**Academic Senate Meeting Minutes**

**Wednesday, March 05, 2025**

**7:00 P.M. (Hard stop 9:15)**

**OLD MAIN ROOM, BONE STUDENT CENTER**

***Call to Order***

Chairperson Horst called the meeting to order.

***Roll Call***

Senator Cline called the roll and declared quorum.

***Public Comment: All speakers must sign in with the Senate Secretary prior to the start of the meeting.***

Anthony Tamayo: I am Anthony Tamayo, a freshman Spanish Education major here at ISU. Like others, I was recruited with fancy brochures that promised values of diversity, equity, and inclusion. As a Latina student on campus, I feel the need to express to you how ISU’s lack of commitment to our values has negatively impacted student life and performance. ISU’s Excellence by Design strategic plan identifies diversity and inclusion as core principles. However, ISU’s response to the current political administration, specifically its communications regarding ICE on campus and the OCR’s “dear colleague” letter, have left students doubting ISU’s commitment to its own plan. The university’s vague and unassertive statements on ICE and immigration raids and lack of overt support for minority students, like myself, is harming our institution.

We are suffering. Students and their families are fearful for their security. We are afraid of our families being torn apart. With precarity back at home and a lack of a solid support system on campus, I know students who are struggling with housing, academic performance, and staying enrolled. How can you expect students’ success while we are in a student crisis? A Latina peer shared with me, “I cannot sleep as well. I have been angry, I have been stressed, and honestly, it has been a struggle. It is so painfully obvious that others here don’t think about these things. Are you aware what the student body is feeling right now? My friend, Anthony Sadates, spoke at the Board of Trustees meeting a couple weeks ago and made several demands. I will reiterate specific demands that the Academic Senate should support as they directly support students’ learning and performance.

First, a reinforcement of DEI values. Second, following the lead of Northern Illinois University and UIUC in regards to pledging to not cooperating with ICE on campus and committing to protecting its Latina students regardless of their status. Third, developing a centralized network of information and resources for the undocumented, mixed-status, and DACA students. This is how you can help me, and future Latina students, stay in school and be successful as this school approaches becoming a Hispanic-serving institution. Thank you.

Katy Strzepek: I am the Director of the Center for Civic Engagement, and I am here to support the inclusion of Civic Engagement and Experiential Learning in the revised Gen Ed curriculum, which focuses on educating students to become informed, engaged, and responsible learners. I want to emphasize the last part of that vision, responsibility. Now more than ever, the world needs graduates who have an understanding of personal agency, civic and democratic values, and who act responsibly to make positive contributions to their communities, democracies, and the world. Not only are civic and democratic values present in the Civic Engagement and Experiential Learning category in the revised Gen Ed, but there are opportunities in many other categories for classes that address these critical values. I encourage the university to continue to support Civic Engagement and Experiential Learning by embedding it in the Gen Ed and providing more opportunities for professional development.

We already have many classes that include experiential learning. However, it should not just be something that students get to do in honors classes or special majors to receive credit for or to be organic to the student experience. Research shows it is a high-impact activity that increases retention and graduation rates. Recent changes to our ASPT also allow for more formal recognition of faculty who revise their curricula to include community engagement.

Finally, I respectfully request that the Senate pass a resolution that reaffirms our core values. We are at a time in our nation’s history when the public purpose of higher education is facing intense scrutiny. ISU is a member of many associations such as ACE, which have written responses to the recent executive orders and the “dear colleague” letter of February 14th seeking clarification as well as a reaffirmation of support for innovative research for the public good and ensuring safety for all of our students, faculty and staff, especially those from minoritized backgrounds. Our students have exercised their rights to speak out, calling on the university to support their right to education in a space that affirms their identities, and they should not have to stand alone. I hope that Senate will pass a resolution that reaffirms our commitment to who we are supposed to be as a university- one that values community and civic engagement, equity, diversity, access, belonging, integrity, and respect. Thank you.

***Approval of the Academic Senate minutes of*** [***2-19-2025***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.05/mch-Minutes%20-%20Academic%20Senate%202025.02.19.docx?d=w08a4710e00cf47baa79fd125732de2be&csf=1&web=1&e=nGBr3d)

Motion by Senator Blair.

Second by Senator McHale.

Unanimous approval.

***Election for faculty Executive Committee senator -***

***(***[***Statements of interest***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.05/Statements%20of%20Interest.docx?d=wf9a613e0aa04455fa7235f147ee4e953&csf=1&web=1&e=Tu5jQj)***)***

* ***Michael Torry, CAST***
* ***Rick Valentin, WKCFA***
* ***John McHale, CAS***

Senator Nikolaou nominated Senator Blum on the floor.

The Senate elected John McHale to the Executive Committee.

***Chairperson's Remarks***

Chairperson Horst: Good evening. I want to make a note that if anybody is interested in doing a Sense of the Senate resolution such as Miss Strzepek indicated, you can do that during Communications. It is best if these are drafted ahead of time and are well edited, and preferably circulated among senators. That is when we formally do communications.

I want to thank the faculty senators who have volunteered to serve on the Executive Committee. As I indicated, Senator Kapoor is now on leave, and he stepped down from the Senate. The Executive Committee does have some important decisions to make regarding priorities and the agenda in the next few weeks. We have a lot of things coming down the pipe. I thought it important to have full faculty representation. We have a lot of agenda items this evening, including the much-anticipated information session on the General Education Program revision proposal. I am going to keep my remarks short. Kudos to the Academic Affairs Committee, which has completed their work on that proposal. The Executive Committee is planning two information sessions on this proposal, so there is ample time to share this proposal with your constituents. Please talk to your constituents about this proposal. After this evening, we will post Senator Nikolaou’s presentation slides on the Senate website. Information on this proposal will be located in the “Documents” section of the Academic Senate website. Please know that I have request that the administrators keep their remarks short during these next few meetings as this is our busy season. This is a request from me.

As some of you know, March Madness basketball tournament is happening in St. Louis starting tomorrow. President Tarhule is unable to attend our meeting this evening because he is in St. Louis. Unfortunately, we didn’t get out of the Thursday play-in game. Hopefully next year we will, and the president will be able to attend our Senate meeting before spring break. He sends his regrets.

Senator Edwards wished for me to announce that he is forming a small group of senators who have a lot of experience with grants to look at the recently submitted policy language regarding policy 1.8. If you are interested in working with Senator Edwards and you do a lot of grants, please contact him directly.

Senator Cline has an announcement regarding the School Street Pantry food drive. I am now going to turn it over to her.

Senator Cline: Good evening. As those of you who have been on Senate for more than a year know, we oftentimes have an annual combined food drive or fundraising effort between the Student Government Association and the Academic Senate. This year, I am announcing that collection. For those of you who don’t know about the work the School Street Pantry is doing, the demand on the School Street Food Pantry is growing. Over the last three years, the demand has grown exponentially. In ten sample weeks taken in fall of 2022, the average student use was about 90 students per week. In the same 10 weeks in the next academic year, fall 2023, the average increased to 102 students per week from 90. In this fall, the average students rose to 122 on average per week. In the past 5 weeks, the School Street Pantry has seen over 135 students every week coming to the pantry with the highest ever attendance in one week at 152. The demand on the pantry is getting greater every year. Working together with Ross Vancil from the Student Government Association we went over to School Street Pantry to see how we could best help.

This is Elaine from the School Street Pantry. One of the things we talked about with Elaine is the fact that there are some recurring opportunities for the School Street Pantry to get food from Midwest Food Bank and other food banks, but there is no opportunity for them to grow their materials in the line of personal and household hygiene items. This is the hygiene section. I want to point out that there is no soap, no body soap, nothing right now for anybody to be able use. We decided that we would work together and try to focus our raising this year on one theme. That theme is personal and household hygiene items. They have created this sweet poster. Our collection point is going to be March 26th, which is our next meeting. We will do that here, and we have some Student Government folks who are going to help move the material across the way to the pantry that evening. You can also bring donations if you want starting March 17th at the lobby of the Library. Everyone has this on their desk in front of them. There is a QR code you can use if you want to donate money. That is up to you. If you decide to donate something off of this list, we are not going to throw it away, it is going to go to the pantry. If that is what you want to do, please do that. These are some items, in particular, that they would like for us to focus on. I would point out that I asked questions about things like laundry soap. They would prefer that to be either in the little pods that they can repack in smaller bags, or the sheets that are dry that they can put in. Big jugs of liquid detergent are hard for them to distribute. If you have questions about specifics, please ask. If you could focus on these and bring them in either beginning on the 17th at the library or on March 26th here for Senate, that would be great. I appreciate you all.

***Student Body President's Remarks***

Senator Blair: I would like to give updates about our lobbying trip as well as on the Student Government elections which just concluded today. For our lobbying trip, we have determined we will be taking 14 of our members to Springfield on March 19 to cover 3 legislative issues. 1- maintaining support for the Mental Health Early Action on Campus Act, maintaining support for that funding from the General Assembly to help continue to provide mental health support to universities across the state. Additionally, there is a bill put in, I believe by Senator Koehler, that would give state funding towards the currently unfunded mandates around tuition waivers for special education. That could relieve some of the burden on Illinois State as well as some of the other universities on having tuition waivers for those programs. There are bills proposed in the Illinois House and State Senate that would create a stipend for student teachers. Currently, they do a lot of unpaid work that can create a significant financial burden on them. This program, if implemented, would create a state stipend for them to help alleviate that burden. That is our lobbying day trip.

The Student Government elections just concluded at 4:30 PM today. The results of that I will briefly summarize: The next Student Body President, Vice President, and Chief of Staff are Noah Montoya, Alondra Zagal, and Sam Micah. We held a referendum for a constitutional amendment to the Student Government Constitution that reformed quite a bit of it. It passed with 426 in support and only 19 against. The next student trustee is reelected Ryan Russell. The student academic senators who were elected and/or reelected are: Neer Jain, Kathryn Schleder, Joshua Sweedler, Angel Trader, Jazmine Benson, Zakkary Clark, Gareth Fullin, Emma Susami, Edgar Chavez, Jack Stahl, Hassan Hillard, Lennon Stoner, Braden Beasley, Jamel Campbell, Abhijith Jannu, Kayla Wolf. Thank you.

Senator McHale: We had a representative at the beginning of the school year. I can’t remember his name, but he suggested that he was going to support a bill that was exclusively about ISU and making the state contribution to us equitable to the other universities in Illinois. I think he was the state rep from this region.

Senator Cline: Senator Koehler.

Senator McHale: Yeah, and he said he would introduce that bill. We haven’t had the economic crisis that others have had, and the amount we receive from the state is far less. I wonder if you are prepared to talk to him about that legislation, or what the status is?

Senator Blair: We can consider that. I will say that the legislative priorities that we formed were formulated between myself, our Secretary of Governmental Relations Sam Micah, as well as Brad Franke. We looked at a list of bills related to higher education that Brad indicated could potentially gain traction. We had a lot of dialog with him about looking at which one of those we felt it would be best to lend a student voice of support. I can try to look into that and see if that has been filed, or if there is any other news related to that. I will look into that.

Chairperson Horst: Do you have an idea as to how much money would be the tuition waiver for Special Education? 5 million?

Senator Blair: According to the legislation filing, it would appropriate 6 million to Illinois State University for the purpose of Special Education Teacher Tuition Waiver Program.

Chairperson Horst: I want to offer my congratulations to Senator Montoya and Senator Russell and all of the senators who were just reelected and all of the people who participated in the election. I also want to offer congratulations to Senator McHale, who will be joining us on Monday at Executive Committee.

***Administrators' Remarks***

* ***President Aondover Tarhule***
* ***Provost Ani Yazedjian***

Senator Yazedjian: Milner Library will have a new dean starting July 1. Dr. Carrie Forbes is coming to us from Southern Oregon University, and it is fitting that Dallas Long is here tonight, so I want to thank you for your years of service for Milner Library. I announced last time that Dr. Judy Neubrander has decided to return to faculty, so we will be convening a Panel of 10 search for that next academic year. AVP for Academic Administration Dr. Craig Gatto has decided he will be retiring next year, so I would like to announce that and announce my intentions for another Panel of 10 search committee next year.

* ***Vice President for Student Affairs Levester Johnson***

Senator Johnson: Good evening. To honor our chairperson’s request, I have no comments to share and will take questions.

* ***Vice President for Finance and Planning Glen Nelson***

Senator Nelson: I would like to thank all of you who participated in any of the town halls and the RISE meetings we have been having on the new budget process and model. Participation has been excellent; it is greater than any I have seen at the other universities I have worked at. If you haven’t participated, please take the opportunity as there are more meetings coming up. I would like to yield the rest of my time to Janice Bonneville to talk about an HR benefits development.

Janice Bonneville: Senator Horst asked me to come in and comment on the email that some of you may have received about the departure of Health Alliance medical program from the State of Illinois Group Health plan. We don’t know a lot more than was included in that email. That email went out to about 1300 faculty and staff on campus. To give you some perspective, CMS has 63,000 lives across the state who are covered under the Health Alliance HMO plan. Our understanding is they didn’t have a lot of warning before this announcement came out. They are supposed to be meeting with Health Alliance later this week. As we learn more, we will tell you more. The benefits team for us goes to a session about two weeks before benefits choice. They learn everything that you are going to get in your benefit choice book. We are hoping we will have some information before then. I will make a benefits choice plug- May 12th we will have a benefit choice fair here on campus where all of the representatives from the health insurance plans will attend. If you are not sure where you want to go from here, I recommend you attend that. I am hopeful that some of the plans that we have will have some greater expansion in McLean County. Even though we have all of the plans, some of them have very poor representation in the county. Hopefully with this change that will happen. The other thing we don’t know is if this change is going to happen on July 1 or January 1. If it happens on July 1, you will have to make your changes during benefit choice. If it happens on January 1, by law you will have to be given an opportunity to change health plans at the end of the year. My anticipation is for everybody’s sanity at the State of Illinois, it will happen on July 1.

***Consent Agenda:***

***(Final Academic Senate approval of all Consent Agenda items will occur during a regularly scheduled Academic Senate meeting. All items presented on the Consent Agenda to the Academic Senate will be enacted by one motion. There will be no individual discussion of these items unless a senator so requests, in which event the item will be removed from the Consent Agenda and considered at the appropriate point on the agenda. All matters on the consent agenda that are not removed will be voted on by one vote. The motion to adopt the consent agenda shall be nondebatable. There will be no separate discussion on consent agenda items.)***

* ***From the Department of Physics –*** [***Physics Accelerated Sequence***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/ExecFCE/Exec%20Packets%2024-25/2025.02.24/Linked%20Items/Consent%20Agenda/Physics%20Accelerated%20Sequence.docx?d=wf48d9f800cee4adda650e89e43dee9af&csf=1&web=1&e=xa0FtE) ***–*** [***FIF Here***](https://illinoisstateuniversity-my.sharepoint.com/shared?listurl=https%3A%2F%2Fillinoisstateuniversity%2Esharepoint%2Ecom%2Fsites%2FAcademicSenate%2FAcademic%20Senate%20Sharepoint&id=%2Fsites%2FAcademicSenate%2FAcademic%20Senate%20Sharepoint%2FSenate%2FSenate%20Packets%2024%2D25%2F2025%2E03%2E05%2FConsent%20Agenda%2FFIF%5FPhysics%20Accelerated%20Sequence%2Epdf&parent=%2Fsites%2FAcademicSenate%2FAcademic%20Senate%20Sharepoint%2FSenate%2FSenate%20Packets%2024%2D25%2F2025%2E03%2E05%2FConsent%20Agenda)

Motion by Senator Helms.

Second by Senator Pellegrini.

Unanimous approval.

***Action Items:***

***From Dimitrios Nikolaou: Academic Affairs Committee***

***4.1.19 Credit Hour Policy***

[***Link to current policy***](https://policy.illinoisstate.edu/academic/4-1-19/)

[***Link to markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Executive%20Committee%20of%20the%20Academic%20Senate/2025.02.24/Linked%20Items/06.04.2024.01%20-%20Policy%204.1.19%20Credit%20Hour%20Policy/Policy%204.1.19%20Credit%20Hour%20Policy_Mark%20Up.docx?d=w4ed6d758cd664f13a77ed8f520b03e32&csf=1&web=1&e=Pbpzqp)

Senator Nikolaou: This is the Credit Hour policy we saw last time. Based on our discussion, there were three small changes. On the paragraph that talks about lectures, the question was about the 100 minutes per week and whether “required” is too strong of language. We added, “typically requires” so there is a bit more flexibility.

Second, under “Independent Study Course.” Before, it said, “The establishment of agreed upon learning and grading outcomes.” The comment was that we do have learning outcomes, but we don’t have grading outcomes. We have grading schemes that we agree upon. It now reads, “Learning outcomes and grading schemes.”

Under “Zero Credit Hour Courses”, it said, “Zero credit hour courses are largely independent study courses, do not meet as a regular class, and so on.” There was confusion because we have a separate category for independent study classes. We removed that clause where it said, “are largely independent study courses.” We updated 4.1.21 to the new title for the policy.

Unanimous approval.

***From Dimitrios Nikolaou: Academic Affairs Committee***

***08.21.2024.01 - Policy 4.1.21 Distance Education***

[***Link to current policy***](https://policy.illinoisstate.edu/academic/4-1-21/)

[***Link to markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Executive%20Committee%20of%20the%20Academic%20Senate/2025.02.24/Linked%20Items/08.21.2024.01%20-%20Policy%204.1.21%20Distance%20Education/Policy%204.1.21%20Distance%20Education_Mark%20Up.docx?d=wf0c088b6e05046feb783a7e8d59e7bae&csf=1&web=1&e=4vazHg)

[***Memo on 4.1.21***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.02.05/Linked%20Items/08.21.2024.01%20-%20Policy%204.1.21%20Distance%20Education/Memo%20on%20Policy%204.1.21%20Distance%20Education.docx?d=we3a76a6057ee4fb499e118690113511f&csf=1&web=1&e=ncOsEa)

Unanimous approval.

***From Rick Valentin: Rules Committee***

***06.04.2024.27 - Update Council for Teacher Education Bylaws in Appendix II***

[***Link to current bylaws***](https://finearts.illinoisstate.edu/downloads/CollegeCouncil_Bylaws_2020.pdf)

[***Link to Markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Executive%20Committee%20of%20the%20Academic%20Senate/2025.02.24/Linked%20Items/06.04.2024.27%20-%20Update%20CTE%20Bylaws%20in%20Appendix%20II/CTE%20Bylaws%2002.19.25%20Markup.docx?d=w454e939fcd674898bf6358823501642a&csf=1&web=1&e=mW6coM)

Senator Valentin: These are the updates to the Council for Teacher Education Bylaws that we saw as an information item in December. There is a slight change in the language provided here under article 2.7 Attendance. The three sub items under that paragraph, A, B, and C, should be removed.

Senator Helms: When this first came forward, members from the Council for Teacher Education came and spoke about their position regarding the wording of faculty. I see those changes in here, “faculty or members etc.” Has that been run past them again and they are good with this verbiage? I know there was a lot of pushback at Senate about making sure it always has faculty.

Senator Valentin: Yes.

Unanimous approval.

***Information Items:***

***From Rick Valentin: Rules Committee***

***06.04.2024.24 - Public Comment Time Frame for Int. and Ext. Committees***

[***Link to current bylaws***](https://academicsenate.illinoisstate.edu/about/bylaws/)

[***Link to current Appendix II***](https://academicsenate.illinoisstate.edu/about/bylaws/#Appendix-Two)

[***Appendix II - Markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.02.05/Linked%20Items/06.04.2024.24%20-%20Public%20Comment%20Time%20Frame%20for%20Int.%20and%20Ext.%20Committees/Bylaws%20Appendix%20II%20(Public%20Comment)%20-%20Markup.docx?d=we47d7474a6cb4ea6bd1e066a4a0fbf41&csf=1&web=1&e=CS2lZm)

[***Article 6.6 - Markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.02.05/Linked%20Items/06.04.2024.24%20-%20Public%20Comment%20Time%20Frame%20for%20Int.%20and%20Ext.%20Committees/Article%206.6%20Markup%20(Public%20Comment).docx?d=wb3c74a7481a642dfa42e658825e1c058&csf=1&web=1&e=UOnpfD)

[***Article 5.4 - Markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.02.05/Linked%20Items/06.04.2024.24%20-%20Public%20Comment%20Time%20Frame%20for%20Int.%20and%20Ext.%20Committees/Article%205.4%20Markup%20(Public%20Comment).docx?d=we00b1b6e1688468a9e0d8adbf41df008&csf=1&web=1&e=6mRsZD)

Senator Valentin: These are changes to the Academic Senate Bylaws regarding public comment time frames. The primary initiative for these changes was to define public comment time for internal and external committees. Internal and external committee of the senate are subject to the Illinois Open Meetings Act, which requires time be set aside for public comment. There is no time frame specified in the Act. The Act states, “any person shall be permitted an opportunity to address public officials under the rules established and recorded by the public body. The full senate has parameters for public comment in article 5.4 E of the bylaws, “The Academic Senate will allow up to 10 minutes in total for public comments and questions during a public meeting. An individual speaker will be permitted 2 minutes for his or her participation.” That language will be amended. The issue is that this 10-minute time allotment is fine for the full senate when the overall meeting time is 2 to 3 hours, but for a committee that often meets for only an hour, 10 minutes dedicated to public comment would be a big chunk of time taken out of committee business. This is a proposed clause, 6.6T outlining the opportunity for public comment for committees based on a percentage of meeting time rather than a fixed time frame.

There are some revisions to this language in comparison to the full senate public comment policy due to recommendations from General Counsel in order to align this process with the parameters of the Open Meetings Act. Because this review by General Counsel exposed issues with the full senate’s public comment time frame language and its alignment with the Open Meetings Act, we have proposed revision of the full senate clause, 5.4E here. The edits to Appendix II, Committee Structure of the Academic Senate at Illinois State University are to reference this new committee public comment clause 6.6T rather than the full senate public comment clause 5.4E.

Chairperson Horst: I would add that the Office of General Counsel not only was referring to the Open Meetings Act when they rewrote some of these passages, but also just the law in general.

Senator Helms: Under Illinois Open Meetings Act and for public comment, is there any obligation for the committee or senate to publish what will be discussed at that meeting beforehand to let the public know what is being addressed?

Chairperson Horst: Yes, we have to post the agenda 48 hours in advance, and we have to post it on a bulletin board, and we have to post it on the website. The public comment is not limited to items on the agenda.

Senator Helms: We do that for all of our committees as well?

Chairperson Horst: Yes, that is why the committee chairs send their agendas to Kevin Pickett, and he posts them on the Senate website.

***From Rick Valentin: Rules Committee***

***09.26.2024.01 - Changes to Ex-Officio Members of Senate Internal Committees***

[***Link to current bylaws***](https://academicsenate.illinoisstate.edu/about/bylaws/)

[***Link to current Appendix II***](https://academicsenate.illinoisstate.edu/about/bylaws/#Appendix-Two)

[***Appendix II - Markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.02.05/Linked%20Items/09.26.2024.01%20-%20Changes%20to%20Ex-Officio%20Members%20of%20Senate%20Internal%20Committees/Appendix%20II%20B%20Markup%20(Ex-Officio).docx?d=w0fb01998fd424fa0a31665ae98ab7444&csf=1&web=1&e=pRzcx5)

[***Article 6.7 - Markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.02.05/Linked%20Items/09.26.2024.01%20-%20Changes%20to%20Ex-Officio%20Members%20of%20Senate%20Internal%20Committees/Article%206.7%20Markup%20(Ex-Officio).docx?d=w9b023dac6c5e4269952d0be1fe83201f&csf=1&web=1&e=fbMMEo)

Senator Valentin: Another revision to Appendix II of the bylaws. This is primarily focused on adding the option for including the Chief Equity and Inclusion Officer or a designee as an ex-officio member of the Academic Affairs and University Policy committees. The addition of some language to committee membership stating, “Ex-officio members should have expertise relevant to the duties of the committee.” The revision to article 6.7B, Standing Internal Committees composition is removing the specific committee composition descriptions and replacing that with a reference to these Appendix II committee composition descriptions.

***From Rick Valentin: Rules Committee***

***10.25.2024.01 - Appendix II Update Re Faculty Affairs Committee***

[***Link to current bylaws***](https://academicsenate.illinoisstate.edu/about/bylaws/)

[***Link to current Appendix II***](https://academicsenate.illinoisstate.edu/about/bylaws/#Appendix-Two)

[***Appendix II – Markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.02.05/Linked%20Items/10.25.2024.01%20-%20Appendix%20II%20Update%20Re%20Faculty%20Affairs%20Committee/Appendix%20II%20B%20Markup%20(FAC).docx?d=w0c839fc3ee7b4941be4fdc0c4863a4cd&csf=1&web=1&e=Om4dKV)

[***Article 6.7 - Markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.02.05/Linked%20Items/10.25.2024.01%20-%20Appendix%20II%20Update%20Re%20Faculty%20Affairs%20Committee/Article%206.7%20Markup%20(FAC).docx?d=w9b294314bca449ae88306e5f7c983b9d&csf=1&web=1&e=0tD3GG)

Senator Valentin: This is the last revision to Appendix II of the Academic Senate bylaws at least for today. This concerns updating the Faculty Affairs Committee’s jurisdiction, function, and name. This is in response to the need for governance of the committees of the senate itself and rather than creating a new committee on committees, which are prevalent in many shared governance systems, this is a proposed expansion of the Faculty Affairs Committee’s responsibilities, additional revision of the jurisdiction and name to include “governance” within Article VI.

Chairperson Horst: It says, “review all Senate policies that constitute university committees and recommend changes to these committees to the Executive Committee, so it is a little bit further than just the Senate committees. There are several bylaws changes here, and there is language in one that is not being edited in the other. Next time, when we vote on these, we will take all of that information and distill it into one document of proposed bylaws revisions to present to the president.

***From Dimitrios Nikolaou: Academic Affairs Committee***

***Gen Ed Revision Proposal***

***Gen Ed Task Force Co-Chair Dr. Chris Horvath***

***Gen Ed Task Force Co-Chair Dr. Cheri Simonds***

[***Link to proposal***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Executive%20Committee%20of%20the%20Academic%20Senate/2025.02.24/Linked%20Items/08.08.2024.01%20-%20Gen%20Ed%20Revision%20Proposal/General%20Education%20Program%20Recommendation_FINAL.docx?d=w389f46d825b14486833d80b5e680997f&csf=1&web=1&e=BWNlMa)

[***Link to implementation plan***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Executive%20Committee%20of%20the%20Academic%20Senate/2025.02.24/Linked%20Items/08.08.2024.01%20-%20Gen%20Ed%20Revision%20Proposal/Gen%20Ed%20Implementation%20Plan%20(Draft).docx?d=wc0dc063f16d946f7bdef18cefd26e345&csf=1&web=1&e=tIkKU0)

***Policy revisions related to Gen Ed:***

[***Policy 2.1.12 Pass/No Pass - Credit/No Credit***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.05/08.08.2024.01%20-%20Gen%20Ed%20Revision%20Proposal/Revisions%20to%20Policy%202.1.12%20Pass.No%20Pass%20-%20Credit.No%20Credit_FINAL.docx?d=wa5709131e57d4aeca714e702191c242b&csf=1&web=1&e=vpICyP)

[***Policy 2.1.9 Baccalaureate Degree Programs***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.05/08.08.2024.01%20-%20Gen%20Ed%20Revision%20Proposal/Revisions%20to%20Policy%202.1.9%20Baccalaureate%20Degree%20Programs_FINAL.docx?d=w7b6f4c7d0d78430f98711a5c69a1a59c&csf=1&web=1&e=8V7FVW)

[***Undergraduate Catalog***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.05/08.08.2024.01%20-%20Gen%20Ed%20Revision%20Proposal/Revisions%20to%20Undergraduate%20Catalog_FINAL.docx?d=wa73786aaaec140fea6fab119a2c39bf7&csf=1&web=1&e=lWkpqF)

**(The slides for this presentation can be found in Appendix A of these minutes.)**

Senator Nikolaou: The first part you are going to see is very similar to what Dr. Horvath and Dr. Simonds presented back in the fall. For the current general education curriculum that we have right now there are 11 categories of courses that students need to take, they need to complete 13 courses, and this corresponds to 39 credit hours. The university completed some surveys from students in 2019 and 2022, and these were some of the concerns that the task force identified. I am not going to go through all of them. One of them was to improve transferability between ISU and the Illinois Articulation Initiative, IAI. This is another way that a student can complete general education requirements. They can either do IAI general education core curriculum, or they can complete the general education program within the university, or they can do it through an associate degree, so there are three ways.

Some of the other concerns were that some of the categories were too discipline-specific and that students do not have the opportunity to take courses in areas that they have the most interest in. Some of the concerns was that even though the program required 39 credit hours, there are 28 programs that have one course exemption, and later on we are going to show a table about exceptions and double-dipping. Some students are wondering if they need to take some of these courses. Some faculty do not have much interest in the current general education curriculum.

Based on this feedback, when the taskforce was working on revising the curriculum, they identified some core principles to keep in mind. One was that the new program should be student-centered. It should be flexible in terms of how students are going to meet their time to degree. It should be friendly for transferring from IAI. It should encourage faculty to want to teach, and it should take into account contemporary expertise of the faculty. It should be created with consideration in terms of the gen ed assessment, and also be between 30 and 36 credit hours per the Higher Learning Commission.

This is a review process, so, very broadly, the process started in fall 2019 when the executive taskforce was compiled. In 2019 and 2022, students completed a first round of general education surveys. In spring 2020, there were focus groups that provided feedback on general education. After that, the taskforce revised the structure and drafted the vision and learning outcomes. In spring 2021, the structure revisions that were presented to different constituents- the Council for General Education, the University Curriculum Committee, the Honors Program, and advisors. In spring 2022, it was also presented in the Academic Affairs Committee. In spring 2022, there was a second round of student surveys to provide feedback. In spring 2023, there was a survey distributed to faculty for the writing needs of the students, which resulted in the introduction of the category we are going to see as Information Fluency through Writing. In fall 2023 the full draft was completed. Two town halls were held. In fall 2023 and spring 2024 the taskforce made adjustments to the proposal based on the townhall and the survey feedback. In spring 2024, the taskforce submitted the proposal to the Council for General Education. That is when we came in.

In fall of 2024 the General Education Proposal moved from the Council for General Education to the Executive Committee. It was assigned to the Academic Affairs Committee, and that is where we started our work. That is when we had our first preliminary presentation to the Senate. We received some additional comments from the floor and some emails. This was the base for the Academic Affairs Committee’s discussions. We are now in spring 2025 where we are making our proposals on all of this.

The main vision for the new program is to have informed, engaged, and responsible learners. These are the three areas that informed the three groups for the learning outcomes. These are the learning outcomes that, when we look at the 11 categories, are going to be allocated. If this proposal is approved, this is what the CGE is going to be looking at to determine if courses that are being proposed under a certain category meet these learning outcomes. The proposed general education curriculum has 11 categories. These correspond to 33 credit hours. This is what the task force identified based on all the revisions that they made.

The first significant change was that there was greater emphasis on globalization, social justice, problem solving, and civic engagement. There was a new category that was added during public comment on experiential learning and civic engagement. The number of credit hours required decreased from 39 to 33. One of the main changes is to increase cross-disciplinarity. If you remember, the current program focuses on disciplines. For example, you need to have X credit hours of social sciences. You need to have X number of hours on Art or Humanities. Right now is more about areas that allow someone who is in social sciences to potentially fall under one of these new categories. It provides students more flexibility and control for which type of courses they want. That is primarily coming from the addition of the general education elective category.

There is the opportunity now for creating certificates. One other change was that the taskforce wanted for more departments to think how they can fit under different categories more broadly and encourage cross-disciplinary collaboration. One clarification is that all learning outcomes are listed under each of the categories. They need to be met, so they are “and” not “or.” The second was a comment during our Senate presentation last time. For the Scientific Literacy category, there was a question about the way that the description of the category was phrased. It gave the indication that it focused only on methodology so that it was for upper-level type courses. We adjusted the language, so it talks about content and methodologies. Introductory courses can actually fall under the Scientific Literacy category.

Another question was about Exploring the Human Condition category. In the previous version that you saw, it explicitly referred to “Humanities” with a capital H, which suggested that only courses that fall under the Humanities category could be under “Exploring the Human Condition.” Then the course description was talking about politics and religion and sociology. We adjusted the language so instead of talking about Humanities it talks about human-related experiences.

For the STEM category, the previous version referenced that there needs to be two STEM disciplines. We adjusted it so that it makes it clear that it doesn’t have to be two STEM disciplines, it has to be at least one STEM discipline and a second discipline. It could be a STEM and a non-STEM, or it could be a STEM and a second STEM category.

There were several questions about the implementation plan even though the implementation plan is not necessarily under our purview. Because of how many questions there were about it, Senator Hurd worked on drafting an implementation plan. For the implementation plan, the idea is that the program is going to go in effect fall of 2028. Current students are still going to complete the general education program based on the catalog during which they were admitted.

Gradually, there is going to be transition to the new general education program. Because there are different categories, one of the main concerns was how are we going to move the courses from one category, and which courses are going to fall under which category. These are still going to fall under the Council for General Education, because these are the ones reviewing general education courses. The idea is that there are going to be two groups. There is going to be an expedited process, and this going to be more for courses that are going into a similar category and have the same credit hours as before. The course content is approximately 75% the same as it is right now. The 75% is similar to when we talk about how we approve IDEAS courses in that they don’t have any prerequisites. If there are any courses that exist and they want to go into a totally different category, or there are new courses we want to introduce, then they are going to go through the regular curriculum approval process. For that, the CGE might request the Senate increase its membership as needed for a year or so until all of these courses go through. There is going to be a mandatory assessment, which is going to follow the practice of university assessment. There is going to be a 5-year course review similar to the IAI, and there are going to be no category exemptions like we have right now.

Out of all the questions and comments that we had, we tried to put them into groups. These are the themes that we identified. The first question was, “why are we reducing the number of credit hours?” This is information that we have for the current courses. Based on this table, if you look across all majors in the university, 86.4% have a category exemption. This is granted if the major content relates to the content of a general education category. Out of all of them, we have that 62.7% of majors can double-dip between a course that is in their major and meets general education requirements. That can range anywhere from one course all the way to 8 courses. Right now, there is only Family and Consumer Sciences and Interdisciplinary Studies. These are the only two programs, excluding any new programs that are going to start next fall like Engineering and Data Science, that do all of the 39 credit hours. All other programs do less hours because they either double-dip or they have an exemption.

Another reason for the reduction is because, from the time when we had 39 credit hours, after that we introduced AMALI graduation requirement, and the IDEAS graduation requirement. Most of these courses are gen ed courses.

One of the comments was that the burden of gen ed falls only under certain types of colleges. This is how the gen ed courses are distributed across colleges. You see that 56.3% of all gen ed courses are offered from the College of Arts and Sciences. Next is the Wonsook Kim College of Fine Arts with 25.4%, and then we have IDEAS with 9.4%, CAST with 6.7%, and a very tiny number for College of Business, College of Education, and Mennonite.

Another question that we had was about the change in the number of hours in math and sciences. Right now, we have 39 credit hours. Five courses are going to be in sciences and math. The previous table here is the table that the taskforce looked into to compare how many credit hours are offered from our comparator institutions or some aspirational institutions and what is the number of science and math courses that are required. Miami University in Ohio and California Santa Cruz require five. All of the others are anywhere from 3 to 4.

Based on the PRPA information that was updated in fall of 2024, there was a different group of comparator institutions, so that is what this table is, which is for non-Illinois institutions. The next one is going to be for Illinois institutions. It shows the same thing. Where we are right now, we have 39 credit hours and how we compare to other universities and how many math and science courses are required and how many others offer. Compared to the non-Illinois universities, Miami University requires 5, 3 required 4- Clemson, Missouri, and Northern Arizona University. 3 required 3, and then less than that.

This table shows how we compare relative to Illinois institutions. We are at the top in terms of number of math and science courses. This is the current situation. The concern was that we are decreasing the number of math and science courses, so we are looking at these two tables to say that we are higher compared to Illinois institutions. Decreasing it is going to bring it closer to what we need.

Chairperson Horst: The new proposal is for four courses then?

Senator Nikolaou: For the new proposal it is going to be three.

Chairperson Horst: But possibly four, with electives.

Senator Nikolaou: Yes. Only Chicago State and UIUC have four. That would be consistent with other institutions within Illinois. Under the new program, math and science courses could fall under Quantitative Literacy. One of the changes for Quantitative Literacy was to expand it so that it also includes Statistics, which is a course that is identified by the IAI. Then it is Scientific Literacy and then STEM.

Another set of questions that we got was about how we are not saying anything in the new proposal about labs. The current general education program that we have right now does not require someone to complete a lab in order to meet a general education requirement. Science courses have an associated lab, but it is not a requirement within the current program. This is not a change that we are making, so we are not purposefully eliminating labs from the new proposal. What does that mean about sciences? In order to be able to implement this new general education program, Senator Hurd needs to rely on the big science classes that are going to be associated with a lab. It is not that students are not going to be taking these courses anymore. The labs might actually be desirable because they are in smaller classes. That is going to be important for first-time college students, since most of the classes are going to be in larger class sizes. A lab section is going to allow them to have this more one-on-one interaction. The fill rates for science and math courses are really high. Natural Sciences are at 94%, Natural Science alternatives are at 91%. Math courses are at 97%. There is also unmet need on math and science courses from programs now that Engineering is going to start admitting students. Data science, nursing, even if there are some students who might decide to try and take a course that doesn’t have a lab, this group from nursing and engineering are going to be able to gather any potential drop in enrollment.

We also talked about the Experiential Learning and Civic Engagement category. The way that it is currently written it might now match some of the current courses, but potentially a lab course could be proposed to count under that category. Some of the universities do have some lab courses listed under this experiential learning category. Compared to most of our comparator institutions, they also do not explicitly require a lab, similar to our current program.

Another set of questions was about the social sciences and dropping the numbers. This table compares the current gen ed program and the proposed program. Currently, we have one course for social and behavioral sciences. Under the new proposal it is still going to be a course. Let’s say we were not to introduce any new courses, and we just took the courses that we currently have, do we have enough courses in each of the categories to be able to run the general education program? That is where most of the current social science courses would fall under the Individuals and Society. The number remains the same.

In your material you have an Excel file that is called “Academic Affairs Requested Information.” One of the tabs includes all the current gen ed courses and where they could potentially fall. This is just a summary of how many courses do we currently have that fall under the existing general education categories, and how many courses would fall under the new categories in the new program, assuming that no one is going to introduce new courses. We talked about the presence of the gen ed elective category because we received some comments where they were recommending, “why do we need to have an elective category and why don’t we assign it to math? Why don’t we take this category and assign it to Social Sciences? Why don’t we assign in under a specific discipline?” During our committee we talked about it, but there was no consensus that there is reason to assign it to one category over the other. Senator Werner-Powell made the point that a second math course might be important under certain degrees, but for their area it might not be as important as taking another course that is going to support Theater and Dance. Everyone could make a case as to why their discipline should take the place of the gen ed elective. Since one of the initial reasons for the taskforce was to provide students with the ability to have a bit more flexibility and say what type of areas they would like to study, right now we have kept it as the eleven gen ed categories.

There were some questions about listing general education courses under more than one category, but only counting it once. If we had Principles of Micro, based on this comment it could fall under Individuals and Society and it could fall under Exploring the Human Condition. If a student took the course, it would count only for one of the two categories, not both categories. One concern was how this is going to work with the system. For that, I may have to turn to Senator Hurd about what the complication is.

The other question was about non-experts teaching courses in areas that are different from their primary focus. For that, we said that is what the role of the curriculum committees are within the departments and colleges. The Council for General Education are the ones who need to make sure that the course that is being proposed can be taught for the area that is being proposed. Some of the programs of comparator institutions do have language where they say something like, “a student may not take more than X number of courses from within the same department to meet a general education requirement.” We didn’t introduce any language like that. I am going to stop here and take any questions or comments. Senator Hurd, do you want to address the multiple categories, or what might be the complication of listing it under more than one?

Senator Hurd: We talked about that quite a bit in the taskforce. I don’t know if Chris wants to add in, we were concerned about the confusion it would end up causing students. The second issue was the inability to make it work and agree on it. We were concerned that there would have to manual audits for students coming through the gen ed program if we allowed courses to count into different categories.

Chairperson Horst: It is not going to be allowed?

Senator Hurd: Allowing courses to count in more than one category will not be allowed.

Chairperson Horst: You mentioned AMALI and IDEAS as being on top of the gen ed, but you can double count a gen ed course for AMALI.

Senator Nikolaou: Yes, that is the double-dipping table. If the general education program passes, then we need to make changes to two policies in the undergraduate catalog showing the baccalaureate policy. We do say that students can use and IDEAS gen ed course to fulfill IDEAS or AMALI graduation requirements.

Chairperson Horst: Right. It is not like we have a 33-credit hours and then we add six.

Senator Edwards: I was lost in the comparators and STEM requirements. Can you tell me what the point was there? What I am seeing there is you are comparing 5 STEM courses, but that is the old program. Now we have 3. What I am seeing there is we went from the high end of the pack on STEM to the bottom in STEM, is that the interpretation?

Senator Nikolaou: Yes, you are right. Five is where we are right now. These are Illinois specific. Only Chicago State and UIUC have 4, and pretty much everything else has 3. If the new proposal passes, we are just going to have 3. That is not going to be inconsistent with the majority of Illinois institutions. If you look at non-Illinois institutions, there is a bit more variation if you look at the three under the new proposal compared to others.

Senator Edwards: What is the rationale for us being at the bottom of that range? What do you see as the advantage of that?

Chairperson Horst: I think it depends on which table you look at. If you look at Illinois table, then we are meeting the expectations of all the other universities, correct?

Senator Nikolaou: Yeah, we were far above all the other universities. Maybe the task force will have a response on that. In order to accommodate all the other changes, a decrease would have to happen from different areas. The idea is that Civic Life could potentially map into civic engagement, but we are not going to have 3 social sciences, so it dropped by one, and the Math/Sciences.

Dr. Chris Horvath: I am not sure where you are getting 3. A student could take 3,4, or 5, depending on their interests. If you have a student who is very interested in the STEM fields or is interested in science and wants to devote a significant portion of their general education time to doing things in that, they have the opportunity to take five STEM classes and have them count. In the Quantitative Literacy category, the Scientific Literacy category, the STEM category, the Experiential Learning category, and the elective. That is 5. Students who are interested in science can take 5 science classes and have them count. Students who are less interested in science are still going to be exposed to a minimum of 3. Part of the motivation here was to provide students with additional flexibility to construct a general education curriculum that met their needs and their particular interests. As faculty, we think there are certain subject areas where all students should be exposed to them. It is a balance between that and student flexibility and student choice.

Senator Midha: Using this approach of comparing courses to other institutions could be useful in some respects, but it is equally important to consider the needs of our students. Have we evaluated where we expect our students to be in their academic journey with respect to science and math skills? If that evaluation was done, did we compare how those three courses in the new plan vs the 5 courses in the old plan meet those expectations? My concern arises from the ongoing issue that we hear in the news all the time that students’ math and science skills in our nation are falling behind constantly.

Senator Nikolaou: When we say three, we mean ones that are clearly math and sciences. What Dr. Horvath mentioned about Experiential Learning in the general education, we are not counting them because it is not going to be for everyone. Some students might elect to do more of the math and have 5 of them. All students will need to do Scientific Literacy, Quantitative Literacy, and STEM.

Chairperson Horst: Is there something clearly being eliminated from the old system?

Senator Nikolaou: Science, math, and technology would correspond to STEM. Math and Quantitative Reasoning, so this has transformed into Quantitative Literacy. That is where it might have included math, but it is also included stats. That is part of where the IAI includes the stat component. Natural Science was two courses, 6 hours. Now it is under Scientific Literacy and is one course.

Chairperson Horst: We are going from two to one in Natural Sciences?

Senator Nikolaou: Maybe yes. Under the new program there is not a Natural Science Category, there is not a Social Science category. Most of the courses that would be Natural Science would be under Scientific Literacy.

Senator Helms: You have to take two courses from Natural Sciences, and all of them, with the exception of one, are labs; so you do have to take a lab course. Whether you want to name it or not, they do have to take one. Within IAI, the reduction in the Life Sciences, and not specifying a lab, makes us non-IAI compliant. IAI specifically states, “must have a lab.” We are not doing that under this new policy. It won’t be IAI compliant, so how are we going to handle the reverse transfer process? Right now, a student can start at a four-year institution, finish their gen eds, and transfer back if they are not finishing and earn an AS degree. If they are not required to take a lab class at Illinois State University, that goes out the window. How will we handle that?

Senator Hurd: We will need to have a lot of seats that have lab sections. We will stay IAI compliant, so half of our students take our gen ed and half take IAI. If they are on the IAI plan and they transfer here and they don’t have their science complete, they do have to take a lab science class. In order for us to stay in compliance with the law, we will have to offer those courses for those students to finish. We need about 3,000 seats in science in the fall alone. I see most of those coming from the big four. All of those have labs and I don’t see that as a change at all. I think those classes need to stay there. Those are big lecture courses. Those labs are really important for retention. Those labs are 23-24 people max, and that is good for us for retention. I don’t want those courses to go away, and we can’t run gen ed without them. We will stay in compliance because we don’t have a choice, not that we would want to go away from it. We have to have those labs.

Chairperson Horst: Just to clarify, Biology can require a lab, and they would have to take the lab even if it is not part of the gen ed program?

Senator Hurd: Bio 101, the lab is associated with the course. They would have to take that.

Senator Helms: If Biology chose to no longer associate a lab with 101 because if faculty don’t have enough grad students, we won’t offer a lab for 101. If chemistry does that in 102 and Physics does that in 102 etc., how do you prevent that under this system, because there is no requirement for a lab class under this?

Senator Hurd: That’s the way it is now. You all could walk away from your labs, if you wanted. If all of the sciences decided they weren’t going to offer a lab, we would have to have a conversation, because then we are not in compliance with the law. IAI is codified in Illinois law.

Senator Cline: I was very stressed about writing requirements. The math and science dominance of this conversation notwithstanding, most of us on this campus are relatively smart people and didn’t take more than 4 or 5 sciences in their lifetime getting here. My big concern with the gen ed sequence as it has been is that my students are barely able to put sentences together by the time they get to me in my upper division courses. I am an art historian; I may be in the School of Art but I have a PHD in art history with a secondary field of classics, which is a humanities discipline. Writing comes to me, and the big problem I have with the program was that my students were not engaging in the writing because they were not interested in it. The students would arrive to us having never written about anything they care about. That is what drives their interest and engagement with the classes. The question is, you mentioned in your presentation, Dr. Nikolaou, is that what is listed on our new sequence called Applied Writing Inquiry, which would allow me to have students who are interested in my discipline take their writing component with me as opposed to some other discipline. I think I heard you say that has to not have a pre-req. Is that correct? It would have to be taught at a writing level, or 100 level?

Senator Nikolaou: Because general education courses should not have pre-requisites. It depends on what kind of prerequisite. It is similar to IAI because some of them say placement in English writing, or placement in math. The placement ones are fine, but you cannot say, “I am going to offer writing in Arts 240 and have it as a prerequisite in Arts 102. You cannot have a prerequisite from within the unit that you are in.

Senator Cline: Just for clarification, there is another category- Information Fluency through Writing - which is the basic writing course. Is it sequence-able in the sense that you could say you must have that one first before you take your applied writing inquiry? That is not a prerequisite, but a sequencing. Is that envisioned?

Senator Nikolaou: We didn’t talk about that, but I don’t think so if it is listed as a prerequisite.

Senator Hurd: We want to keep as many prerequisites off courses as possible, because IAI is really cracking down on that. They have built a little bit of wiggle room in that, and the only pre-req’s that IAI is allowing is writing. We would have to look and make sure that, if there is going to be a pre-req, which we are going to try against, if it is going to be there it needs to be knowledge the student has to have for that class. When the disciplines want to do the writing courses on their own, they have to remember that you can’t major block more than 50% of the seats. If you are going to major block more than that, then is it really a general education course? Right now, we have a handful of gen ed courses that are completely major blocked. We can’t really manage that.

Senator Cline: I think if we are going to talk about sequencing the way that the taskforce envisioned, Information Fluency through Writing is structure and argumentation and things like that, which would be very valuable if we are thinking about the secondary writing course which is intended to help meet this concern that faculty have if their students are just not learning how to write in school. That would help make it buildable in a sense that you are scaffolding structure and understanding about the structure of writing and then building that into something that there are interested in learning about.

Chairperson Horst: It could be something that the advisors put forward as best practice.

Senator Nikolaou: University College could have a discussion where we say that, ideally, they would have the Information Fluency first, and then in their study plan go into the applied writing.

Chairperson Horst: We are not doing inner-core/outer-core anymore.

Senator Schmeiser: Is it my understanding that courses can be tagged currently for one or more category, but then the student must pick one?

Senator Nikolaou: The idea is that a course would fall under only one category, and then they can pick whichever course they want in that category. We would not have a course listed under more than one category, excluding the general education elective.

Senator Schmeiser: Is that currently how it is, that a student has to pick one? Is that going to stay the same?

Senator Nikolaou: Yes.

Senator Schmeiser: I wanted to double check the term for Humanities. Is it a proposed change to change it from Humanities to Human-Centered?

Senator Nikolaou: Not Human-Centered, it is Human-Related. Page 8. There were two cases under the courses in this category where it was using Humanities with a capital H and now it says human experience-based disciplinary approach.

Senator Schmeiser: Currently students must take a Humanities course because it is capital H, correct?

Senator Nikolaou: Right now, there is a Humanities category, yes.

Senator Schmeiser: The proposed change would make it so that they could take a course that is related but not necessarily in the Humanities with a capital H.

Senator Nikolaou: Yes, that is because of the description of the category. The category talks about “express the humanities through literature, art, culture, tradition and behavior, history, philosophy, religion, politics…” Some of these are not in the Humanities discipline but they are really close to humanities. Based on the description, a Chem course would not fall under this category.

Dr. Chris Horvath: A history of chemistry course might fit under that category.

Chairperson Horst: Could you walk us through the Experiential Learning? Are there other institutions that are doing something like this? What courses do we currently have on the books that would satisfy this requirement? What was the reasoning behind adding something like this? I look at the words, “research” and “internships,” that seems like it would have requirements of previous knowledge in an area. I am a little confused as to how this category was conceived and how it will work.

Senator Nikolaou: I cannot address how it was conceived, but this is one of the categories that we in our committee had the most difficulty understanding. In terms of the courses that you asked about, in that Excel sheet Senator Hurd has mapped some courses. Several of them are from Fine Arts, but as we talked there are a small number of seats within the sections.

Chairperson Horst: They would also require previous knowledge. For instance, when I teach a gen ed course in music, it wouldn’t be at the same level of knowledge of music as someone who would be in the symphony.

Senator Nikolaou: For the civic engagement component there are courses that are already identified that meet the civic engagement component. There are 50 courses that are already listed that meet this attribute. For the experiential learning, what we were told is that the taskforce thought this is going to be a category that will give more flexibility for faculty to create more fun courses, courses that you would not necessarily expect in a traditional manner in a university. For the experiential learning we said that if there are labs, they would fall in there. If they are internships within a specific field, they would not fall under this category because they would have prerequisites. If it is a general internship that anyone could take without any pre-reqs, it would fall under this category. Professional practice in economics would not be able to count. If it is a general professional practice by engaging in community service, that would count.

Chairperson Horst: Perhaps the taskforce co-chairs can walk us through what led to the creation of this category, some background research you did, and how you envision this category working?

Dr. Chris Horvath: The argument for this category is the public comment that Dr. Strzepek made at the beginning of this meeting. This is the epitome of what education should be about. It should be about students solving real problems, analyzing data, doing hands-on research, doing hands-on creative work, this is what a college education should be about. It is consistent with our values of civic engagement. It is consistent with pretty much all of the values in our strategic plan. It hasn’t been a required part of students’ experience at university until now. We envisioned a huge variety of courses that might meet this. The obvious examples are study abroad, small research experience in a lab, things like that. There also some courses that might be taught in a larger format. Imagine there is a course focused on something about the water table here in McLean County and the effects of some new industrialization that might happen in town on our water. What might happen is that the class would take a data set, take a bunch of data that already exists, they wouldn’t be expected to do all that because that would require prior learning, but maybe there is a data set. Maybe the way the class would work is the professor would help the students work their way through this data, learn to analyze it, learn to draw conclusions about it, learn to propose changes or propose things that we might do in our community to improve the water quality. That can be taught in a class of 100 students, it wouldn’t have to be taught in a class of 15. From my own perspective, I would much rather take the class if it was a class of 15, but if we need to teach it as a class of 100, we could certainly do that. We envisioned a wide variety of courses focused on civic engagement that had this experiential component to them.

Chairperson Horst: Is this part of the IAI initiative, or is there any other school that is doing this? Is this just a new idea?

Dr. Chris Horvath: It is innovative, which is one of our goals. It is newish. There are other schools that have things like this, in fact lots of them. We looked broadly and found lots of examples.

Senator Nikolaou: I will have to check how many there are. It is not as common, but there are some places where they had experiential learning and civic engagement. There are some that had it as a separate graduation requirement where they said 31 credit hours for gen ed plus a course on experiential learning that did not count as gen ed but was still lower level. Some of them were using a different term.

I want to note, one of the comments that we got from several departments in social sciences and humanities about Exploring the Human Condition. By not requiring the United States tradition or the Individual and Civic Life that we are decreasing all this experience that students are going to get by knowing about politics. The idea is that some, like United States traditions or civic life, could actually go under this experiential learning and civic engagement category. That was one way that we saw the concern from the group would be addressed, by being able to propose courses under that category.

Senator Hurd: Experiential learning is considered a high-impact practice. When you have those embedded in your courses, it increases retention. One of the things that we did when we were first talking about this category is we went and talked to Student Affairs. There are lots of opportunities for us to build experiential learning and civic engagement courses and partner with our friends in Student Affairs and do some things together such as their leadership program and things like that. When we went from college to college talking about curriculum committees, this is one of the categories that they were really excited about. It is new and different and innovative, and it made them think outside the box a little bit and say, “I see how my class could fit here.” We are going to have to help faculty see how they will fit here and the things they can do to make their courses more experiential. For civic engagement, we have a long list of civic engagement courses that have that course attribute. If you go to Katie’s website, you can see the list every semester. We feel pretty good about having the seats in this category.

Dr. Chris Horvath: This experiential learning component is typical in the student’s experience at a small liberal arts college. It is typical. What is unusual and innovative and new are larger universities like us who are trying to find ways to give students that experience that is common for students in smaller institutions.

Senator Stewart: Senator Nikolaou, you said that at a certain point the learning outcomes for some of these categories were treated as an “or.” In many cases it became an “and.”

Senator Nikolaou: It was not clear the way that it was written before because they were just listed. One of the questions that we had was, “if you meet just one learning objective in this category, can we use it?” We met with CGE to ask what was the intention. They clarified that it is “and.” All the learning outcomes that are listed under each category all need to be met. The only exception is the experiential learning and civic engagement because that is the only one where it says, “must meet at least two of the following:” If it is more civic engagement or more experiential learning, there might be a different combination of learning outcomes.

Chairperson Horst: Provost Yazedjian, I know that the HLC accreditation just made some comments about our assessment. Did they reiterate their concern about the assessment of general education?

Provost Yazedjian: Generally speaking, the concerns from the HLC were about institutional assessment strategies because we have different units who participate in assessment in different ways. One of the things we included in our proposal was some of the specific changes we are making with gen ed in terms of integrating assessment into the gen ed program a little better. That was one of the things that came up in 2015, it came up again in 2019. I know the taskforce is part of these discussions of the curricular vision have also been talking about how to incorporate assessment. Our responsibility as educators is also to assess whether or not our students are meeting our learning outcomes. I don’t know that it was necessarily called out, but I would say there was a general concern about institution-wide assessment processes. Specific to gen ed, we had shown in that document how we had been working towards integrating assessment more seamlessly into our gen ed revisions moving forward.

Senator Bever: In Academic Affairs Committee we talked about what we are going to do with the ALEKS test. I don’t remember if we ever got an answer to that, but if we are going to change the math requirement, are we going to keep the ALEKS test or modify it, or how will that work?

Chairperson Horst: Could you tell us what the ALEKS test is?

Senator Bever: The ALEKS test is for students, it is for placement in math courses. We all have to take it before going to ISU, and you have to reach a certain score, and if you don’t reach that certain score you have to take additional math classes. I don’t know what the plan is with that.

Senator Hurd: Right now, ISU does require the math placement test so we know where to place students. As the state makes changes, we may have to revisit that. I think in committee we talked a lot about statistics, and I went back and talked to the company that has the ALEKS test and they said that they can provide us scores for a stats class. If a student chooses to take that stats class, we will know what ALEKS score it takes to get there.

Senator Sharp: If we do add a stats class, will there be remedial courses if the students don’t meet the level of the stats 100 class that currently falls under the math requirement? What would that look like to make sure that our incoming students are meeting the minimum math requirement that we know they have had enough support with that topic and don’t need additional help?

Senator Hurd: The developmental math courses will not go away. If they do not score high enough on the ALEKS exam to place into a gen ed math course, then they will take developmental math and work their way to a general education math course.

Senator Bever: The test would not focus primarily on stats, correct?

Senator Hurd: No, that would just be an addition. It would stay the same. We know that math 113, 121, 145, they are going to be gen ed courses that are in that math category. We will keep the ALEKS placement scores for those courses. If we add a course to that category, then we will need to make sure that we have an ALEKS test score that will equal that course, or we will have to figure out a way to know that the student should be placing into that course.

Senator Sharp: I am looking at the spreadsheet and noticed there is a financial literacy course that also falls under it. How would that be covered by ALEKS, if we know?

Senator Hurd: A course like that would not fall within ALEKS and we would have to work that out and see if that course really does fit into that category.

Dr. Chris Horvath: Our intention was that something like financial math would fit. Out intention when designing this category is not every course that meets this has to be taught in the math department. Not every course that meets this has to be a straightforward stats class. If you read the description of the courses in the category, there are two ways to satisfy. The course can be pure mathematics, statistics, logic, computer programming, computer science. That is one way; the other is way is the course could be an applied course in which students make substantial use of mathematics, computing, or statistics. The category includes much more than just math or just stats. My understanding is if you have chosen a major that has math prerequisites or a statistics class as a prerequisite, then the ALEKS test will be important because it will tell you where in the sequence you place and how many courses you will have to take to meet the prerequisite requirement for your major. You might satisfy this category with such a class, or you might take my department’s formal logic class and that might satisfy it. You might take a course offered by the School of IT and that might satisfy it. The category is much broader than just pure mathematics or statistics. That is Quantitative Literacy.

Senator Nikolaou: If you look Quantitative Reasoning right now, it shows there are only 9 courses. Several of them are economic reasoning using statistics, and this is from politics, economics, sociology, there are several 138’s that are offered across different units. I think MQM 100 is also one of them.

Chairperson Horst: I think we are at a good pause point. Please appreciate that we haven’t had this significant of a revision to the gen ed program for at least 20 years. This is a big deal. Please show this to your colleagues. Please see if they have questions, and next time we meet I think it is appropriate that we hear questions that you have gathered from your colleagues. It is not just us that have questions, but you are also representing people, so please make sure that their questions are answered. With this significant a revision to the curriculum, I think we need to take a long time to make sure everyone understands what is being proposed. We will put the PowerPoint up on the Senate website and I will ask Kevin Pickett to distribute it to the Senate. Your colleagues can find it if they go to the Senate website and go to the documents page. We will have more time for questions next time.

***Internal Committee Reports:***

* ***Academic Affairs Committee: Senator Nikolaou***

Senator Nikolaou: Academic Affairs met this evening, and we are going to be sending to Exec the Dress Codes policy 4.1.4.

* ***Administrative Affairs and Budget Committee: Senator Cline***

Senator Cline: The Administrative Affairs and Budget Committee met for an extra long meeting today, so I give my appreciation to all of the committee members. We considered and passed our report on the commentary having to do with the activities of the president and we will return to our regularly scheduled events next time.

* ***Faculty Affairs Committee: Senator Edwards***

Senator Edwards: Faculty Affairs approved a significant revision of ASPT Section 17 Appeals, Policy, and Procedures. It is a significant revision, so we are looking forward to a broader discussion, but this revision has now been reviewed by the URC twice and by Faculty Affairs twice. We believe it is ready for broader discussion. We look forward to that this year.

FAC also approved 3.3.4, Non-Tenure Track Faculty Classifications and Performance Evaluation. That was only minor wording changes, so hopefully that will come forward.

We began to review a policy brought be Craig McLachlan, 1.8 Integrity in Research, Scholarly, and Creative Activities. We encourage everyone at ISU who engages in scholarly and creative activities to read that policy, policy 1.8. Think about how the wording in that policy impacts your activities. FAC invites anybody interested to please give input on updating this language to match our current environment.

I want to note that I am starting to put together the election slates for external committees. We thank everybody who has volunteered. We are a little bit short on volunteers, especially in light of our last conversation for the Council on General Education. We are short in that area, especially from CAS. Please encourage folks to volunteer for those external committees, they are very important. The College of Engineering has open slots on several external committees that are held for them, and we invite them to volunteer for these committees, but we acknowledge that they probably have other priorities this year. Those may remain vacant this year, but they should think about getting on those committees.

* ***Planning and Finance Committee: Senator Bonnell***

Senator Bonnell: The Planning and Finance Committee met tonight, and we reviewed our draft for the Priorities Brief and recommendations focusing on the GE Road facilities that will be housing the College of Engineering complex. I also gave an update on my meetings with Chief Information Security Officer Dan Taube on proposed changes to policy 9.2 Appropriate Use.

* ***Rules Committee: Senator Valentin***

Senator Valentin: The Rules Committee reviewed and approved another change to Appendix II of the Senate bylaws regarding the Panel of 10 and reviewed and improved clarifying language in the Illinois State University Constitution regarding bylaws. We will be forwarding those changes. It is that little snippet about the reference and definition of bylaws in the constitution.

* ***University Policy Committee: Senator Stewart***

Senator Stewart: The University Policy Committee did meet tonight. We approved some very minor revisions to policy 1.18 ISU Compliance Program. I will plan on routing that through legal. I don’t anticipate any objections, but assuming it gets through legal, I will send that to Exec. I gave the committee a brief update on policy 1.7 Use of Electronic Equipment for Surveillance Purposes. After a meeting last week, it turns out that policy needs to be rewritten from the ground up. That will be a task for the next version of the University Policy Committee. The rest of our time was spent discussing 3.1.44 Amorous Relations. We had a representative of the Civil Service Council come by who had gathered some feedback from some of their constituents. The plan is we will be in contact with further groups of constituents trying to elicit various kinds of suggestions and feedback.

Senator McHale: On those types of relationships, what is the status of discrimination based on those relationships?

Senator Stewart: What do you mean by discrimination?

Senator McHale: Let’s say that we had a relationship, and it was a mutual relationship…

Chairperson Horst: It talks about power differentials.

Senator McHale: Non-power differential. If there was discrimination based on a relationship, how would that be regarded? Would it be harassment?

Chairperson Horst: There is a lot of language in that policy that codifies that even if you get a memorandum, the university is not necessarily dropping the possibility of harassment.

Senator McHale: I’ll do further research, thank you.

***Communications***

None.

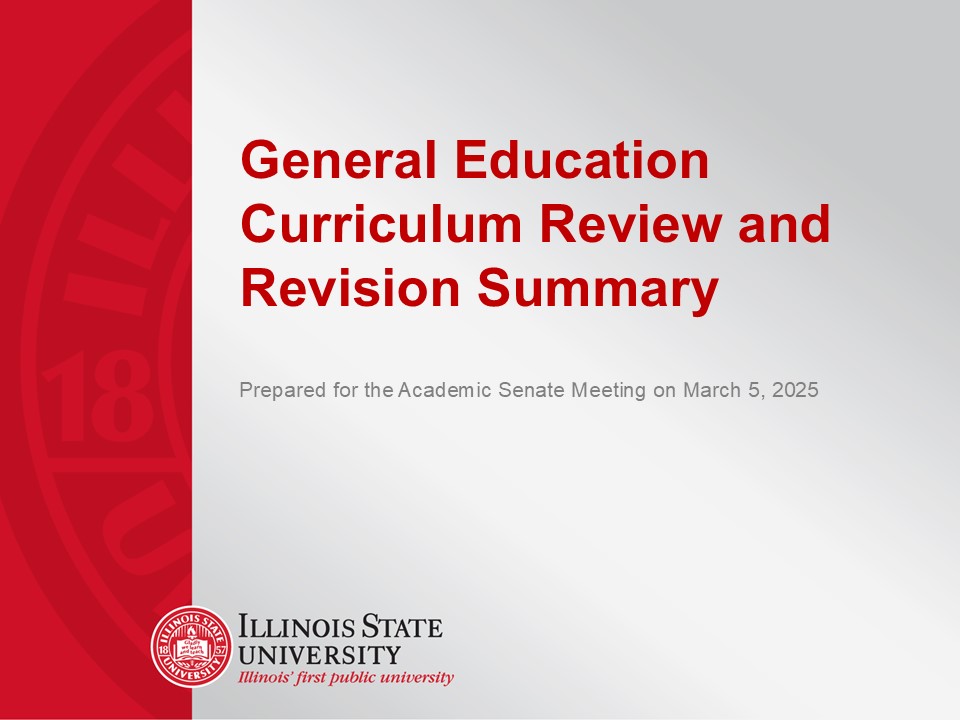
***Adjournment***

Motion by Senator McHale.

Second by Senator Yost.

Unanimous approval.

**Appendix A**

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