriculum needed for the Changemakers initiative – the changes were approved and will be presented for first read at the April full senate meeting
- Reviewed changes to policy 1C1 on course scheduling to be brought to full senate for a first read at the April meeting. These were previously discussed by the council last fall but had a few changes after passing through graduate council.

Graduate Council Report 4/3/25

At the March 20, 2025 meeting:

- Provost Cobb visited to discuss Program Prioritization
- ERP reported that GR2425-08: Graduate Student Continuous Enrollment Policy, 1L6 was approved
- Programs Committee reported that the Committee had reviewed Mathematics and voted that the program needs intervention, is below capacity but is also in good standing

Welfare Council Report, March 2025

Welfare council met 3/20/2025.

The Welfare and Adjudication Council hosted Drs Laura Bernaix and Jerry Weinberg from the Emeritus College. The focus of the conversation was to learn about the Emeritus College and discuss potential changes regarding the Retired and Emeriti Faculty Policy. Revisions to which will be considered at the next meeting.

The next scheduled meeting is April 17, 2025 @ 2:30pm

President's Report to Faculty Senate
April 3, 2025

Meeting with Chancellor Minor

1. March 13, 2025
    - Academic Program Prioritization
        - Will not be rushed and will need to find the right balance.
        - Any issues with the process? Things need to proceed in a transparent manner.

Meeting with Provost Cobb

1. March 13, 2025
    - Discussed how the academic program prioritization will proceed; talked about academic program prioritization with a focus on the upcoming HLC Accreditation visit.

Other Faculty-Senate related activities

- Attended the open forum for the first academic program prioritization (Physics) on March 17, 2025.
    - CAS Dean presented proposed plan (teach out to students; will continue to offer Physics courses to students in other programs; move Physics faculty to Department of Chemistry).
    - Several individuals (faculty, alumnus, community members) gave their assessment of and concerns about the proposal.
- Attended HLC visit preparation on March 25, 2025.
- Attended and participated in three sessions during HLC Accreditation Visit (Open Forum on Budget and Planning (Criterion 5); Focused Session on Strategic Planning; Focused Session on Shared Governance).
- Received four additional academic program prioritization proposals; started to plan on how Curriculum Council will proceed with these four proposals.