

**FACULTY SENATE MEETING**  
**Mississippi/Illinois Room**  
**December 4, 2025 – 2:30pm**  
**APPROVED MINUTES**

The regular meeting of the Faculty Senate was called to order at 2:33 pm on Thursday, December 4, 2025 in MUC Mississippi/Illinois Room by President Wai Cheah.

**Present:** **President** Wai Cheah, **Past President** Marcus Agustin, **President-Elect** Susan Wiediger, Undrah Baasanjav, Leah Baecht\*, Olga Bezhanova, Igor Crk, Jacob Del Rio, Stephen Duda, Carole Frick, Isabel Gay\*, Ruban Gomez, Jennifer Hooksfra\*, Mary Kaemmerer, Tim Kalinowski, Sungho Kim, Marie Klopfenstein, Julie Zimmermann (Susan Kooiman), Erik Krag, Tianyu Li, Cassandra Maynard, Mark McKenney, Lynne Miller, Steven Morrese, Sorin Nastasia\*, Barbara Nwacha, Jon Pettibone (ex officio), Beidi Qiang, Ken Rawson, Mark Ruscin\*, Dan Segrist\*, Chrissy Simmons, Jason Stacy, Rebecca Swartz, Gloria Sweida, Kevin Tucker, Jasbir Upadhyaya\*, Cinnamon VanPutte, Chin-Chuan Wei, Sophia Wilson, Amy Winn, Duff Wrobbel, James Wulfsong, Kyong-Sup Yoon

\* - Attended via Teams

**Absent:** Mary Frazier, Ramana Madupalli, Marion Prats, Jeffrey Sabby (ex officio), Kamran Shavezipur, David Sherrill, Jenna Tebbenkamp, Melissa Thomeczek, Saad Ullah, Andrew Wesemann

**Guests:** Jessica DeSpain, Eric Ruckh, Matthew Schunke, Laura Wolff

**Announcements:**

**A.** Appointments

- i. Search Committee (Associate Vice Chancellor for Student Affairs) – Dr. Benjamin Webb
- ii. Search Committee (Associate Vice Chancellor for Human Resources) – Dr. Bryan Jack
- iii. Search Committee (Executive Director of Student Health & Well-Being) – Dr. Kelly Gable

**Consideration of Minutes:**

The November 6, 2025 meeting minutes were approved as written.

**Guest Speakers:**

- A.** Dr. Eric Ruckh, Director of the John Martinson Honors Program (JMHP), gave an update on the program. The JMFP is an alternative general education path open to all students, running for 10 years with a 19-credit hour interdisciplinary curriculum. The program is organized around seminars that start with questions and progress to patterns, satisfying most of the Lincoln requirements. The program aims to increase diversity, improve four-year graduation rates to 80%, and enhance co-curricular engagement. Initiatives include faculty diversification, international opportunities, curricular changes for retention and admissions, student participation, especially for high-achievers, and honors contract implementation and curriculum reform.
- B.** Drs. Jessica DeSpain & Matthew Schunke, spoke to Faculty Senate about Changemakers in advance of the second read of Policy 1H1 (General Education Program). Changemakers, a

pathway within general education, allows students to choose an interest and engage more deeply with their education. It includes FST, Reasoning and Argumentation 101, and experiential learning. The initiative aims to enhance the Lincoln Program by integrating experiential learning into existing courses without adding credit hours or graduation requirements.

**Consideration of Minutes:**

The November 6, 2025 meeting minutes were approved as written.

**Unfinished Business:**

- A. Policy 1H1 General Education Program (Second Read) – Drs. Amy Winn and Matthew Schunke reviewed proposed changes to Policy 1H1 (General Education Program) regarding Changemakers. Tim Kalinowski raised a concern that the meeting notice wasn't published to members via Teams or online at least 48 hours in advance, violating the Open Meetings Act. Therefore, voting should be suspended. Kalinowski proposed an amendment to rescind the proposed changes to 1H1 related to Changemakers and add a requirement for Interdisciplinary Studies (IS) courses to include a minimum of one 3-credit hour course with an IS designation. This amendment aims to preserve the experiential component of IS courses, maintain student choice, address concerns about transfer students, and propagate changes across policies and curricula. It also emphasizes the importance of the existing IS language, which fosters awareness of interdisciplinary relationships, over the proposed Changemakers language. **After discussion, there was no physical quorum, so the vote was delayed until the February 2026 meeting.**
- B. Update on approval to Policy 1Q8 changes (Implementation and Administrative Responsibility Policy) – February 7, 2025 – still waiting on approval.
- C. Update on approval of changes to Retired/Emeritus Faculty Policy – May 6, 2025 – still waiting on approval.
- D. Update on Policy 1C1 approval (Guidelines for Course Categories, Class Scheduling, and Publications) – May 2, 2025 – still waiting on approval.
- E. Update on approval to Policy 1H1 changes (General Education Program) – May 2, 2025 – still waiting on approval.
- F. Update on approval to Policy 1J7 changes (Student Evaluation of Teaching) – still waiting on approval.
- G. Program Prioritizations: Phase 2 – No new update.

**Reports from Standing Committees:**

IBHE Faculty Advisory Council: see attached report.

**Reports from Council Chairs:**

Faculty Development Council: see attached report.

Governance Council: see attached report.

President: See attached report.

**Adjournment:**

The meeting adjourned at 4:08 pm

4 DECEMBER 2025

**JOHN MARTINSON  
HONORS PROGRAM:  
FACULTY SENATE  
UPDATE**

AN ALTERNATIVE GENERAL  
EDUCATION TRACK SINCE  
AY16/17 (19 CREDIT HOURS) THAT  
OFFERS INTEGRATED,  
INTERDISCIPLINARY EDUCATION  
TO COHORTS OF STUDENTS

A SET OF INNOVATIVE TEACHING  
AND LEARNING PRACTICES—A  
MODE OF STUDY—THAT  
EMPHASIZE DIALOGUE, CO-  
CONSTRUCTION OF  
KNOWLEDGE, INCLUSION, AND  
RISK-TAKING THAT AIMS TO BE  
PERMEABLE AND CATALYZE  
CHANGE ACROSS THE CAMPUS

**HONORS AT SIUE:  
QUESTIONS  
PATTERNS  
PROBLEMS  
CIVIC RESPONSIBILITY**

# JOHN MARTINSON'S TRANSFORMATIVE GIFT: \$4,000,000

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\$800,000/year: AY23/24 thru AY27/28



## Core challenges

#1 double the size of  
the program

#2 increase its diversity

#3 increase 4-year  
graduation rate to  
>80%

#4 increase co-  
curricular engagement

#5 increase fundraising  
for JMHP

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## GROWTH OF JMHP

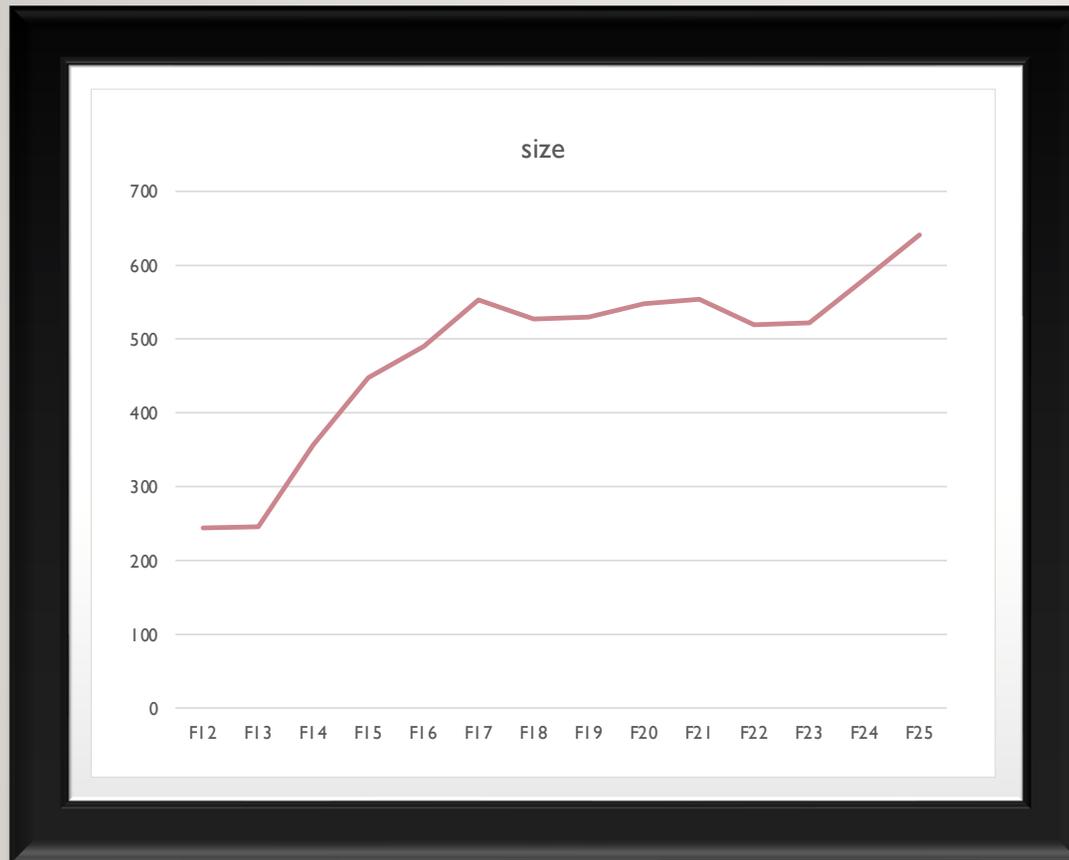
F25: 641

~6.5% OF UG IN F25

23% INCREASE SINCE F23

162% INCREASE SINCE F12

GOAL: 1000-1100



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## DIVERSITY OF THE JMHP

F25: 33.7%

SIUE, F25: 45%

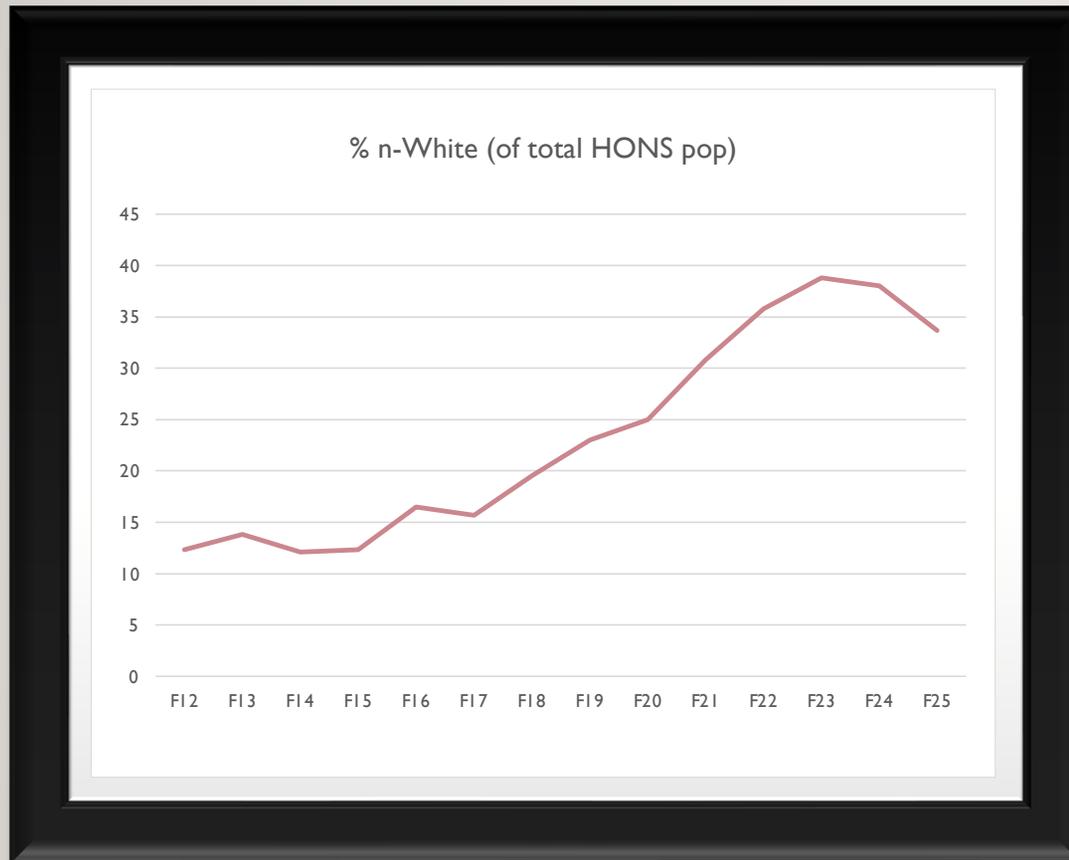
INCREASE SINCE F12: 170%

TAIL: RAPID GROWTH

RESPONSE:

FACULTY FELLOWS

MERIDIAN PROCESS



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## F25 DIVERSITY IN JMHP (IN COMPARISON TO SIUE)

|                              | SIUE  | JMHP  |
|------------------------------|-------|-------|
| Asian                        | 4%    | 3.6%  |
| Black/African-American       | 17.3% | 11.1% |
| Hispanic/Latino              | 6.5%  | 7.5%  |
| Two or more races            | 3%    | 4.7%  |
| Unreported                   | 8%    | 2.8%  |
| White                        | 55%   | 66%   |
| International (non-resident) | 5.7%  | 4.1%  |

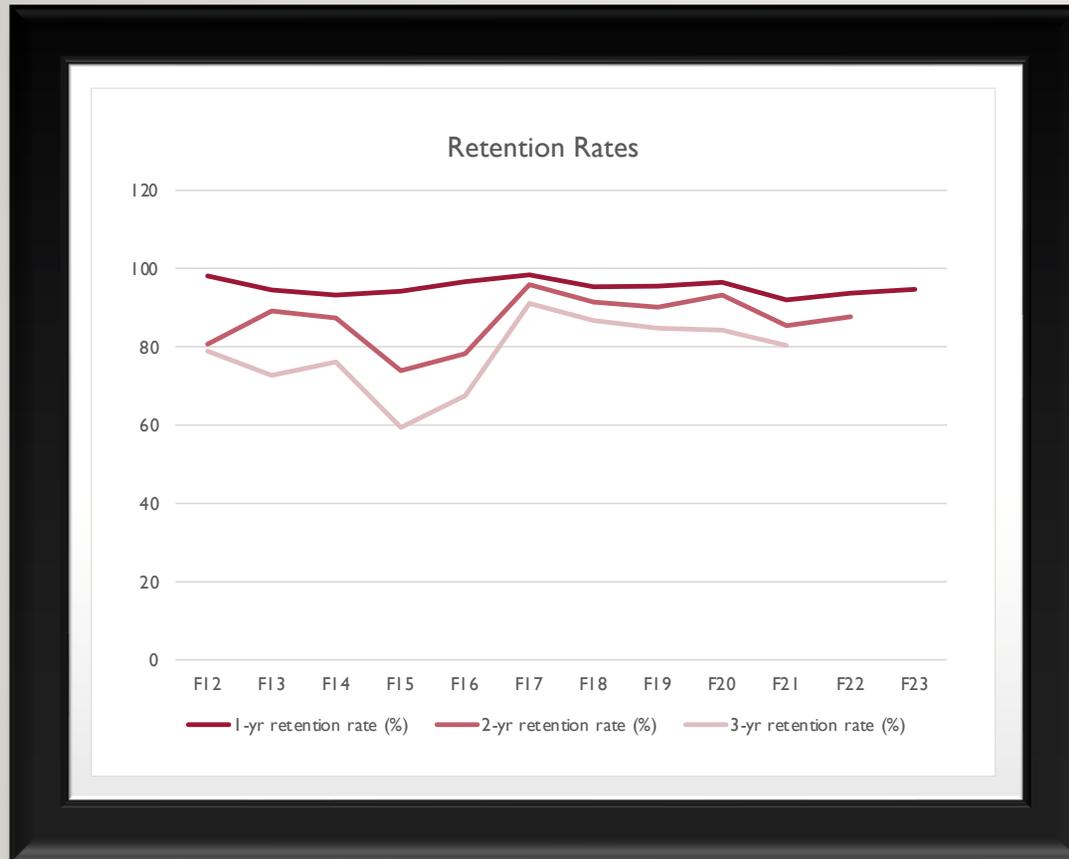
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## JMHP RETENTION RATES

1-YR AVG (SINCE F16): 95%  
2-YR AVG (SINCE F16): 89%  
3-YR AVG (SINCE F16): 82%

### JMHP LOOSES ON AVERAGE:

5-6 STUDENTS BETWEEN 1<sup>ST</sup>-2<sup>ND</sup> YR  
9-10 STUDENTS BETWEEN 2<sup>ND</sup>-3<sup>RD</sup> YR  
10 STUDENTS BETWEEN 3<sup>RD</sup>-4<sup>TH</sup> YR



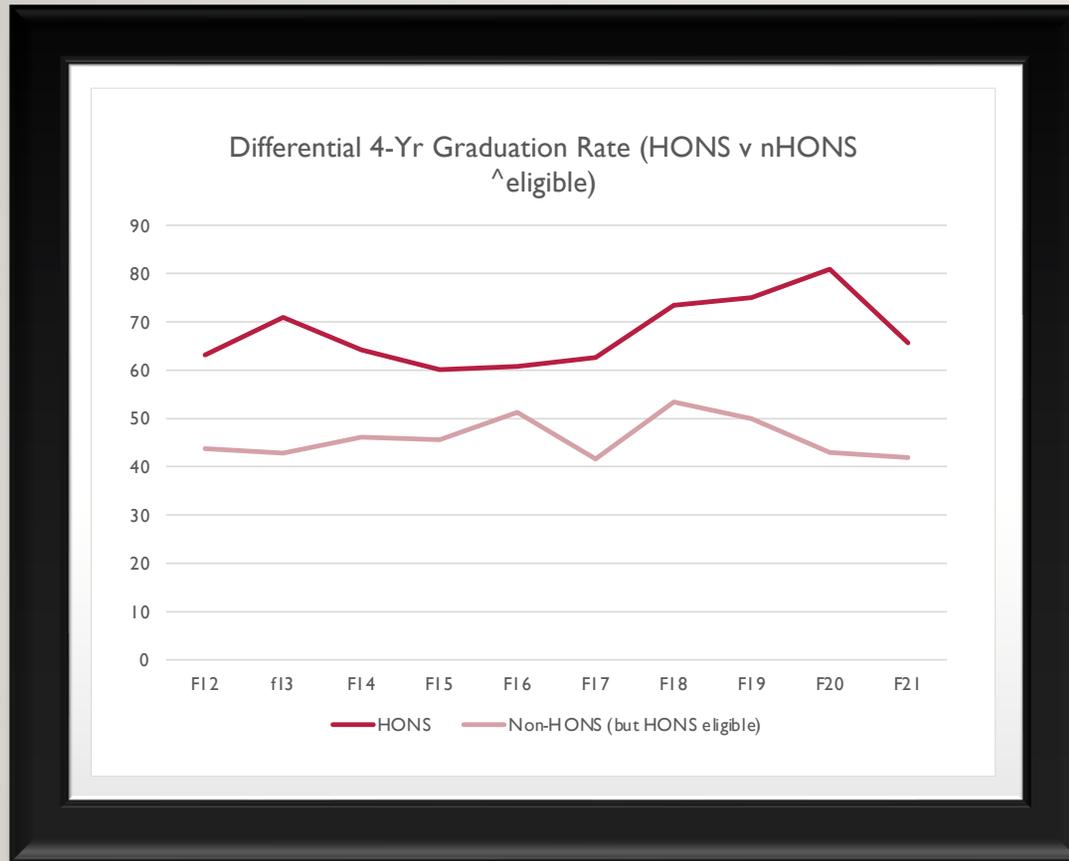
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## JMHP FOUR-YEAR GRADUATION RATES

69.7% AVG (SINCE F16)

22% MORE LIKELY THAN CONTROL

SIUE: ~MID-30%



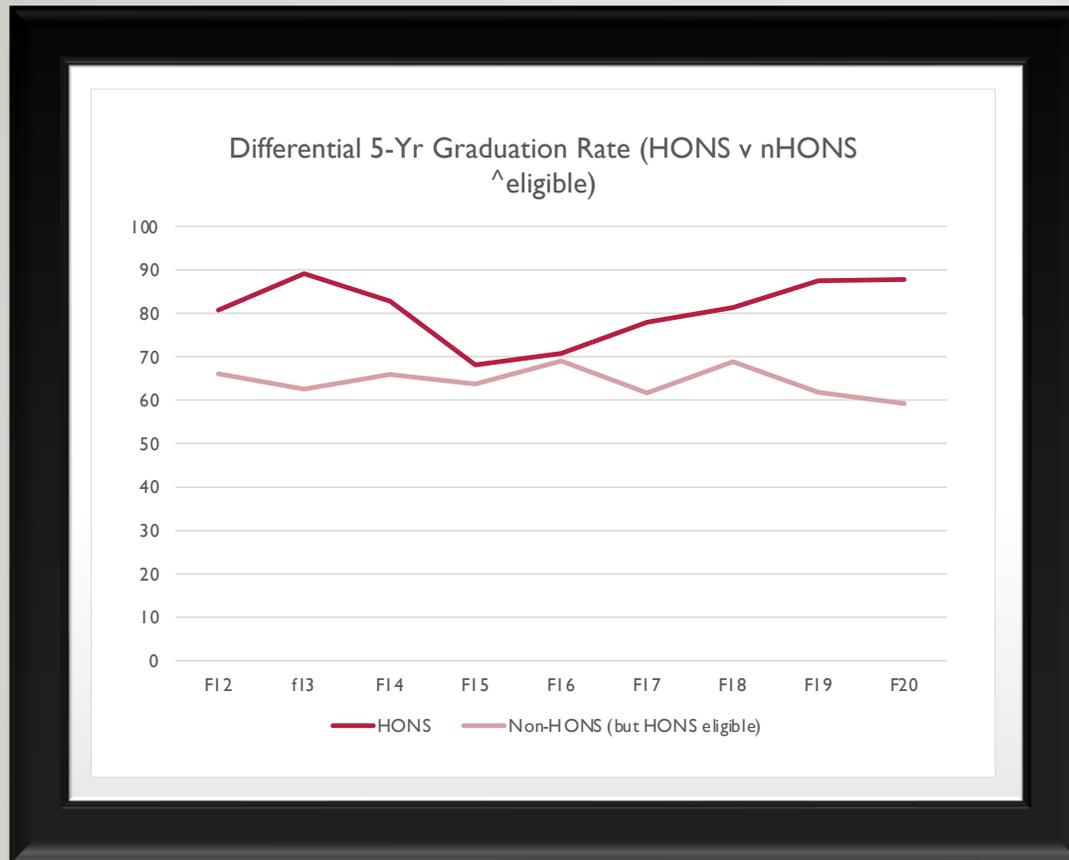
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## JMHP FIVE-YEAR GRADUATION RATES

81.1% AVG (SINCE F16)

17% MORE LIKELY THAN CONTROL

SIUE: ~50%



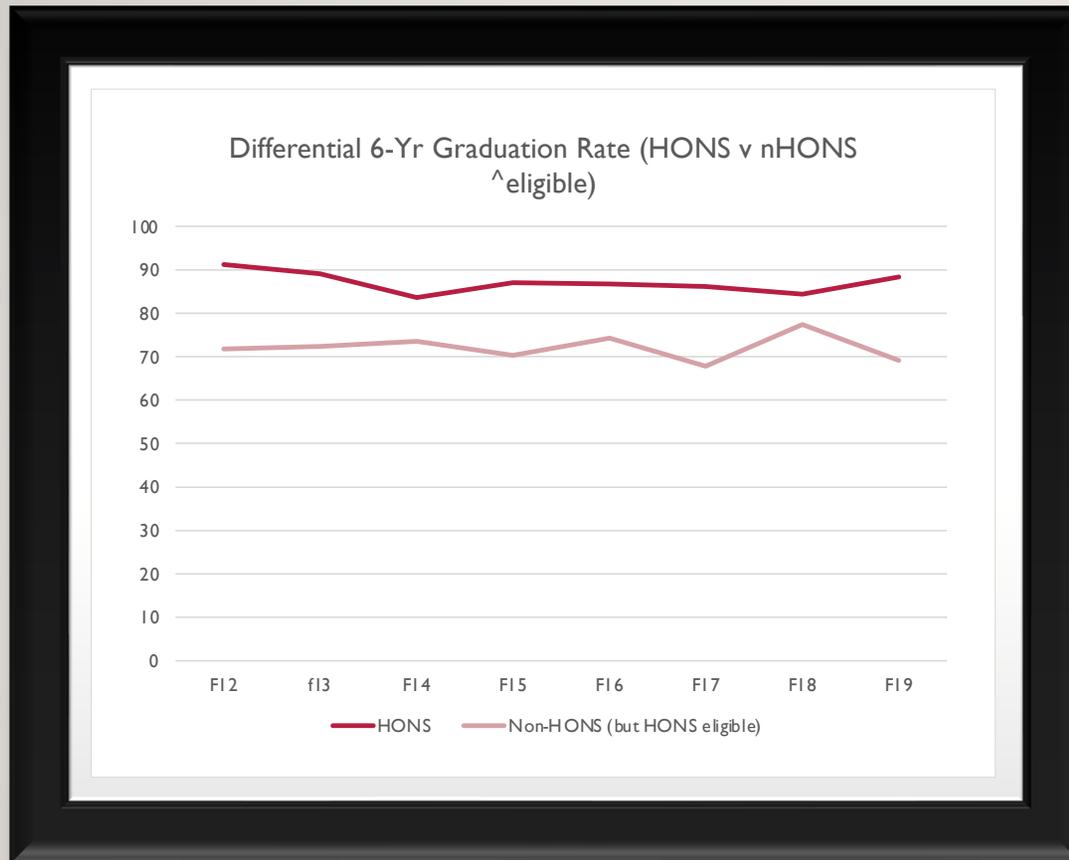
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## JMHP SIX-YEAR GRADUATION RATES

86.4% AVG (SINCE 2016)

14% MORE LIKELY THAN CONTROL

SIUE: ~55%



Faculty Fellows (working on diversifying the faculty teaching in JMHP and supports for historically under-represented students), 'sandboxing' the curriculum (in order to better onboard new faculty and maintain pedagogic innovations), developing more international options, increasing pathways for internal transfers, planning for future curricular changes)

IR2 modifications (retention, admissions, co-curricular req): in order to improve students' sense of belonging and community to increase retention rates

Continued rollout of Suitable (a student engagement platform)

Prepping for NCHC Site Visit (13-14 April 2026): external program review

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## MAJOR ONGOING INITIATIVES

**THANK YOU AND  
QUESTIONS**

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# What is Changemakers?

- A pathway through a student's general education experience that will help them to make connections between courses and extend their learning beyond the classroom through co-curricular activities
- Allows students to have an intentional choice in and more engagement with their General Education experience by choosing a pathway that they are interested in
- A value-added modification to the Lincoln Program. It gives students an opportunity to have HIPS every year without adding credit hours or graduation requirements

# Changemakers Components

- 3 curricular touchpoints
  - FST
    - Introduce students to pathways as part of the course
  - Reasoning and Argumentation 101
    - Further exposure to pathways through examples in the course
    - Students will have a final project that is related to one pathway
  - IS (proposed to change to CM)
    - Class focused on one or two pathways
    - This is when students will choose pathway
    - Experiential learning component as part of the course
- Co-curricular experiences linked to the pathways are also being developed

# Changemakers Pathways

- Creativity and Design for Change
- The Good Life
- Healthy Communities
- Identity and Equity
- Sustainability
- Technoethics

# History of the Process

- Fall 2023 Provost introduced Changemakers at Faculty Senate
- March 2024-Provost held two information sessions for faculty and staff
- April 29, 2024-Provost led all-day work session to discuss the possibility of Pathways and possible models
- September 2024-Jessica DeSpain sought volunteers to organize working groups to continue the Spring 2024 discussions; 34 faculty and staff participated in working groups through 2024-2025
- December 2024-Working groups issued findings and implementation plan
- January 2025-Philosophy Department agreed to integrate Changemakers Pathways into RA101 curriculum, Changemakers curricula was announced as a priority for Excellence in Undergraduate Education Grants, Chairs began holding informational sessions for faculty

# Implementation Timeline (2025-2029)

## **Spring 2025/Summer 2025**

- Introduce Changemakers at Faculty senate and approval of 1H1 policy change to recommend RA101 in second year
- Plan for course shifts in College of Arts and Sciences to accommodate move to RA 101 in second year
- Visit college meetings to introduce concept
- Introduce to advisors
- Plan for necessary changes to IS to accommodate scheduling and student course plan needs
- Prepare Co-Curricular Introductions for FST

## **Fall 2025/Spring 2026**

- Launch changemakers with new modules in FST
- Introduce Changemakers in spring advising appointments with students
- Philosophy prepares new curriculum for RA 101 funded by EUE grant
- Necessary policy/document changes to IS course brought to faculty senate
- Develop system for fast-tracked IS course approvals that integrate the experiential requirement

# Last Year at Senate

- Spring 2025 Faculty Senate approved the first changes to Policy 1H1
  - Recommends RA 101 be taken in the second year
  - Discussion of bringing the corresponding IS changes to Senate in 2025/2026

# Current Items Seeking Senate Approval (Recommended by General Education Committee and approved by Curriculum Council )

- Change IS requirement to a Changemakers (CM) requirement
  - Changes both the courses and the attributes
- 3 documents
  - Change to Policy 1H1
  - Description of Changemakers Designation
    - Used by Gen Ed or other committees to guide approval of courses
    - Adds in an experiential learning component (HIP)
  - Transition process of IS to Changemakers
    - Proposed plan to implement the changes if approved by Senate

# Changemakers Course Form

1. Change an existing IS course to a Changemakers course.
2. Change the IS attribute on a course in a department to the appropriate CM Pathway attribute.
3. Add a CM attribute to an existing course that does not already have an IS attribute
4. Add additional course numbers for existing courses in a department taught by variant faculty, which will need different CM Pathway attributes.
5. Request approval to teach an experimental Changemakers course under the course number CM399 prior to full Curricunet approval.

All forms will go through existing processes. For options that don't add a course (1,2, 3, and 5), the Changemakers Committee will provide recommendations prior to final approval in the General Education Committee. Submissions seeking approval for #4 will also go through the courses committee in Curriculum Council.

# IS Course vs. IS Attribute

In an average semester, 15 courses are taught in a department with an IS attribute, 12 courses taught are cataloged under IS; some of the current courses cataloged under IS are team taught, some are not

## ANTH 340 - Environmental Anthropology

**Description:** Surveys the relationship between humans and their environments from an anthropological perspective, including changes through time and cross-cultural comparisons.

**Prerequisite(s):** Complete all Foundations Requirements.

**Credit Hours:** 3

**Next available term:** Spring 2026

**Term frequency:** Fall

**Attribute(s):** Breadth-Social Sciences, Experiences-Global Cultures, Exp-Global Culture Race Equity, Exp-US Race Gender & Equity, Interdisciplinary Studies

## IS 333 - Diversity, Culture, and Comic Books

**Description:** In this course, students explore comic books. Discussions will concentrate on heroes, villains, diversity, writing, imagery, race and representation, creativity, multimodal literacy, and cultural identities.

**Prerequisite(s):** Complete all Foundations Requirements.

**Credit Hours:** 3

**Next available term:** Spring 2026

**Term frequency:** Spring; Fall

**Attribute(s):** Breadth-Humanities, Exp-United States Cultures, Interdisciplinary Studies

# Data from Current IS Courses and Faculty

- The Changemakers Committee reached out to the 52 faculty who have taught IS in the last three years, as well as five faculty who have indicated an interest in developing curriculum specifically for Changemakers.
- The committee had an 84% rate to requests that faculty review materials related to Changemakers and provide feedback on whether they thought the name of the course and attribute should be changed to Changemakers, and, separately, whether they agree to add experiential learning to their courses.
- 96% of responding faculty indicated they approved of the name change
- 93% of faculty who responded indicated they approved of adding experiential learning to their existing courses.

# Addressing Capacity

- Changemakers does not increase the need for seats in courses.
- A study of Fall 2025 courses indicates that all six pathways are currently represented among existing course offerings.
- Data from FST and RA will help us anticipate how many courses will be need in each pathway for any given year.
- We hope Changemakers will inspire new curricular innovations; the Provost's Office plans to offer seed funding similar to the model used with OER to support the development of Changemakers courses.
- The CFDI has two funded Changemakers Fellows, Shannon McCarragher and Pamela Williams, who will be offering workshops to help faculty add experiential learning to courses.
- Faculty learning communities will foster a community around the Pathways, encouraging more integrative approaches to courses.

## Changemakers Information for Faculty Senate

### What is Changemakers?

Beginning this Fall 2025, SIUE undergraduate students will be introduced to [Changemakers](#), an empowering initiative designed to help them see general education not just as a requirement, but as a meaningful part of their academic and personal journey. Changemakers serves as a connective framework linking together students' general education, major, and co-curricular experiences in a purposeful academic experience of their choosing. Changemakers is:

- A set of [interdisciplinary pathways](#) from which students can choose to connect their courses and their learning beyond the classroom. These pathways are not policy. They can and will adapt as faculty learning communities evolve in relationship to them.
- A way to frame already existing general education requirements for students to engage in high impact practices: FST, RA101, and the Changemakers course (formerly IS). High impact practices are characterized by the inclusion of significant student time and effort, meaningful interactions with faculty and peers, and opportunities to apply knowledge to solve real problems in collaborative settings. Studies from the American Association of Colleges & Universities indicate that high impact practices significantly increase retention and six-year graduate rates.

Changemakers is designed to highlight the best of what we do at SIUE, to create a cohesive throughline in our general education program, and to help students tailor a meaningful path for themselves. Shifting the name of the course from Interdisciplinary Studies to Changemakers will reinforce its pivotal role in the Changemakers Initiative, making it one step on an established curricular pathway for students. The Changemakers course marks the moment in a student's curriculum when they need to fully articulate how their major, their career goals, and their experiences outside the classroom align and understand the connection between acquiring specific skills in their chosen field of study and applying them in real-world scenarios.

### What does this mean for [policy changes](#) going through faculty senate pertaining to IS?

- Interdisciplinary studies, which is currently both a course prefix and an attribute applied to courses in departments, will shift to Changemakers (e.g. IS342 to CM342).
- Courses, whether they are taught as a CM course or as a course in a department with a CM attribute, must still meet specifications for including interdisciplinary content, and they can be team taught, as they are now.
- Each Changemakers course can carry the attribute of up to two of the six pathways.
- Because the course is designed to engage students in the applied, problem-solving aspects of Changemakers, course content must include an experiential learning component, often defined as "learning by doing." Experiential learning may offer hypothetical, on-campus, or community-based scenarios (see examples below).

### Data from Interdisciplinary Studies Faculty

- The Changemakers Committee reached out to the 52 faculty who have taught IS in the last three years, as well as five faculty who have indicated an interest in developing curriculum for Changemakers.

- The committee had a 77% response rate to requests that faculty review materials related to Changemakers and provide feedback on whether they thought the name of the course and attribute should be changed to Changemakers, and, separately, whether they agree to add experiential learning to their courses.
- 95% of faculty who responded indicated they approved of the name change
- 93% of faculty who responded indicated they approved of adding experiential learning to their existing courses.
- A survey of the eighteen courses with the IS attribute in Fall2026 alone, indicates enough breadth in topics and content to allow for all six pathways to be covered at current capacity.

### **Form for Course Transitions**

You will be able to submit courses for Changemakers approval using a Microsoft Form to:

1. Change an existing IS course to a Changemakers course.
2. Change the IS attribute on a course in a department to the appropriate CM Pathway attribute.
3. Add a CM attribute to an existing course that does not already have an IS attribute.
4. Add additional course numbers for existing courses in a department taught by variant faculty, which will need different CM Pathway attributes.
5. Request approval to teach an experimental Changemakers course under the course number CM399 prior to full CurricUNET approval.

### **Examples of the Experiential Learning Requirement**

#### **1. Case Studies through which Students Practice Hypothetical Scenarios**

In the AI course described above as a part of the technoethics pathway, students read real-world case studies reflecting the beneficial and harmful outcomes of AI usage. Working in teams, students participate in design challenges to help mitigate the ethically problematic aspects of AI presented in the case studies. Their solutions might include researching the development of nuclear power to offset the use of hydroelectricity or proposing methods for making algorithms less racially biased. In a peer-review model, a fellow team of student researchers respond to another group's design, pose new questions, find solutions to problems the first team didn't consider, and consider ethical problems underlying proposed solutions. Students write reflections on their experiences working in the team, on what they discovered through having someone else review their work, and of being a reviewer themselves.

#### **2. On-campus Opportunities for Experiential Research**

In a course about the environmental implications of human culture and foodways taught as a part of the Sustainability Pathway, students learn about food waste habits in the MUC and attempt to use ethnographic and interview methods to explore the topic further in an experiential learning activity. They begin by reflecting on their assumptions about food waste on campus. They conduct an abbreviated, hypothetical ethnography to foresee issues with bias and ensure they are accurately and fairly collecting their data. They also conduct mock interviews with fellow students. After they conduct their research in the MUC, they reflect on the process. What did their methods miss? How might they collect additional data to fill in gaps? If they were to do it again, what would they do differently? Then, students work in teams to research models of reducing food waste at other institutions. They end by publicly presenting a research proposal for reducing food waste on campus that considers cost, practicality, and long-term feasibility.

Finally, they reflect on their role in the team, what they learned from completing the project, and how they might build upon their knowledge in future classes.

### 3. **Community-Engaged Learning**

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

## Changemaker Pathways

Changemakers is designed to create a purposeful, cohesive throughline in the general education Lincoln Program that ultimately connects students' academic coursework and co-curricular experiences to their passions and professional goals via an interdisciplinary thematic pathway.

It encourages students to intentionally engage in their own learning process and provides more frequent opportunities for them to participate in high impact practices (HIPs), which have been found to significantly increase retention and six-year graduate rates.



### **Creativity and Design for Change**

- Explore how art, design, and imagination can shape a changing world.
- Identify pressing problems in our society and use creativity—through music, theater, visual art, creative writing, computer programming, digital media, technological design, public policy, and more—to express ideas, spark conversations, and inspire action toward solutions.
- Work collaboratively to learn how the creative design process moves from inspiration to real-world impact—from concept development to implementation.



### **The Good Life**

- Explore what components make a life good and how things like meaning, goals, values, happiness, priorities, well-being, and morality contribute to a good life; considering the ends we should value and pursue to have a good life (e.g., family, work, wealth, friendship).
- Engage with different visions and perspectives on the Good Life—from a range of religious, spiritual, political, and cultural traditions, including perspectives from marginalized groups.
- Examine one's own perspective and consider how society can accommodate divergent visions of the Good Life.



### **Healthy Communities**

- Explore what makes a community healthy and how we can build and support healthy communities at all scales - from local to global.
- Engage with various issues, such as public health policy, availability of food and parks, community policing, and disaster response.

- Develop creative and impactful solutions to existing and emerging humanitarian problems based on innovative applications of economics, science, medicine, engineering, and social change at various scales



## Identity and Equity

- Explore how individuals identify themselves or are identified by others as members of groups and how social forces have led to, and sustain, inequities between groups.
- Examined identities can include race, first and second languages, linguistic repertoires, ethnicity, gender, sexuality, religion, economic status, disability, political and social movements, and their intersections. Equity issues may include pay, legal status, social position and recognition, and economic standing.
- Develop strategies to remediate the effects of inequities based on innovative applications of social justice, intercultural communication, public policy, and law to create a more inclusive, fair, and equitable society.



## Sustainability

- Explore issues about the future and how our actions today impact both the natural environment and cultural practices for future generations.
- Analyze a broad range of global issues—such as, human consumption, waste, industrial processes, and threats to cultural diversity—as well as their impacts and unintended consequences on the availability and access to food, water, energy, education, safe living conditions, and basic human cultural rights.

- Develop innovative solutions related to such topics as renewable energies, agricultural strategies, industry, business, supply chains, and efforts to preserve, maintain, and revitalize significant cultural traditions.



## Technoethics

- Explore general and specific moral concerns about our relationship with and reliance upon technology—such as generative AI, automation, genetic modification, and other everyday conveniences—as well as how it is designed, how it has impacted, and will continue to impact humans, cultures, and the environment.
- Engage critically with questions about data privacy, built in biases, and use of technology, particularly as new and emerging technologies raise novel moral challenges, while also developing professional discernment that helps identify appropriate tools and applications of various technologies.
- Develop critical thinking skills as they relate to using technologies to seek, consume, and evaluate information.

# Policies & Procedures

## Table of Contents

### General Education

#### General Education Program - 1H1

- Objectives for the Baccalaureate Degree

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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;

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

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

Diversity of Knowledge:

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

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

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

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

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

C. Course Requirements for the General Education Program

| <b><u>Requirement</u></b> |  | <b><u>Fulfilled By</u></b> |
|---------------------------|--|----------------------------|
|---------------------------|--|----------------------------|

|                                 |  |   |
|---------------------------------|--|---|
| First Semester Transition (FST) |  | First Semester Transition 101 successfully completed during the first semester of matriculation |
| <b><u>Foundations</u></b>       |  | <b><u>15 Credit Hours Required</u></b>  |

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

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| Bachelor of Liberal Studies or professional baccalaureate degree | 8 courses designated BFPA, FPA, BHUM or HUM, including 2 semesters of the same foreign language or 8 courses designated BLS, LS, BPS, PS, BSS or SS, including 2 courses designated EL |
| <b>Senior Assignment</b>   | 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*

Rationale is after the proposed amendment to the 1H1 changes.

Amendment: Rescind all proposed changes to 1H1 related to Changemakers.

Add the **bold** text:

- 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. **Each Interdisciplinary Studies course may have up to two Changemaker-Pathway designations.;**

If after discussion people strongly felt that the Changemakers part needed to be required of all IS courses, I'd accept a friendly amendment to the proposed amendment to read something like: **Each Interdisciplinary Studies course must have ~~up to one or two~~ Changemaker-Pathway designations.**

### Rationale

This Amendment allows Changemakers to proceed mostly as planned.

Summary:

- 1) The experiential component should not be "codified" (Academic Freedom)
- 2) The propagation of changes that would have to follow a conversion from IS to CM has not been identified.
- 3) I am in favor of more choices for students, not fewer. (Expectations & Scheduling)
- 4) The Provost said half of our students are transfer students. Those students will not have the first two courses educating them about Changemakers. Completing an IS course sounds like a graduation requirement. Tying CM to two gen-ed courses makes it sound like more of a Gen Ed.
- 5) I think this existing language "foster awareness of the interrelationships among branches of human knowledge" is significantly more meaningful than "bring several disciplines together to address".

Links that might be necessary:

<https://www.siue.edu/generaleducation/>

<https://www.siue.edu/generaleducation/pdf/IS.pdf>

[https://www.siue.edu/generaleducation/pdf/IS\\_399\\_Proposal\\_CoverPage.pdf](https://www.siue.edu/generaleducation/pdf/IS_399_Proposal_CoverPage.pdf)

[https://www.siue.edu/generaleducation/pdf/IS\\_399\\_Proposal\\_Call.pdf](https://www.siue.edu/generaleducation/pdf/IS_399_Proposal_Call.pdf)

<https://www.siue.edu/faculty-center/pdf/IS-Requirements-1-desk.pdf>

Detailed:

1) The experiential component should not be “codified” (Academic Freedom)

Previous similar components were not included in the policy, but by the Gen Ed Committee to approve the courses. While they might also butt-up against Academic Freedom, they could easily be changed when necessary. As an illustration, the link above with “Proposal Call” did not require any specific teaching activities. The document with “1-desk” included:

*A key component of the IS course will be a collaborative project that addresses a problem related to the course content and that requires students to integrate perspectives of different disciplines to address the problem. This is a recognized high impact practice and incorporating it into the IS course will allow more of our students to participate in these practices.*

*The project should consist of students working in groups of 5-6 students. While the final product for the project may vary from course to course and could include a in-class group presentation, a poster, a collaborative paper, or other creative projects, it should focus on a problem that is relevant to the course and that demands students utilize and integrate perspectives from the different disciplines.*

*The project could also include other high-impact practices such as a service learning component.*

*The General Education Committee would review all courses to ensure that they meet the requirements in terms of IS content and also in terms of meeting the collaborative project requirement.*

Please note that Review requirement at the end. I don't know whether this is still in place, but even if it was, this is not policy and anyone teaching the course has a mechanism to object to any such requirements or explain why

such requirements are not appropriate for the specific course they are teaching.

2) The propagation of changes that would have to follow a conversion from IS to CM has not been identified.

All the changes that would need to flow from the proposed alteration of 1H1 have not been identified. I was at the first Changemakers gathering. When people asked why, I said, “Because I think I’ll need to be involved in policy changes.” I was assigned to the Implementation Committee (I think that was the name) at a later meeting. Then never saw anything about this policy change until recently. I don’t have time to properly track down everything and think about them (and ultimately, that’s not my responsibility – that should have been included in this proposal to change 1H1), but see:

- a) Policy 1R2
- b) Policy 1K4
- c) Curriculum Council Operating Papers
  - 11. Requests to propose, modify, or delete general education courses shall be routed in the following sequence:*
    - a. Originated by the individual faculty members who desire to teach the course (or by departments in cases where the General Education Committee has requested the course);*
    - b. Approved by the Curriculum Committee(s) of the Department(s) involved;*
    - c. Approved by the Curriculum Committee(s) of the College or School(s) involved;*
    - d. Reviewed and approved by the General Education Committee, as appropriate **(IS courses cannot be considered by the General Education Committee until the course is approved by at least two different departments within the College of Arts and Sciences, by CAS and one other School, or by two different Schools);***
    - e. Reported to the Curriculum Council;*
    - f. Reported to the Faculty Senate;*
    - g. Forwarded to the Office of the Provost for further review.*
- d) Every Departmental degree plan, program of study (including minors), and web page that references IS will have to be updated.

3) I am in favor of more choices for students, not fewer. (Expectations & Scheduling)

In earlier meetings we were specifically told that Changemakers would be optional for the students to participate in. When I asked, maybe we had a miscommunication and they meant that the choice of pathway was optional. I would not have voted for the changes to FST or RA had the mandatory nature been clear. Students are already struggling to meet schedules. While we might have as many CM courses as IS courses, student will have fewer courses with their Pathway to choose from. Students may have been built up to pursue the Pathway, and then be disappointed to never be able to find a CM course that fits their schedule. Based upon a raise of hands in multiple classes, at least 75% of my students work. My students already complain about being able to build a class schedule around their work schedule. This is a student expectation problem rather than an actual scheduling problem. While no student will be required to take a specific Pathway and can take any Pathway, we don't accomplish whatever the goal is here if students just take the most convenient course irrespective of Pathway.

4) The Provost said half of our students are transfer students. Those students will not have the first two courses educating them about Changemakers. Completing an IS course sounds like a graduation requirement. Tying CM to two gen-ed courses makes it sound like more of a Gen Ed.

Many transfer students arrive at SIUE with an Associate's Degree which means their Gen Eds are satisfied. Conflict already exists with IS as "gen ed" requirement but we can reasonably argue that IS is a "graduation requirement". As proposed CM is much more closely associated with FST and RA and the "not a gen ed, but graduation requirement" seems less tenable.

Additionally, if CM courses really promote the pathway experience, the transfer student will likely feel confused, neglected, and isolated – unless a "transfer student pathway onboarding" is somewhere in the works.

5) I think this existing language “foster awareness of the interrelationships among branches of human knowledge” is significantly more meaningful than “bring several disciplines together to address”.

I have an Engineering Degree in Computer Science with a minor in Accounting followed by a JD. One could argue that any time I address a problem, I am “bring[ing] several disciplines together”, but that is distinctly different than “fostering aware of the interrelationships among branches of human knowledge.” As both a computer scientist and an attorney, I have had to familiarize myself with multiple fields. When writing a program for people to make business decisions, that was more than bringing computer science and business together. I had to understand how they make decisions. I essentially had to be able to do their job without being able to do their job (I didn’t have their wisdom or additional background knowledge). As a lawyer, to explain in injury to an organ (brain, eyeball, etc.), I had to learn the anatomical and functional specifics very much like the medical professionals (I didn’t have their breadth of knowledge, skills, etc.).

The IS language is more than bringing disciplines together. The interrelationships components illustrates why we need Ged Eds at all. If you don’t have a broad enough education, you are unlikely to understand other disciplines. Even at that, as my IS course with physicists demonstrated, there are times that the language and thoughts are so specific, that only the experts in the field can understand/explain them at various levels. (Without those physicists, I’m not sure who at this university will have the expertise to teach about “light” as we did in the IS course I was involved with. I know I can’t answer student questions about photons and wave collapse to an appropriate level.)

#### Conclusion:

This Amendment allows Changemakers to proceed mostly as planned. I don’t think it guts or throws away any of the work they’ve done, and I think it allows for the effective implementation as to what was planned while preserving what should have been valuable parts of IS.

-- Tim Kalinowski

(p.s. this was written in about an hour in early morning – please forgive mistakes and things that might only make sense to me.)

## **IBHE-FAC report for the SIUE Faculty Senate meeting on 4 December 2025**

The IBHE-FAC met on 21 Nov 2025 at Southern Illinois University Carbondale in Carbondale.

*Dan Hrozencik, FAC Chair*, provided updates about some problems with the website. He had previously shared [The State We're In 2025: A Report on Public Education in Illinois](#) as being of interest, and said that Advance Illinois and the Coalition for Higher Education Funding are working on shifting views on the funding bill from neutral to supporting. At the recent IBHE meeting, attended by Jack Haines, FAC Vice-chair, IBHE Chair Pranav Kothari opened with a statement about problems that delays in Federal programs such as SNAP are causing for students. discussed hosts for next year's FAC meetings. *Mike Philips, FAC Legislative Liaison*, talked about the two items passed during the veto session – [HB1312](#), which includes that public higher education institutions must not disclose immigration or citizenship information about students or employees and much have procedures for responding to law enforcement and publicly post immigration-related rights and resources, and [HB3065](#), which replaces references to minority groups in a range of Illinois Student Assistant Commission scholarships with income standards to bring them into alignment with federal policy. (Note: if you look at the legislative summary pages, ignore the official titles of the bills and look at the contents.) *Jill Gebke, Academic Affairs for IBHE*, highlighted issues related to enrollment as announced by the Governor and discussed at the IBHE meeting – much of this information is captured in the [IBHE First Look Fall Enrollment 2025-26](#) DataPoint. Jill also mentioned some IPEDS (Integrated Post-secondary Education Data System) data, which is national – Illinois numbers from IPEDS should come out in January, and the [changes to some IPEDS questions](#) were shared.

*Costa Tsatsoulis, SIUC Vice Chancellor for Research and Dean of the Graduate School*, discussed the Carnegie classifications. SIUC had set as a goal in 2021 to be R1 rather than R2 by 2025, and that was achieved in February. They are even prouder of being named an Opportunity university, indicating high access and high success. SIUC has also applied for the Carnegie community engagement endorsement. During discussion he talked about how they have shifted the spending of indirects to support centers, start-ups, and updates and revisions of facilities. He also highlighted the importance of connecting to the community and the community being supportive of having a good staff.

*Austin Lane, SIUC Chancellor*, also mentioned the Carnegie classification changes, highlighting that SIUC takes students with a 2.75 (unlike some R1s) and prepares those students to succeed. He discussed the Imagine 2030 strategic plan and initiatives such as: Takeover Tours, which are recruiting trips to states such as Texas, Georgia, Florida, Missouri, etc. and the need to distinguish southern Illinois from Chicago; Saluki Step-ahead relationships with community colleges, with the last two years done online with a discount against the costs so that students don't have to leave home and their local employers; and their outreach to the local schools and the region. Discussion also addressed some issues associated with DEI concerns.

During the business meeting, the recent [swatting incident at Eastern Illinois University](#) led to a discussion of similar issues at other institutions and how information on such incidents and preparation for responses. Among the issues that arose that could be good discussion items:

- the adequacy and frequency of training or education sessions for emergency response;
- how long it can take for email or text alerts to spread information;
- if and how all-clear information is shared;
- whether rooms are equipped with necessary equipment such as door locks; and
- whether institutions have clear chains of authority to know who is responsible on any given day.

During public caucus, we talked about what support is being provided for courses that require extensive Title II (digital accessibility) development. One representative had taught in Utah, which already has 90-hour degrees, and we also discussed how 90 hour degree concerns intersect with dual credit issues. All the caucuses also discussed and prioritized questions for some future presenters such as the IBHE Chair. Working groups also met and reported on their progress.

The next IBHE-FAC meeting will be December 19<sup>th</sup> via Zoom.

With regards, Susan D. Wiediger, representative for SIUE to the IBHE-FAC. For more information about any of these items, please contact me via email at [swiedig@siue.edu](mailto:swiedig@siue.edu). SIUE's alternate representative is Shelly Goebel-Parker, [egoeb1p@siue.edu](mailto:egoeb1p@siue.edu).

# SOUTHERN ILLINOIS UNIVERSITY

## EDWARDSVILLE

### FACULTY DEVELOPMENT COUNCIL Report to Faculty Senate 12.04.2025

Prepared by Christine Simmons, Chair FDC

- I. Updates to Faculty Development Council (FDC) Operating Papers**
  - a. The Council voted to amend the Operating Papers to reflect our recent addition of ACCESS as an *ex officio* (non-voting member) to the Council
  - b. This amendment to the membership of the Council will be brought to Faculty Senate Executive Council at our next meeting.
- II. Continuous Improvement Conference (CIC) – Spring 2026**
  - a. Save the date for the Spring 2026 CIC – February 27<sup>th</sup>, 2026!
  - b. Topic will center on Universal Design
- III. Digital Accessibility Requirements**
  - a. A new federal ADA Title II rule and updated Illinois Information Technology Accessibility Act (IITAA 2.1) require all state universities to make their digital content and tools accessible by April 24, 2026.
    - i. Compliance means meeting WCAG 2.1 Level AA standards for all online materials, systems, and communications—aligning federal and Illinois law
    - ii. All digital materials—websites, LMS pages, documents, videos, and apps—must be accessible by design for everyone.
  - b. Be on the lookout for additional information from the CFDI, IDLT, ACCESS, and the Administration for guidance, workshops, and best practices for achieving compliance.
- IV. Excellence in Undergraduate Education (EUE) Awards for 2026**
  - a. Currently in discussion with the Office of the Provost – indication that the EUE will proceed similar to last year (theme and funding budget)
    - i. Announcement will go out before the end of the calendar year

**Governance Council Report**  
**for**  
**December 4, 2025**

On November 20, 2025, the Council discussed next steps related to the surveys pertaining to the Chancellor and the Provost as well as the quadrennial reviews for both.

Discussed reducing the number of Senators to 39 with 6 of those being Instructors. The minimum number of senators to approximately meet the minimums of each council is 34, but 37 to fully staff curriculum council. CC needs its max allocation for the work done there but also because of the number of voting ex-officio members. Some work on what unit distributions would look like is ongoing. This has not yet been discussed in Exec to evaluate whether all councils other than CC can regularly operated at the defined minimums.

-- Tim Kalinowski, Chair

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

**December 4, 2025**

### **Meeting with Chancellor Minor (December 2, 2025)**

- A. An AI policy for teaching and learning is currently being developed, and upon the approval from the Policy Council, this draft policy will be circulated to the Deans and faculty for review. In addition, this document will also be reviewed by faculty serving on both Faculty Development Council and Graduate Council.

### **Meeting with Provost Cobb (November 14, 2025)**

- A. Discussed ways to enhance faculty participation in Starfish reporting. Per Provost Cobb, this is a faculty responsibility.
- B. Discussed the steps needed to move the Changemakers Initiative forward, and how Faculty Senate can facilitate the process.

### **Meeting with Professor Megan Robb, President of the Faculty Association (November 12, 2025)**

- A. Professor Robb gave an update about the liaison meeting she had regarding program prioritization (Phase 2).
- B. Continued our discussion about the need to fill the vacant office support specialist positions, and additional steps to be taken to ensure that this becomes a reality.

### **Attended the University Quality Council (UQC) Meeting (November 6, 2025)**

- A. Discussed the need for developing a university wide "Complaint Procedure: Steps for Vice Chancellors (VCs)," and what each step would entail.
- B. Discussed the UPBC & UQC merger plan.

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

- 1) Recommended Dr. Benjamin Webb to serve on the Search Committee for the position of Associate Vice Chancellor for Student Affairs.
- 2) Recommended Dr. Bryan Jack to serve on the Search Committee for the position of Associate Vice Chancellor for Human Resources.
- 3) Recommended Dr. Kelly Gable to serve on the Search Committee for the position of Executive Director of Student Health and Well-Being.