**Academic Senate Meeting Minutes**

**Wednesday, March 26, 2025**

**7:00 P.M. (Hard stop 8:30 PM)**

**OLD MAIN ROOM, BONE STUDENT CENTER**

***Call to Order***

Chairperson Horst called the meeting to order.

***Roll Call***

Senator Cline called roll and declared quorum.

Diane Zosky: I would like to say thank you on behalf of the School Street Pantry and mostly on behalf of our students for your generosity tonight. I know faculty with the Senate and students with the SGA contributed to this. You might not know this, but in a just-released study from Temple University, 41% of students nationally report being food insecure. We see that showing up here at Illinois State University. Two years ago, we were serving about 100 students a week at the pantry. Last year it was about 120. This year it is easily between 140 and 150 students each Friday at the pantry. We exist through donations from Midwest Food Bank, Eastern Illinois Food Bank, but then to a great extent through food drives like this. As we go forward, as you know what is happening at the national level, we see decreases of food coming into the food banks and we know that is going to trickle down to us. These sorts of food drives are so critical to meeting the need that we have. I know from many years of being here at Illinois State University both as a student and as a professor, at ISU we put our students first. I see the generosity from you folks tonight to bear that up. Thank you so much. Dr. Cline reminded me that there is a QR code on the table if you forgot to bring anything. You still have an opportunity to send in a donation, which is very helpful.

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

Scott Irelan: I am here tonight both as Dean Ireland of the Wonsook Kim College of Fine Arts and as Dr. Irelan, tenured professor of theater history and dramaturgy, to lend strong support to the general education program revision proposal. I have navigated this process before at a university of similar size and scope, and I can say with confidence it was transformative. There, as we are doing here, our Senate took on the challenge of revising general education for the first time in over 30 years. We moved from a knowledge transference model to an outcomes-based approach; one that expanded access to diverse content areas while ensuring that every category, regardless of the courses disciplinary home, met its designated learning outcomes. We established two learning outcomes for each area and implemented rubrics to collect meaningful assessment data. Many of the initial concerns surrounding the transition never materialized. Instead, early assessment data affirmed that we were on the right path, strengthening what we called our “essential studies” program into a more cohesive and impactful learning experience.

The success of the ISU general education program will depend on working together across colleges, departments, units, and courses. In this case, aligning general education offerings with fresh learning outcomes while reaffirming the diverse ways of knowing that have defined ISU for over 160 years. A thriving academic eco-system ensures that our disciplines from Arts and Design, Social Sciences, and Humanities, to the Sciences, Technologies, and Math contribute to a shared mission of contemporary general education. This kind of change is not just necessary, it is an opportunity to build something better for our students. ISU’s revision plan is strong, and by acting now we will ensure that our graduates leave not just with excellent degrees, but with a renewed sense of curiosity, engagement, and responsibility- better prepared to navigate and contribute to an increasingly complex, interconnected, and global world. Thank you.

***Chairperson's Remarks***

Chairperson Horst: Good evening, everybody. We are getting towards the end of the semester, and this is the busy season for the Senate. We have a long agenda, so I am going to be brief. First off, Faculty Caucus has a meeting this evening to discuss some proposed revisions to the ASPT. Faculty will take a short break after the Academic Senate adjourns and then the plan is to go to 9:30 if needed. Hopefully it won’t take that long.

As you have no doubt heard, the United Faculty of ISU has voted to support a strike. There are several more scheduled mediation sessions. The union has announced that it may go on strike as early as April 4. The job of a tenure-line faculty has three components: teaching, research, and service as we do this evening. If this union calls a strike, they will stop work in all of those areas. To that end, I will be in touch with members of the Academic Senate if there is a strike and we have a scheduled Academic Senate meeting.

Thank you to Dr. Horvath for agreeing to come for a third time to help us understand this general education revision proposal. We really appreciate your dedication. Due to the long agenda, I have requested to the administrators that they keep their remarks brief, so you can point your concerns to me. There is a lot of stuff going on right now and a lot of it is making myself and maybe you a little bit anxious. I ask you as a senator to stay focused on the work in front of us. We need to complete the review of this work that many have spent countless hours preparing. Let’s not get distracted this evening and let’s concentrate on why we are here.

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

Senator Blair: First, I am happy to report that Student Government had a successful lobby day. 12 of us, including myself, travelled to Springfield on March 19th. We left ISU at about 7 AM and did not return until close to 6 PM when we arrived back and then attended our Student Government meeting that night until almost 9. It was a very exhausting day. We met with several legislators including Representative Chung, Senator Koehler, and State Senator Stableman as well as various others. Additionally, some of our members were fortunate enough to receive a tour of the office of Secretary of State. We also briefly ran into Lieutenant Governor Juliana Stratton. The only downside to lobby day was that a group of our members attempted a prank by saying that they had ran into and had a conversation with our governor, JB Pritzker and that I missed out on it. That was completely fictional, but they declined to inform me until I stated it into the public record at that night’s Student Government meeting. I have forgiven them for that transgression, mostly.

While in Springfield, we advocated for:

1. Keeping MHEAC, the Mental Health Early Action on Campus Act funding as a legislative and budget priority
2. We advocated for Senator Koehler’s bill that would allocate approximately 6 million dollars to Illinois State to alleviate the burden of the unfunded mandates related to special education tuition waivers.
3. Finally, we advocated for bills in the House and Senate that would establish a stipend for student teachers as they have to do the work of a full-time teacher with no compensation.

I feel that our conversations were very productive, and I am looking forward to seeing what the legislature chooses to do regarding these initiatives as the year continues.

I would like to highlight an upcoming initiative by Student Government designed to create a new space for students’ entrepreneurial pursuits. This initiative has been led by our Senators Tyler Bever and Ella Sharp. On April 15th from 11 to 3, we will be hosting the Redbird Market. Redbird Market is the first-ever personal business and thrift market hosted by students and for students. It will be hosted on the quad, or as a rain location the third floor of the Bone Student Center. Currently there are over 70 student vendors who have registered, and that number is growing by the day. I believe, correct me if I’m wrong, registration has only been open for two days now so that is very impressive. I look forward to seeing our students make use of this opportunity to practice their business and entrepreneurial skills and to see what their fellow Redbirds have to offer.

Lastly, I would like to comment on the potential for a faculty strike as soon as April 4th. Students and other campus stakeholders are understandable concerned. The possibility of a strike has the potential for various negative impacts and creates uncertainty for students. I and other students appreciate that the administration has assured us that regardless of what occurs, commencement and graduation will continue as planned. However, on behalf of the students and campus as a whole, I would like to encourage the administration representatives and union representatives to work together in good-faith collaboration to resolve any differences and come to a reasonable agreement to hopefully avoid a strike. I also encourage all relevant groups to continue to communicate with the campus in as transparent and open a manner as possible as these issues unfold. Thank you.

Senator McHale: Did that legislation from Koehler include readjusting how much we get from the state to compensate for how little we are getting in reference to other universities in the Illinois State system?

Senator Blair: Our specific advocacy was for a specific bill that Senator Koehler has introduced that would give 6 million dollars to ISU, specifically for the Special Ed tuition waivers. We did not specifically advocate for changes in that funding formula simply because when we evaluated us going, we determined that three initiatives was the appropriate amount given the limited time that we would have with the legislators. We didn’t advocate for that specifically, however, if that 6 million dollars were to be allocated by that bill’s passage, that would in effect be a significant help to the university. From the numbers I heard, that would make up for a significant portion of the deficit we are working to eliminate if it were passed.

Chairperson Horst: Senator McHale, you might follow up with Brad Franke and see if there has been any motion on what you are talking about.

***Administrators' Remarks***

* ***President Aondover Tarhule***

Senator Tarhule: Thank you. I know that Chairperson Horst is concerned about time, so I won’t make any remarks, but I am happy to take any questions.

Senator McHale: I have a question about earmarked funds vs un-earmarked funds. When we talk about these buckets and as we chat and look at the numbers from last year the different amounts that we have made live in different buckets. Is there a law that says these buckets are to remain forever separate, or is it just tradition that if the dorms make a whole bunch of profit there is no way that we can get that money into the paychecks of our faculty members?

Senator Tarhule: Let me attempt an explanation and the CFO, Vice President for Finance, will clean it up. As you know, the state doesn’t build residential buildings. The state builds academic buildings. When we need to build a residential facility, we have to borrow the funds. When we borrow the funds, we enter into covenants with adapters, and they want assurance that they are going to be paid. They essentially put restrictions around what you can do with that money. That is one. Number 2, the state makes very strong rules about transferring money from what we call restricted and unrestricted. Because the restricted funds are supposed to be self-sufficient, they are supposed to charge for what you need for their use. They not supposed to be making a whole lot of money so you can transfer it to something else. If that were the case, you could charge a student for one thing and basically divert the money and use it to do something else. The state doesn’t allow that.

You might wonder why we have surpluses in those accounts. They are actually not surpluses. They are planned revenues against future expenses. When you look at the housing that we have, it is all very old stock. Every time something breaks in one of those buildings, it is a lot of money. You might look at the reserve account and think, “Oh, we have 30 million dollars there. That is a lot of money.” Yes, it is, but I will tell you that in the last 3 or 4 years Watterson has cost over 50 million dollars. We need to have this type of money saved aside in anticipation of things that break. Each time something breaks in one of these huge residences, it is not 100 thousand dollars, it is millions of dollars. We have a plan where we anticipate future emergency repairs, and we need to save the money for when those things happen. We can’t transfer the money out because of the covenants that we have with adapters, and because the law doesn’t allow it, and because we need those moneys for when things break in those places. You can’t transfer the money, and that is not something we can do or have any plans to do.

Senator Nelson: One other thing I would throw out is, also to save money for down-payments on future housing, parking, or any of those self-sufficient activities.

Senator Bever: I heard a couple weeks ago that CIO Charlie Edamala was removed from your cabinet. I was confused about this decision since he has been in the position since Dietz. Could you explain why he was removed from your cabinet?

Senator Nelson: Charlie as an individual is not removed from the cabinet. The CIO position is an AVP position. It is the only AVP on my staff who was on cabinet and really the only AVP that reports to any Vice President that was on cabinet. This was a move that was made to streamline cabinet. It is the president’s prerogative to build the cabinet as they see fit, and this was around alignment for representation across the division to ensure fairness with the other AVP’s.

* ***Provost Ani Yazedjian***

Senator Yazedjian: I have no comments.

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

Senator Johnson: I also have no comments.

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

Senator Nelson: In terms of the FY25 budget, the budget-reduction activities that we undertook starting the fall are proving to be successful, but we still have a few months left in this year. We can’t afford to take our foot off the brake so that we can continue to land the plane. We are very close to breaking even, which is a much better situation than what we found ourselves in in the fall. In terms of budget process for FY26, there will be more information coming over the next week and a half. The FY27 budget redesign process is continuing to move forward.

Chairperson Horst: Can you remind us when the public forums are for the budget redesign?

Senator Nelson: April 22nd and 23rd.

Chairperson Horst: As that is happening, I encourage everybody to attend, because it is a major initiative.

Senator McHale: I have a question from a constituent. They wonder how much money it costs to produce these? They wondered how much these cost and how many are distributed?

Chairperson Horst: He might not have that information right at his fingertips, so if you send that earlier, that could help. I would say that as part of the RISE taskforce initiative, that very point is on one of our lists of a potential cost-saving measure. To cut down on things such as those hardcopy brochures.

Senator Nelson: I don’t know, not at this time.

Senator McLauchlan: since the Redbird Scholar is produced by the AVP of Research, I do. They cost about $8,000 an issue. It is on the list of potential cost savings, but we like to have those handouts for visitors to our campus. We have many prospective students, prospective faculty, prospective administrators. I like to hand it to Senator Durbin and Senator Duckworth instead of giving them a QR code. They are about $8,000 an issue from my budget.

Senator Edwards: There was announced a 2% hold back for next year from departments that equals the one from this year. That is fairly substantial. I am wondering if that 2% number comes about as a prediction of what is going to happen and if there is some give and take in how that might play out depending on other conditions.

Senator Nelson: Since we looked at the FY26 budget, we are making a change next year. A change that has been well-needed at this institution in that the first thing we are doing before we build a budget is to forecast revenues. The forecasted revenues tell us how much we can spend. That is what our expense budget should be based upon. In the past, our expense budgets have rolled. They have been well in excess of what the anticipated revenue is going to be for a given year. This is part of an effort to realign our budget so that we spend within our means. As we looked at those revenues, we then looked at what we had spent this year and some of the required additional expenditures next year. We had a break-even/slightly deficit situation if we continue to spend like we are spending this year. Expense budgets for next year will be given to each of the vice presidents for their area based on this year’s spend. It will be balanced to the revenues.

***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.)***

* ***School of Teaching and Learning -*** [***Early Childhood Education Workforce Online Licensure Sequence***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/ExecFCE/Exec%20Packets%2024-25/2025.03.17/Linked%20Items/Consent%20Agenda/Early%20Childhood%20Education%20Workforce%20Online%20Licensure%20Sequence.docx?d=w143f6b8115fa4f698044d42618e5695a&csf=1&web=1&e=dKjL29) ***–*** [***FIF Here***](https://illinoisstateuniversity.sharepoint.com/:b:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.26/Linked%20Items/Consent%20Agenda/FIF%20-%20Early%20Childhood%20Education%20Workforce%20Online%20Licensure%20Sequence.pdf?csf=1&web=1&e=lVPqjW)
* ***Department of Special Education -*** [***Multilingual Special Education Certificate***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/ExecFCE/Exec%20Packets%2024-25/2025.03.17/Linked%20Items/Consent%20Agenda/Multilingual%20Special%20Education%20Certificate.docx?d=w07ca2032c18640cf8c59b01675bc26a7&csf=1&web=1&e=R45f4j) ***–*** [***FIF Here***](https://illinoisstateuniversity.sharepoint.com/:b:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.26/Linked%20Items/Consent%20Agenda/FIF_Multilingual%20Special%20Education%20Certificate.pdf?csf=1&web=1&e=o98fDm)
* ***Department of Health Sciences -*** [***Applied Health Sciences***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/ExecFCE/Exec%20Packets%2024-25/2025.03.17/Linked%20Items/Consent%20Agenda/Applied%20Health%20Sciences.docx?d=w8e685bfc4e6643e8b1891947741f4b8c&csf=1&web=1&e=yW9XdT) ***–*** [***FIF Here***](https://illinoisstateuniversity.sharepoint.com/:b:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.26/Linked%20Items/Consent%20Agenda/FIF%20-%20Applied%20Health%20Sciences.pdf?csf=1&web=1&e=eYvfRa)
* ***Department of Interdisciplinary Studies –*** [***Studies of Global Asia Minor***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/ExecFCE/Exec%20Packets%2024-25/2025.03.17/Linked%20Items/Consent%20Agenda/Studies%20of%20Global%20Asia%20Minor.docx?d=wb90972c1d3f64c3c98e89f3b79dfb7c9&csf=1&web=1&e=AxRsbn) ***–*** [***FIF Here***](https://illinoisstateuniversity.sharepoint.com/:b:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.26/Linked%20Items/Consent%20Agenda/FIF%20-%20Studies%20of%20Global%20Asia%20Minor.pdf?csf=1&web=1&e=c8FWv0)
* ***Department of Economics -*** [***Name Change Request: Energy and Regulatory Economics***](https://illinoisstateuniversity.sharepoint.com/:b:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/Senate/Senate%20Packets%2024-25/2025.03.26/Linked%20Items/Consent%20Agenda/Name%20Change%20Request%20-%20Energy%20and%20Regulatory%20Economics.pdf?csf=1&web=1&e=RQZE1K)

The consent agenda was unanimously approved.

***Action 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 proposed changes to the Academic Senate bylaws regarding public comment in the Senate and internal and external committees. The language under consideration here is the same as when we reviewed this as an information item.

Unanimous approval.

***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: This is a set of proposed changes to the Academic Senate bylaws Appendix II and Article 6.7 adding the Chief Equity and Inclusion Officer or designee as an ex-officio member of the Academic Affairs and University Policy Committees. This language is the same as when we reviewed this as an information item.

Unanimous approval.

***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: These are proposed changes to the Academic Senate bylaws Appendix II and Article 6.7 updating the Faculty Affairs Committee’s jurisdiction, functions, and a name change to include “governance”. The language under consideration here is the same as when we reviewed this as an information item.

Unanimous approval.

Chairperson Horst: I said this when these were information items, but, President Tarhule, we will present these as one item to you, so you will receive all of these three items as one cohesive document.

Now we are to our information item. To clarify, the Academic Senate Office communicated to the campus community that we have two information items scheduled regarding this massive Gen Ed revision proposal, and we anticipate an action item next time. That is also what the Executive Committee thought was appropriate, so this is an information session. In addition to the proposal, we are also going to discuss the required policy changes that are associated with that this evening. Thank you, Dr. Horvath, for coming.

***Information Items:***

***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/Senate/Senate%20Packets%2024-25/2025.03.26/Linked%20Items/08.08.2024.01%20-%20Gen%20Ed%20Revision%20Proposal/General%20Education%20Program%20Recommendation_FINAL.docx?d=w389f46d825b14486833d80b5e680997f&csf=1&web=1&e=h5q9KC)

[***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)

Senator Nikolaou: Do we want to start with questions on the proposal, or do you want me to present the changes to the policies and take questions?

Chairperson Horst: Let’s take questions on the proposal first. We heard about the proposal last time, we had some discussion, are there any questions you have from your constituents regarding this proposal?

Senator Helms: One of the questions that I have is under the new alignment. We have a Science/Math/Technology/Engineering and a Science Literacy group. Early in the draft proposal and still listed on the Gen Ed website on the draft, it clearly states that no class that is major-blocked or no class that is major-blocked that doesn’t offer at least 50% for others could be counted as a gen ed, nor could you double-dip. No group would be exempt from anything. Depending on how you put together the two categories of science, that may mean that Biology or Chemistry major would actually have to take additional science classes. If my intro Bio sequence can only count in one category, but they have to take both, and then something else doesn’t fit into Science Literacy, and nothing is exempt, they may have to pick up a Science Literacy. How are we going to address what would be inherently unfair for a STEM major to have to take an additional class that they are not having to do now?

Senator Nikolaou: For the first part about the 50%, that is actually on the Baccalaureate Degree Programs policy where we added it is not that if it is 50% it will not count towards gen ed, it is that no more than 50% of the gen ed course may be major-blocked. You cannot say, “I am going to offer Biology 101, and it is major-blocked.” Students may sign up based on the order that they chose the class, and they may end up being all Biology, but Biology would not be able to say, “we are reserving 70% of the seats for Biology and we allow only 30% of the seats to be for non-Biology majors.”

Senator Helms: That just creates a larger problem, in my mind. Our Intro to Bio sequence, when we say major-blocked, that is Biology, that is Chemistry, that is Biochemistry, that is ESSS, that is all kinds of other groups who fall under it. If you look right now on Coursefinder for our classes, every section of 196 and 197, our intro sequence, is major-blocked. Every one of them for those majors. Based on my interpretation of this, then it couldn’t be a gen ed, so my students as well as those in ESSS and others who take that class, sorry, that was major-blocked, so it is now not a gen ed, now you have to pick up something else. That is my read on that because that fits. It is more than 50% and we are making more room for Engineering and others as well.

Senator Hurd: I think we need to change that wording, because I met with all of the science chairs last week and we talked about that, and their interpretation was the same. We worked through how that could look. When that went in from the taskforce, the purpose was, let’s say we there is a music class that is gen ed that is major-blocked for only music majors, that is really not a gen ed course. A 196 and 197, you do have it major-blocked, but it is not just for Biology majors. It is all of those majors that you rattled off, and that is fine. We will have to work through those things to make sure that that is clear. We couldn’t do that.

Senator Helms: And we will work through those things before it becomes an action item here at Senate so that it is clear, or are you willing to give your assurances and the Provost Office’s assurances that no change in this is going to add classes for any of the existing STEM majors?

Senator Hurd: I am fine doing that because we worked it out to make sure that this is going to be ok and it is not going to hurt the students and the department.

Chairperson Horst: Just to clarify, Senator Hurd, this language is listed in the policy 2.1.12. could it say, “no more than 50% of a general education course may be major-blocked for one single major” or something like that?

Senator Hurd: That could work.

Chairperson Horst: I do think if we are passing policy language, we have to know what it is. Senator Nikolaou, perhaps you could take that back to your committee. I appreciate that, Senator Helms. We are not quite at the policy language yet; we are just looking at the general education proposal.

Senator Helms: That was actually part of the draft proposal, which is why I asked it there, not as part of the policy. I want the opportunity to ask about it a second time.

Senator Hurd: Can I clarify one other thing? You mentioned that there wouldn’t be double-dipping, but there will be. Students have to be able to double-dip.

Senator Helms: That was my bad choice of words, I was talking about the exemption.

Senator Stewart: This is a question from a constituent. What is the relationship between this proposal and the Illinois Articulation Initiative, IAI? From the proposal, it is not clear whether or how some of these categories line up with the IAI, which is built around general disciplinary areas like Life Sciences, Mathematics, Humanities, etc. For instance, Exploring the Human Condition, one of the new gen ed categories, doesn’t seem to clearly align with any IAI category and it includes criteria such as global and cross-cultural relations that don’t have clear links to any IAI categories. Scientific literacy and STEM are structured in such a way that it looks like students could actually avoid science or math courses that are essential to the IAI and other places. How will this system be compatible with both inward, that is students moving to ISU from other places, and outward transfers, so an ISU student who transfers elsewhere through the IAI.

Chairperson Horst: I wanted to also follow up on Senator Helms’s question from last week where he said, “IAI says it must have a lab and it won’t be IAI compliant.” If somebody could address the intersection between what is being proposed and IAI.

Senator Nikolaou: First, for Senator Stewart’s constituent, table 9 from the presentation slides includes the direct comparison of IAI courses, the current ISU curriculum, and the proposed gen ed program. For Humanities, for IAI we have Humanities and Fine Arts. Based on the current gen ed program we have Humanities and Fine Arts, and based on the new proposed gen ed, it would be Exploring the Human Condition and the Creative Arts categories. For STEM right now we have Science, Math, and Technology. There is not a separate category for IAI, in theory. It is more related to math, and it remains as STEM as well.

Senator Hurd: Our gen ed does not have to align with IAI, because a student picks one. By law, if a student takes one course at a community college, then they are automatically following IAI. Once they get here the advisors take a look at what they have and what is the best route for that student. If it is IAI, they keep them in the IAI program, and we have 272 courses articulated with IAI that they choose from to complete the categories in IAI. If they decide to go with ISU’s gen ed then they follow all of our requirements. They are not straddling both of those, so they don’t have to be in sync with each other.

Senator Stewart: I think my constituent’s question though is about, for example, an ISU student who starts here on our gen eds and doesn’t finish them. Now many of our gen eds may not cleanly articulate at other places. Now they are at a disadvantage and are having trouble moving gen eds over to another institution.

Senator Hurd: Because of IAI, our gen ed courses have the IAI code. If they take that course with that code and transfer out of here it will count in IAI under that code. That is the beauty of IAI and that coding system that we have.

Senator Stewart: I understand that. I think the worry that my constituent has is that these new categories are not going to articulate very well.

Senator Hurd: The categories don’t have to. The courses do.

Senator Stewart: Sorry, courses in the new categories are not going to articulate very well. I think that is the question being asked.

Senator Hurd: I disagree with that.

Chris Horvath: I don’t see that at all. Whether the course articulates or not depends on the structure and content of that course, not what category it is in. A course that is designed by you or me would probably go in the Human Condition category, but we could design it in a way that would also satisfy whatever the IAI requirements are so that it articulated plainly with the Humanities category in IAI. I would think that a lot of the courses that appear in the various categories will be like that. They will meet IAI requirements and articulate just the same way our current gen ed courses articulate with the IAI program. It is the courses, not the categories, that matter for IAI.

Senator Helms: I appreciate that, but I also appreciate in your answer you said “we could” design the class so that it does. There is no requirement that we do that, I think is the point that your constituent may be trying to get to. The idea that our courses now, not every one of our gen ed courses is IAI compliant. We have gen eds that aren’t. The idea that we could create a new course that could be, but there is no requirement for it to be, and right now there is no requirement, the idea that we come in as a student under IAI and an advisor can take a look at if IAI best? If we are not truly IAI compliant, that student leaving here, going to another institution or trying to do the reverse transfer process for an AS or an AA will be at a disadvantage, in my opinion, because we aren’t necessarily going to be IAI compliant. Every class that we have now as it rolls in and is IAI compliant will be, every new course will either have to be intentionally designed to be or not.

Chairperson Horst: Senator Helms, I just want to remind you we are in information stage and several people might have questions from their constituents; we are not at the debate stage.

Senator Helms: Absolutely, and the other part of that question had to do with those lab science classes and IAI compliance. That was brought up by you, Chair Horst, so I would love to hear an answer for that because IAI does specify that it is required.

Senator Hurd: IAI does require that their students have a lab course. That is why we need to maintain, as I mentioned in our last meeting, we have to maintain science that have the lab associated with them. When I met with the chairs, I re-emphasized that we need to keep those big 4 with the labs in order for us to make sure that students are ok if they are going to follow IAI. We are IAI compliant because that is the law, and it is the right thing to do. We are compliant, so those of you in IAI, don’t worry that you are not going to be able to complete your gen ed, because you are.

Chairperson Horst: I would like to do a follow up question that Senator Bever talked about last time you talked about the ALEKS score. Is this some sort of pre-req for the math classes that would be listed? You mentioned that each individual course would have to get assessed for that score. Could you talk about how that will work and whether or not that technically is a pre-req?

Senator Hurd: An ALEKS score, I wouldn’t consider it a pre-req. The math department and the faculty require an ALEKS score to determine where they place into their courses. If there happens to be a math course in the Quantitative Reasoning category that doesn’t require an ALEKS score, that is fine. ALEKS can’t test for everything, and it tests some things better than others.

Chris Horvath: The Quantitative Literacy category will contain many, many courses that are not taught by the math department, at least that is our hope. Math should have a big presence in there, and those of you who are science majors who have math prerequisites for your Biology or Physics degree, those courses hopefully will be in that category so that you can count them towards your major and satisfy those pre-req requirements. Hopefully there will be statistics classes taught by social science programs, logic classes taught by philosophy, computer classes taught by IT or by electrical engineering. Hopefully that category will contain many things in addition to math. The ALEKS scores are only required by the math department. We should be able to satisfy that and never take that test.

Chairperson Horst: I wanted to follow up on that, and this is coming from President Tarhule this morning. Right now, we have the math department offering math classes, and now we have this potential to have a distribution of quantitative classes across different disciplines. Is this somehow going to be less efficient and cost more than to have a centralized approach where you have one department that specializes and can potentially offer larger classes?

Senator Hurd: I would say that if those courses didn’t fill that it could be more efficient to put them in one department. Right now, we offer about 30 sections of some version of 138. 138 is that stats class in political science, economics, psychology, and then there is an MQN100 that these are all the stats classes. We run 30 sections of those a semester, and we fill them to 98% capacity. If one department was going to be able to fill the demand of stats, we would have to add several faculty in the math department if we were going to do that. Right now, it is pretty efficient in how we do it.

Senator Tarhule: I can follow up with you later, but the conceptual part of my question was making sure that we are tying course requirements and offerings to a budget model and making sure that the model we come up with is financially efficient. We can always follow up on that offline.

Senator Sharp: I have another question about the ALEKS test. I know you mentioned there was a lot of courses that wouldn’t fall under ALEKS. For incoming students, would they not be required to take it, or if all students were required to take it and they were put at a level where they would need to be in a remedial class, would they have to take that remedial class or would they be able to opt for the non-ALEKS based ones? I would worry if someone is at a level where they are in need of help with some of these fundamental math skills that they would opt for a different type of class.

Senator Hurd: That is a very good question. I guess it would have to depend on if they want to take a course in that category that required ALEKS and they didn’t meet the minimum score for that course, they would need to go into a developmental math course. If they opted for a different course that didn’t require ALEKS, they could go right to that course and take it.

Chris Horvath: It is not a matter of just opting for choice. If a student is coming in with a major that requires certain math courses as part of the major, they have a choice but the smart thing to do would be to take those math courses to satisfy their quantitative reasoning. If they came in as a theater major or a philosophy major and they don’t have those kinds of math prerequisites in their major, maybe they want to take logic or computer science or statistics instead of those math courses that would require the ALEKS test.

Senator Bever: This new change with math would almost make it not required at all for the ALEKS test for all students. It would only make it required for those who have the mandatory math that requires an ALEKS test. So, no longer would all students need to take an ALEKS test, but only the ones with the majors with the math that require it?

Senator Hurd: Yes. I am trying to find the number of majors we ran through to see how many majors require a math course and most of them do. College of Business, they all require 121. Teacher Ed requires 130, 152, 2-something. There are very large majors that require a specific math course. There are very few majors that don’t. They are going to have to take the ALEKS placement to get to those classes. I can give you the exact number once I run through the spreadsheet.

Senator Blair: I believe the concern that Senator Sharp and Senator Bever were getting at is that if you happen to be a student who was not in one of those majors that specifically required that math course and you also happen to be a student who had very poor math skills compared to what we would want a student to have, unless they were required to take one by their major the new program would allow them to avoid having to learn the basic math that they should be expected as college students to be able to do. I think that is the concern they were getting at. Assuming that is accurate to what they were asking, is that a fair assessment for those small number of majors who don’t require it?

Senator Hurd: No. The courses that are going to be in that math category have to meet the definition of that category. It is a math category, so those courses have to have some aspect of math to it. That has to be the predominant focus of the course. It is not like they are going to avoid a math class. They can take other classes other than the traditional math classes that they can take now. We have to think about this not locked into what we currently have, but what this could be. It gives students a different opportunity than they have had in the past.

Chris Horvath: Part of the confusion is we are using the word “math” in three different ways, and they are not clear about it. There is the math department, and not all of the courses in this category have to be taught by the math department. There is math the discipline, the set of knowledge and skills that you acquire taking courses where the subject matter is mathematics. The courses in the quantitative literacy category still require that you acquire knowledge about mathematical concepts, and you learn certain mathematical skills. They don’t have to be taught be the math department and they don’t have to have “math” in the course title. They could have “statistics” or “quantitative reasoning” or “logic” or something else in the course title. They could be taught by many different departments on campus. When we use the word “math” need to be clear. In our gen ed we are talking about a set of concepts and skills. Those are still required in the quantitative reasoning category. What is not required is that they be taught be the math department or that they have “math” anywhere in their title.

Senator Yazedjian: If I could clarify using my own experience when I was a sociology major as an undergraduate- to Dr. Horvath’s point what we are saying is every student has to take a class that allows them to develop the same base competency. As a sociology major, that base competency which is measured by the outcomes for the courses in that category, every student will meet those outcomes. That course in a particular department may be sufficient for me as a sociology major. If I was a math major, I would need to take the ALEKS test to determine the fundamental understanding I need that allows me to be placed into the right base competency course so that I can be successful in the other math classes that I would need to take. If I don’t score at that basic level on the ALEKS course, it is to my benefit to take the developmental math classes so I can be successful in subsequent math classes because that is my major. Irrespective of if I’m a math major or a sociology major, the general education classes in that area will allow every single student to have the same level of competency in that area as a result of taking whatever class they might take.

Chairperson Horst: I would like to shift over on the Experiential Learning, and I was wondering if we have a little bit more information about that category. Senator Nikolaou, last time you said potentially lab courses could be proposed under this category. Also, there are some music courses listed under that category, but the lab courses and the music courses that are listed, according to our credit hour policy, would be non-lecture-based classes. As such, you would require two contact hours with the faculty for one credit hour, according to our credit hour policy. Is there some sort of concept that Experiential Learning is not going to have a lecture-based component, or is it going to be a mixture, or is it going to solely be lab-based courses, and we will have to take 6 hours of contact hours to get a three-credit hour class?

Senator Nikolaou: If we look at the credit hour policy, we give the specifics about labs, for example, where it says that they typically meet 100 minutes. It still applies under the general 1 and 2 items of the credit hour where it says that for one credit hour you need to have one hour of in person or “in class” and then two hours of out of class activity. Let’s say that for the music classes you have them interact with you for two hours and then they practice for another hour by themselves.

Chairperson Horst: Those are one-unit classes, and they meet three times. That is why they are categorized as the lab-based experience. They make three hours for one credit hour, sometimes four.

Senator Nikolaou: I think that would be specific to departments to determine if it is indeed that they want to keep it as a lab course. Is it really one credit hour, or in reality is it a two or three credit hour?

Chairperson Horst: We call it one. If you could flesh out the Experiential Learning, is it going to be a lecture-based class? Is it going to be a sort of lab-based class, or is it going to be some sort of mixture?

Senator Nikolaou: I think the idea, and I am going to give it to Dr. Horvath, the idea was that we are not going to restrict it to a type of class. It is going to depend on as long as they meet the learning objectives for that specific category. If it is a lab, it can be proposed. If it is a lecture, it can be proposed. If it is a performance-based course, it can be proposed, as long as they meet the learning outcomes.

Chris Horvath: When we conceived of this category, we didn’t conceive of it as either a lecture necessarily or as a lab. What is important is that the course use an experiential learning pedagogy. While I note for some of us who have been at this for a long time that may be new. Experiential learning pedagogies, lots of universities have them, lots of faculty use them, lots of courses are developed around them. Those pedagogies focus on structured reflection, on learning by doing. In our view, CGE should evaluate those courses to see if those courses, whatever type of courses they are, whatever the kind of experience, whether it is a case study-based course or an internship or study abroad or service learning or course-based research, any of those or lots of others. If the course if built around continuous structured reflection, if that is a significant part of what happens in that class, then it should count as experiential learning. We realize that not all faculty on this campus are familiar with that pedagogy. We would hope that CIPD and the Center for Community Engagement and other departments who routinely use experiential learning would hold professional development sessions for faculty who are unfamiliar with this pedagogy but who are interested in offering courses in this category.

Chairperson Horst: What makes me nervous is the courses that are listed that I am familiar with and the lab courses that you mentioned, there would be a lot more contact hours per credit hour just because of the way they are structured. As long as there is an assurance that at some point there would be enough credit hours for the ISU students to access and it wouldn’t require a lot of contact hours. It would be a potentially 3 credit hour class that meant 3 credit hours. If you think that we can generate enough classes like that.

Senator Nikolaou: For this, because it also has the “and civic engagement” there are several courses that fall under this category. If we look at the minor on civic engagement, there are already 50 courses that count towards the minor for civic engagement. Every year we get an email from civic engagement which are courses that have a community and civic engagement component. For CAS, for example, there were already 60 courses listed that meet that requirement. There are several from philosophy, several from communications, politics and government. I see Music 153 and 154, I don’t know what they are- history, EAF, there is a variety of courses that meet the civic engagement component.

Senator Midha: In the College of Business there are a bunch of base courses, like a full-time internship equivalent is considered a course. Can those courses be counted as experience-based?

Senator Nikolaou: No, because you would have some type of prerequisite for those internships, right? It wouldn’t be a first-year student who have not done any College of Business courses?

Senator Midha: Generally, these internships are in third year, Junior or Senior years.

Senator Nikolaou: If they need to have completed other courses in order to be eligible, for example the department has to give consent for the students to get the internship, then it wouldn’t count.

Senator Hurd: Correct, and you would want to major-block your internships.

Senator Midha: Can independent studies constitute towards experience-based courses?

Senator Nikolaou: As long as they are not upper-level that are major-blocked. There is wording where it talks about “gen-ed designated internships”. Internships could, as long as they are gen-ed designated. Then, undergraduate course-based, undergraduate research- it would meet the course description for the Experiential Learning category.

Chairperson Horst: You would have to have a syllabus for the independent study. That would have to be approved, right?

Senator Nikolaou: Yes, for independent study you need to have approval by the department.

Senator Stewart: I had a question about how some of these categories are being interpreted. There is the Exploring the Human Condition which, I believe, says that one of the things a course that fits must do is demonstrate respect for the complex identities of others, their histories, and their cultures. One of the problems that I am having getting my head around this proposal is how those things are going to be interpreted. Would a course that included one day on ancient Chinese philosophy but then otherwise focuses on philosophy of mind, would that be enough to demonstrate respect for the complex identities of others, their histories, and their cultures?

Chris Horvath: That would be a decision for CGE when the course gets proposed for the general education program. The faculty and the department’s curriculum committee would have to vet it, the college’s curriculum committee would have to vet it, CGE would have to vet it, and I would assume all of those faculty groups will develop a set of guidelines for what they think meets these definitions and what doesn’t. I can’t answer that question because the taskforce isn’t the group that is going to be making those decisions. There will be groups of faculty on the various curriculum committees up and down who will have to vet the proposals and decide whether they meet these things. The clearest thing we said is that they must meet those learning objectives that we set out. There is not a lot of room for interpretation there. Whether they meet the description, you are right, there is lots of room for interpretation and we trust that the faculty will make our colleagues will make the right decision about whether our course is consistent with the description or not.

Chairperson Horst: Correct me if I’m wrong, but the description is a guiding statement. Learning outcomes are required.

Chris Horvath: That is correct. That was our intention.

Senator Hurd: Having sat on CGE or listened in for many years now, CGE has a tendency, they very much adhere to those descriptions and talk about, “Is this in the bones of the course?” They want to make sure that the focus of that course meets that description before they are willing to approve it.

Chris Horvath: There is nothing new about that with this proposal. That is the way CGE operates now, as I understand.

Senator Stewart: That is very helpful just in clarifying the structure and what is happening and that there needs to be additional work at other levels. It does mean that a proposal of this high level could in practice be worked out and radically different ways. Is that correct?

Chris Horvath: That is a feature, not a bug as they say. There are many different kinds of courses that would meet these descriptions. They can be met in many different ways. That was our intention.

Senator Stewart: If the committee gave these learning outcomes a very strong interpretation and demanded a really significant component, than many fewer classes will be able to qualify for that category. If they take a much looser interpretation, than many more classes will be able to satisfy that category, and we can’t tell in advance.

Chris Horvath: That seems right to me.

Senator Hurd: That is how it is now.

Chairperson Horst: Senator Nikolaou, could you walk us through the policies that are associated with this proposal and your concept as to how we are going to potentially vote on all of this in the near future?

Senator Nikolaou: All three items, the two policies and the undergraduate catalog, recommendations for the changes are conditional on the general education program being approved. If the gen ed program is not being approved, we are not making any changes to the two policies and the undergraduate catalog. If we started with 2.1.12, the pass/no pass credit/no credit policy, apart from just clarifying that we are talking about credit hours instead of just hours and semester hours, the main change is under courses not eligible to be taken pass/no pass. We are deleting the last sentence where it says “no group one course in the general education program may be taken under the pass/no pass. Under the new program there is not going to be a group 1 and group 2.

Chairperson Horst: To clarify, now any general education course may be taken pass/no pass?

Senator Nikolaou: Yeah, there is no distinction. The other small item is at the very last paragraph where it says, “workshops, institutes, and professional practice” we are eliminating institutes because we checked with the registrar and there is not actually an institutes course. That is independent of the gen ed and just cleaning up the policy itself.

Chairperson Horst: Then 2.1.9?

Senator Nikolaou: 2.1.9 Baccalaureate Degree Programs, again had a little bit of cleaning up. The main changes are under the general education policies. The first one is where we clarified that they should not have a prerequisite, then the language is consistent with how it appears for IAI courses. The second bullet point where we mentioned earlier about the 50% and that they may not be major-blocked, so we can make the adjustment to the language based on what we discussed earlier. That students are going to complete one course in each of the 11 general education categories to meet the general education program requirements. Similar to what we have right now that a gen ed course can only be listed under one of the gen ed categories. Clarifying that we can have double-dips. A general education course can be used to fulfill an AMALI requirement, or it could be used to meet an IDEAS requirement ,depending on if a course has either of these two designations. There is going to be a 5-year review for the gen ed courses. That is to match the review cycle for IAI courses as well. We are deleting item 4, which talks about how a student may be exempt from one of the gen ed categories based on disciplinary expertise, because this is not the case anymore. We don’t have these exceptions. Also, under the Bachelor of Arts degree, at the very end we have to delete the last sentence where it says, “a student seeking a B.A. Degree takes LAN 115 in place of Quantitative Reasoning because again we don’t have these categories. The other thing is that we are deleting from the policy owner the University Curriculum Committee, since we don’t have it anymore.

Chairperson Horst: Some of these changes are directly tied to the proposal, but some of them are not.

Senator Nikolaou: All of them are.

Chairperson Horst: I guess the larger proposal, they are. Could you comment, it says, “general education courses should not have a pre-req. Is that absolute? Should it be “must not have a pre-req” or is there a possibility that they could have a pre-req?

Senator Nikolaou: We have “should not” because then you have this placement. If you have placement in writing or placement in a math competency course, it is allowed but you cannot have that you have Eco 101 as the prerequisite in order to take Eco 102. Eco 102 would not be a gen-ed in that case.

Chairperson Horst: There is some flexibility in that case?

Senator Nikolaou: Yes. It is mainly for the placement, which is also what IAI does.

Senator Helms: Most of our 138 stats classes have prerequisites, so they can’t be gen eds now. Quantitative Reasoning.

Senator Hurd. They would need to be revised and the next time IAI reviews them, they would have to be revised if we were going to maintain that articulation. Those were created before IAI really clamped down on that.

Senator Helms: Regardless of whether we do this, IAI is going to make us do away with pre-reqs for PSY 138, Nursing 138, etc if we want to keep them gen ed?

Senator Hurd: Yes.

Senator Helms: Wow, no wonder we want community colleges to offer 4-year degrees.

Senator Schmeiser: Senator Nikolaou, when you mentioned the specific Bachelor of Arts requirements and you mentioned students graduating, “a student pursuing a B.A. Degree will acquire knowledge of a world language as demonstrated by successful completion of LAN 115 or equivalent” was that added or deleted?

Senator Nikolaou: This stays. The only change is that the next sentence is “students seeking a B.A. Degree takes LAN 115 in place of Quantitative Reasoning.” They are not taking it in place of Quantitative Reasoning because Quantitative Reasoning doesn’t exist anymore. They still need to successfully complete LAN 115. The sentence that you read is standing language and is going to remain.

Senator Helms: That would add one class to somebody seeking a B.A. then, because they can no longer take LAN 115, they now have to take Quantitative Reasoning or whatever we call it.

Senator Nikolaou: They would have to take 115 either way.

Senator Helms: Yes, 115 used to get them out of, it made them exempt from one of the gen ed categories. Under this proposal, they will no longer, so that person getting a B.A. will need one more class.

Senator Nikolaou: It depends on how you count the classes because right now, under the current gen ed, they would have to take 39 hours and then they would get an exemption, so they would need to complete only 36. Based on the new program, they would need to do only 33.

Senator Helms: That is reducing everybody’s hours, that is not what I’m talking about. Specifically, for somebody earning a B.A. where they used to be exempt from a Quantitative Reasoning because of that, we are going to change everybody’s number of hours for gen ed. For those seeking B.A.’s we’ll change that, but we will also technically make them take a reasoning course. I am trying very hard not to use the word “stats” or “math”, they would now have to take one.

Senator Nikolaou: Yes, there is no substitutions.

Senator Helms: Thank you, they would take one extra course.

Senator Hurd: Everyone takes the same number of hours. That is not the way it is right now.

Chairperson Horst: Moving on to the undergraduate catalog, I don’t see the learning outcomes in here, so where would these very important learning outcomes be housed?

Senator Hurd: On the Gen Ed website.

Chairperson Horst: Okay. They chose not to put them in the catalog?

Senator Hurd: Right. We have no learning outcomes at all in the catalog for anything.

Senator Nikolaou: These are pretty straightforward. In the introductory paragraph adjusting the purpose of the gen ed program to reflect the revisions, then changing wherever it was 13 courses to 11 courses wherever it was 39 credit hours changing to 33 credit hours. You will see that on the third page we are adding the new 11 categories and pretty much all the deletions are the specific categories that we currently have and all the different courses that fall under each of the current categories. The idea is that once the new courses are approved under each of the 11 new categories, they are going to be populated wherever it now appears as “Deleted”.

The remaining information items were skipped due to time constraints.

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

***ISU Constitution changes Re: Bylaws of Schools***

[***Link to current constitution***](https://illinoisstate.edu/downloads/trustees/ILLINOIS%20STATE%20UNIVERSITY%20CONSTITUTION%202024-08-02.pdf)

[***Link to markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Executive%20Committee%20of%20the%20Academic%20Senate/2025.03.17/Linked%20Items/06.04.2024.30%20-%20Review%20the%20constitution%20regarding%20the%20review%20and%20approval%20of%20bylaws%20of%20schools/Constitution%20ARTICLE%20VI%20Section%201%20-%20Markup.docx?d=w387cdd21e0ea42e0a83fd4b07e12ad59&csf=1&web=1&e=KZNnmV)

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

***Appendix II Update Re: Panel of 10***

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

[***Link to markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Executive%20Committee%20of%20the%20Academic%20Senate/2025.03.17/Linked%20Items/1.10.2025.01%20-%20Appendix%20II%20Update%20Re%20Panel%20of%2010/Appendix%20II%20Panel%20of%20-%20Markup.docx?d=w314a243e927042428dafc43cea8957cd&csf=1&web=1&e=H8bo8x)

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

***Policy 4.1.4 Dress Codes***

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

[***Link to markup***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Executive%20Committee%20of%20the%20Academic%20Senate/2025.03.17/Linked%20Items/8.12.2024.03%20-%20Policy%204.1.4%20Dress%20Codes/4.1.4%20Dress%20Codes_Mark%20Up.docx?d=we6a24c3030064aa99beab3b5b93c3d33&csf=1&web=1&e=cPqare)

***Internal Committee Reports:***

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

Senator Nikolaou: We discussed policy 2.1.20. We are going to be sending it to Exec. It’s the University Authorized Activities.

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

Senator Cline: Administrative Affairs and Budget Committee met this evening. We completed a conversation and analysis of the AIF report. The report will be rendered to the Executive Committee by the end of the week. We passed some final changes to 3.2.13 to send back to the Executive Committee tomorrow.

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

Senator Edwards: We passed 3.3.4 NTT Classifications which we already passed earlier but we have even better language that we hope to bring next time. We spent some time discussing 1.8 Integrity in Research which me also mentioned last time. This policy is very extensive and required some extensive revision to bring in line with federal law and that has to happen fairly soon. However, the language is being looked at by other groups and is not quite ready for us to do much with it. We did have a pretty thorough look at it.

Chairperson Horst: Is your slate of candidates ready for the Senate Office?

Senator Edwards: We did discuss the election slate. There have been enough volunteers to fill all the positions, but the puzzle has no extra pieces in it, so that means there won’t be many elections. I asked the committee to look further and see if there are other volunteers we can bring in to have more elections with two or more candidates. Otherwise, we have basically every slot filled.

Chairperson Horst: You didn’t approve it, correct?

Senator Edwards: I thought we would wait a week and give them time to look at it and see if we can bring in any other candidates in order to have elections.

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

Senator Bonnell: Planning and Finance met tonight, and we reviewed the final draft of the Priorities brief and recommendations focusing on the GE Road facilities that will be housing the College of (Engineering) complex. We passed that proposal and will be sending those to Exec.

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

Senator Valentin: The Rules Committee did not achieve quorum today, but we did continue our review of updates to the Athletics Council bylaws.

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

Senator Stewart: The University Policy Committee did meet tonight. We approved some revisions to policy 1.18, the compliance program policy. That will be forwarded to Exec very soon. We had a quick initial discussion of policy 1.16, recruitment of service members, but will be consulting with the owner of that policy to see if they want to recommend any changes.

Chairperson Horst: I am going to remind all the committee chairs that your last committee meeting is next time. Senator Cline has a very important communication.

***Communications***

Senator Cline: Besides thanking everybody for your generosity with the School Street Pantry this evening, if you did not remember your soap or shampoo or whatever you were going to bring, there is a QR code to give a little bit of money their direction.

Since we began this meeting, our men’s basketball team has won the 2025 Purple CBI Championship.

Senator Lucey: I would like to communicate briefly about the prospect of faculty strike that may result from failing negotiations between the administration and faculty. While I appreciate that unresolved differences between administration and faculty union have been negotiating for a long time, my professional responsibility relates to teaching students and promoting community through my scholarship and service. I do not perceive a strike as being consistent with those processes. I believe a strike can be averted if less time were spent thinking about this institution as a business and consider it as a community focused on the shared pursuit of knowledge. We live in a time in which the national leadership seeks to dismantle our education system as we know it. It is important to recall the often-cited words of Abraham Lincoln, “A house divided against itself cannot stand.” The more physical and psychological energy spent on the salary negotiation, the less energy devoted towards protecting this institution from federal funding reductions. Both administration and faculty represent essential members of the Illinois State community we value. In the path towards resolving our differences lies in each side approaching negotiations in a spirit of humility, acknowledging its imperfections and pondering how demands can be amended to achieve a change for good for the whole.

There are many times in Senate when I heard former President Dietz say that the biggest room in the house is the room for improvement. I am grateful for these reminders and how they informed his openness to conversations about difficult issues with those expressing concerns. I think it is important that both sides of the negotiating process think about where they can find room for improvement in their positions to bring the negotiations to resolution. The true threat is already attacking to dismantle other institutions of higher education. Let’s resolve our differences and become a unified community so we are not dismantled in a similar manner. I would encourage each negotiated side to put aside your collective egos and greed and come to a resolution. The ultimate threat to our community comes from another place. Let’s stop attacking each other and put our collective energies towards our defense.

Senator Tarhule: Thank you so much, Professor Lucey. I think you are comments have prompted me to make comments that I didn’t want to make before. I want to say briefly, regarding the concerns that we have that over the past many years the salary increases that faculty have received, not just faculty but a lot of us, have not kept up with inflation. I know this, we understand this. As a result, because costs have gone up and our revenues have not kept up, it has felt like a salary cut to a lot of us and people are feeling the pressure. I understand this. I empathize with this. Consistent with what Senator Lucey has said, what I would like people to understand is that the university doesn’t operate in a bubble. The same pressures inflationary pressures that are impacting your personal incomes are also impacting the university. The fact that your revenues are not keeping up with expenses is exactly the situation the university is facing. It is not so much that the university is un-mindful of the challenges that faculty and staff are facing, it is the fact that the university itself is facing exactly those challenges. Not just this university, all universities across the entire country.

Look at the number of universities that are losing programs. Look at the number of universities that are firing people or letting tenured faculty go because they can’t keep up. They can’t afford to pay them. That is exactly the situation we are in. We are trying as much as we can to not get to that point. We are proactively trying to make sure that maybe we can’t pay what we know you deserve, but this is what we can afford to make sure we don’t have a crisis. I very much appreciate what you are saying. I hope we all look at the big picture and look at the fact that we are all together in these challenges that we are facing and constraints that we are facing. I appreciate everybody’s understanding and what you do for the university.

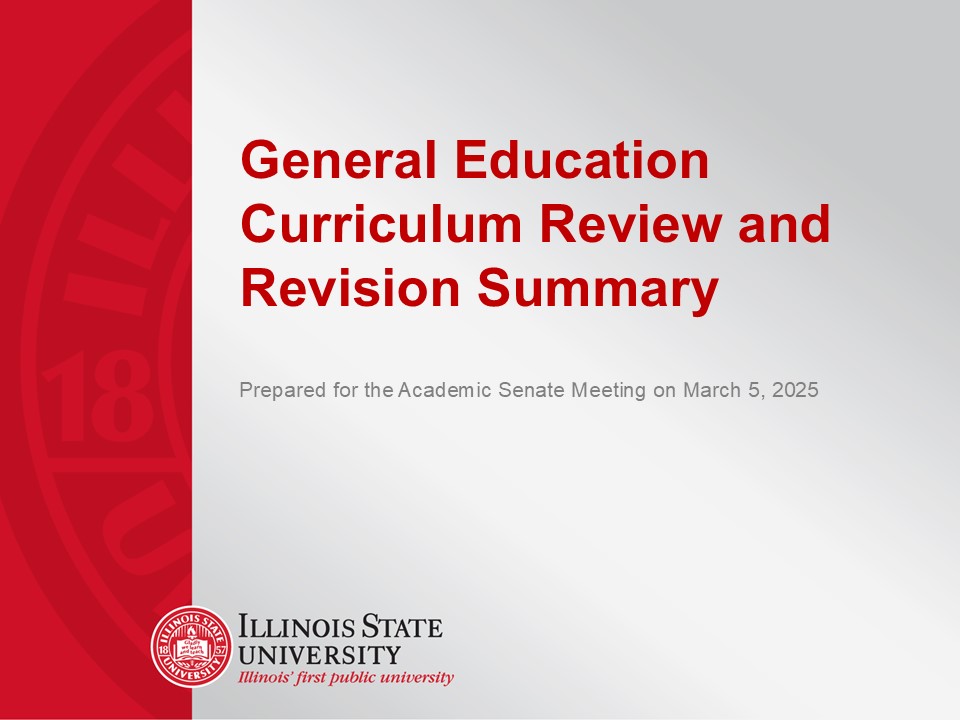
***Adjournment***

Motion by Senator Blair.

Second by Senator Yost.

Unanimous approval.

**Appendix A**

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