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Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

Wednesday, September 2, 2020

11:00 am

Zoom conferencing [Link](#)

1. Call to Order
2. Approval of the [Minutes of the May 4, 2020](#) and [July 30, 2020 Faculty Meeting Minutes](#)
3. Curriculum Council Consent Agenda
4. Opening Remarks, President Nugent
5. Committee Reports
 - a. [CUPP \(written report\)](#) Professor A. Eckhardt
 - b. Curriculum Council (oral report) Professor D. Marvin
 - c. Promotion and Tenure Committee (oral report) Professor M. Perera
 - d. Faculty Development Committee (oral report) Professor L. Nillas
 - e. [Nominating Committee \(written report\)](#) Professor D. Roberts
 - f. Assessment Committee (oral report) Professor L. Nelson
 - g. Undergraduate Research Advisory Committee (oral report) Professor T. Fuist
 - h. [Council for Excellence in Teaching and Learning \(written report\)](#) Professor S. Sheridan
6. Old Business
7. New Business
8. Administrative Reports
9. [Announcements](#)
10. Adjournment

MEETING OF THE IWU GENERAL FACULTY

Monday, May 4, 2020 over video conferencing

IWU used Zoom for the conference. Voting was done electronically after the meeting ended via Google Form. Ballots were sent to 165 faculty members, and 120 responded.

Summary of business:

- CUPP Motion 1: Beginning in Spring, 2021, with the exception of 300- and 400- level courses that are required for completing a major or minor, the minimum number of students required to be enrolled in a course shall be ten in order for that course to run as scheduled. Motion **passed**.
 - Strategic Planning Transfer Workgroup Motion 1: Approved first-year composition course to be equivalent to taking a Gateway Colloquium for students transferring to IWU. Motion **passed**.
 - Strategic Planning Transfer Workgroup Motion 2: Revise the physical education graduation requirement for students who transfer to IWU to: Two courses (x) or four half courses (y) or an equivalent combination is required. At least 1 x or 1 y must be a fitness course. For students who transfer into Illinois Wesleyan with at least 7 units, the requirement is reduced to 1 x course or 2 y courses, of which at least 1 x or 1 y must be a fitness course. Students transferring into the University with at least 15 units (or an earned Associate degree) are exempt from the physical education requirement. Motion **passed**.
 - Motion: The Educational Studies Program shall be closed. The Elementary Education major shall be eliminated. The Secondary Education major shall be eliminated. The major in Interdisciplinary Education shall be eliminated. Motion **failed**.
 - Motion: Delete the DTE Major. Motion **passed**.
 - Motion: Delete the Product Design Minor. Motion **failed**.
1. **Call to Order.** The meeting was called to order by President Nugent at 4:04 pm.
 2. **Approval of the minutes** of the April 27, 2020 meeting. The minutes were **amended**, then **passed as amended**. For the list of changes, see Appendix 2.
 3. **Committee Reports**
 - a. **CUPP** (written report), Prof. M. Robey

The council's last piece of business was discussing policy recommendations from the Program Evaluation Task Force report. See written report for the list of recommendations endorsed by CUPP. Thanks to the council members for their work this year, and to Ms. Brown-Ajayi for her invaluable help.

Q: If funding for signature work is suspended, where does that leave us in terms of a senior capstone policy? A: Signature work can continue under standard funding. The reason for recommending suspension is that there was not a clear mandate that all students will engage in signature work, and funding was uneven between departments.

Q: Will there be a continuation of CUPP work on these recommendations? A: for some of those not endorsed, CUPP is saying it doesn't have enough information. For example, need to talk to admissions and enrollment for more information on recruiter positions.

Motion 1: Beginning in Spring 2021, with the exception of 300 and 400 level courses that are required for completing a major, the minimum number of students required to be enrolled in a course shall be ten in order for that course to run as scheduled.

Rationale: without the exception, too many mid-sized majors would be unduly affected. On the carryover agenda: creation of a CUPP task force in the fall to study the ideal minimum number of students for a course to make.

Q: How does enforcement work? A: In consultation with Academic Affairs administration.

Q: What about small majors, what about minors? A: The exception also helps small majors. CUPP discussed whether to include minors. In some cases, an exception for majors also benefits minors. In other cases, CUPP chose to prioritize cost-effectiveness.

Motion to amend: include minors in the exception. Arguments for: the external consultants dismissed minors from consideration, and this spring a series of majors have been downgraded to minors. Arguments against: minors not required for graduation, if minors not attracting enough students they should be rethought. Result: **amendment passed.**

b. **Curriculum Council** (written report), Prof. A. Kerr

Finished work for the year, had changeover meeting. In the written report, forgot to thank Ms. Horner who does a significant amount of work for CC. See addendum for a summary of course additions and deletions. The agenda had a motion on a new records management policy for CC, but it was pulled by committee. The reason is that it may be more appropriate for Chapter 3, and this gives a chance to add more language on entering executive session. Q: why is the placement different than for the PAT records policy? A: The PAT records policy ended up in Chapter 4 because it regards personnel policies.

Note from a faculty member directed to the faculty: consider creating new courses for the Women and Gender Studies program; several were lost this year from various departments.

c. **Promotion and Tenure Committee** (written report), Prof. E. Kelahan

Thanks to the members of the committee, and thanks to Ms. Brown-Ajayi for her work.

A faculty member noted that recommendations regarding Instructional Staff were emailed, and the current PAT records policy does not include provision for emails. Request that a future PAT look at that and revise as necessary.

d. **Faculty Development Committee** (oral report), Prof. W. Jaeckle

Thanks to the members of the committee, and thanks to Dean Sullivan for behind the scenes work on funding. Thanks to Ms. Horner for administrative support.

e. **Nominating Committee** (oral report), Prof. A. Ponce

Wrapped up business earlier, nothing to report.

f. **Assessment Committee** (written report), Prof. J. Peters

Thanks to the members of the committee, and thanks to Ms. Hand for administrative support.

g. **Undergraduate Research Advisory Committee** (oral report), Prof. C. Nadeau

Thanks to the members of the committee. Nothing else to report.

h. **Transfer Work Group** (oral report), Prof. M. Theune

The transfer work group brings two motions, both intended to ease transfer difficulties.

Motion 1: The faculty endorse a policy that allows an approved first-year composition course to be equivalent to taking a Gateway Colloquium for students transferring into Illinois Wesleyan.

Rationale: This is a change to the current policy that requires two semesters of composition to be exempted from Gateway. Since two writing courses are needed for student success, we should allow two approved courses from other institutions to count for two writing courses at IWU.

Q: Will first-year composition increase burdens on faculty from English? A: No, this change does not require new courses or increased teaching resources, because it applies to transfer courses.

Motion 2: Revise the physical education graduation requirement for students who transfer to IWU to: Two courses (x) or four half courses (y) or an equivalent combination is required. At least 1 x or 1 y must be a fitness course. For students who transfer into Illinois Wesleyan with at least 7 units, the requirement is reduced to 1 x course or 2 y courses, of which at least 1 x or 1 y must be a fitness course. Students transferring into the University with at least 15 units (or an earned Associate degree) are exempt from the physical education requirement.

Note that there were no objections from Physical Education chair or IWU Athletic Director.

4. Old Business.

Motion: The Educational Studies Program shall be closed. The Elementary Education Major shall be eliminated. The Secondary Education Major shall be eliminated. The Major in Interdisciplinary Education shall be eliminated.

Rationale: primarily the expense. See Program Evaluation Task Force report for details. Potential for costs to rise if state requirements for licensure increase.

Arguments against:

- This recommendation from the task force is different from others, since it is the only recommendation to close a department, and the only motion that came from an individual rather than a committee.
- In terms of expense, the consultant data doesn't take into account independent studies, stacked courses, and the dependence on other majors. A course unit analysis is inappropriate for evaluating Educational Studies in particular, and a liberal arts institution in general.
- Closing poses a severe financial risk. Enrollment in Educational Studies has remained steady, and there are 27 deposits for the upcoming Fall. This is an increase of 10 from the previous Fall, and would put the total number of majors at a healthy amount.
- Not possible to partner with another institution, since the state requires a single institution to bear the responsibility for licensure.

- There is a teacher shortage, and in the past year the state of Illinois eliminated a test, so in fact state requirements for licensure will become more lenient, not more strict.
- The program plans to cut costs by a future reduction in the full-time faculty to three members, and combining two full-time staff members into one, all while still serving majors.
- If the program closes, one of our Golden Apple Scholars may lose their scholarship.
- The strong social justice component of the program supports the IWU mission, as does the connection to the liberal arts.
- Strong connection between the department and schools in Illinois due to graduates who become teachers. Effect similar to extra admissions counselors. Even connections with schools in other countries, like a student who is now a principal in Mexico.
- Connection with other programs on campus, including but not limited to Math, Hispanic Studies, Freeman Asia internship program, and Athletics. Notable that a student from China switched majors to Educational Studies.

5. New Business.

Motion: Deletion of the DTE major and minor.

Rationale: primarily the expense of the program, per Program Evaluation Task Force recommendation. Also concerned about the intersection between donors and the curriculum.

Notes: There is no DTE minor, so instead the motion becomes to delete the Product Design Minor. The motion was split, so that separate votes were taken on the major and minor.

President Nugent put forth the view that it is not a conflict of interest for a donor to support a program, even for many years. Similarly, endowed chairs are a piece of financial support for academic activities that runs over a long time period. What would be an inappropriate conflict of interest would be for the donor to control appointments.

Additional arguments for motion: concern about quality of the major.

Arguments against:

- DTE program is self-sustaining with 34 majors total, and a positive total financial contribution. Cost per credit hour is below the median for the university.
- Small enrollments in upper level courses, but the program is new.
- Some DTE courses are expensive due to team teaching, but this was removed even before the program evaluation process.
- Some co-curricular costs will shift to the IDEA center.
- The recommendation to move to a major in Entrepreneurship is a bad idea because of the loss of interdisciplinarity.
- Note that the most significant donor for the DTE program is not a member of the Board of Trustees.

It was noted that possibly the Product Design Minor could live in the Art Department. Some discussion of funding. Strong possibility of additional \$1m grant. Answering a question if the grant

money would still be available, President Nugent suggested the faculty should decide on the curriculum and not distort it to meet the desires of donors.

6. Administrative reports

President Nugent: It has been an incredible year. Thanks to everyone for being flexible in response to Covid-19.

Statement from a faculty member not in attendance: request for the administration to consider cancelling the planned IWU in-person commencement ceremony. It is unwise because of the potential for danger. Better to have students feel let down now rather than later. Instead have a virtual commencement.

President Nugent responded that the ceremony would only be held if it is appropriate and prudent.

Provost Brodl: look for emails clarifying plans for summer student activities and faculty travel. There has been a request to increase faculty representation on the Fall contingency planning group; CUPP has requested four faculty and the Provost will include three: one from athletics, one from facility-bound disciplines, and one from disciplines which are less facility bound.

A number of faculty are retiring, and two faculty are leaving the university.

Thanks to the faculty for pivoting to online education, and for making decisions regarding the future of the university.

Question posed on potential academic calendar changes. Faculty need to know for the purpose of course planning. A: everyone would prefer in-person teaching, but it is impossible to know whether that will be possible, so unfortunately no decision at this time.

7. Announcements.

Writing program seeks faculty participants for writing assessment process.

8. Meeting adjourned at 6:28 pm.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

Appendix 1: Vote totals from the electronic ballot. Of 165 ballots, 120 were returned and 45 were not.

CUPP motion 1: yes – 87, no – 32, abstain – 46

1 abstention expressed on the ballot

Strategic Planning Transfer Workgroup Motion 1: yes – 117, no – 1, abstain – 47

2 abstentions expressed on the ballot

Strategic Planning Transfer Workgroup Motion 2: yes – 114, no – 4, abstain – 47

2 abstentions expressed on the ballot

Old Business, motion to close the Educational Studies Program: yes – 40, no – 74, abstain – 51

6 abstentions expressed on the ballot

New Business, motion to delete the DTE Major: yes – 60, no – 53, abstain – 52

7 abstentions expressed on the ballot

New Business, motion to delete the Product Design minor: yes – 45, no – 69, abstain – 51

6 abstentions expressed on the ballot

Appendix 2: motion to amend the minutes of the April 27, 2020 meeting.

1. After Motion 5, deletion of the American Culture Studies Major add:

“Note this motion comes without recommendation from CC (due to a split vote on the council).”

Reason: this is part of CC’s motion and aligns with the details in the notes about Motion 6 under Old Business and Motion 2 under New Business.

2. Replace the following statement:

"The name can be misleading. Though American Studies as a research discipline used to be focused on American Exceptionalism, these days journals are full of articles on ethnic studies. The program plans to change the name to better fit this change in the field."

With this:

"Though the field of American Studies has been for decades committed to the study of diversity in the American experience, the program at IWU will change the name to more accurately reflect the unique, sharpened focus on ethnicity, race, and migration in the new iteration of the major in order to make the content of the major more immediately visible to students."

Reason: The first statement is inaccurate. It collapses a more general statement from a faculty member in support of the field of American Studies and the program at IWU with an inaccurate statement about the need for a name change and in doing so makes a false statement about both the field and the name change.

3. I was reading over the minutes of our last faculty meeting (4.27.20) and ask that a change be made regarding Motion 5, deletion of the American Culture Studies Major. The third bullet point under "*The program chair urged the faculty to vote no on this motion. Arguments against:*" states

Make ethnic studies/latinx studies more visible on campus

I find this statement very ambiguous as to whether this refers to the major or to the PETF recommendations for the university as a whole.

I therefore recommend replacing this statement with the following one:

The program accomplishes what the PETF is urging: making Ethnic/Racial Studies and Latinx Studies more visible.

4. Correction noted and fixed: the name of the Udall recipient is spelled Leah Bieniak.

Appendix 3: Response from the Design, Technology, and Entrepreneurship program regarding recommendations from the Program Evaluation Task Force.

Good afternoon all.

I wanted to first start off by thanking our colleagues who served on the PETF committee. The time and energy you dedicated to reviewing every program is appreciated by all faculty including those of us in DTE. Thank you for your service.

One of the PETF recommendations is to eliminate the DTE major and minor. I believe there are discrepancies with the PETF rationale (as stated below) as well as sensitive donor information. I have worked with the advancement office to ensure the following will not break donor confidentiality. The following is a point by point comparison with PETF's recommendation and concerns brought forward by Professor Manori Perera:

- **PETF rationale states:** "The DTE program was expected to be self-sustaining within four years, but it is not."
- **DTE response:** DTE *is* self-sustaining as we now have 34 majors and it brings in more money than we spend. Of all programs reviewed by Gray Associates, DTE ranked 23rd highest in contribution margin. There are 27 other majors on campus with fewer declared majors.
- **DTE response:** The DTE program has a positive total contribution number of \$748,347, meaning it is net positive. The DTE SCH cost (\$1,004) is less than the IWU median

SCH cost (\$1,030). Please remember that DTE is a relatively new and growing program. The classes may look expensive due to small enrollment numbers in the beginning of growing this program, but that is already changing (see below current stats) as the program grows.

- Total number of sections offered this year: 17
- Total number of student credit hours: 313
- Avg. Class size: 18 students... a bit skewed due to one large class (BUS 240)
- Number of classes below the 6 threshold: 1 (DTE 329)
- Number of classes below the proposed 10 threshold: 2 (DTE 329 and BUS 440)
- Number of classes over-subscribed (higher than cap) = 10/17
- **PETF rationale states:** Without external funding for the program (which is in jeopardy of disappearing), the program's enrollment numbers do not justify investment of IWU resources.
- **DTE response:** The DTE curriculum and co-curricular activities were 100% built by faculty and faculty only. The program is only *funded* by donor-dollars. Faculty created and controls the curriculum and we recently received your support for a curricular redesign in the fall led by faculty. This program costs the university nothing and will continue on soft funds for a *minimum* of 3 more academic years. There is not a jeopardy of disappearing funds as we just recently received another million dollar donation, which is *not* included in the 3 year calculation above nor is it part of the IDEA Center funding.
- **PETF rationale states:** "It is an expensive program to run. Courses with the DTE designation cost high above the IWU median course cost, and many courses effectively cost more than the revenue they generate."
- **DTE response:** The expensive DTE classes are due to this program being under 5 years old. In the beginning of any new program, upper level classes are usually under enrolled which makes them expensive. This is rapidly changing already. For example:
 - DTE 312 had 7 students the first year it was offered. This year 14 students were enrolled.
 - DTE 490 had 6 students the first year it was offered. This year 10 students were enrolled.
 - DTE 120 had 6 students the first year it was offered. This year 11 students were enrolled.
 - See below tables and charts for more information about other DTE course enrollments.
 - We have already started to address under enrolled and expensive classes by offering them every other year. We will continue to look into creative ways to lower the class costs for our upper level DTE classes.
- **DTE response:** The expensive part of the program is also in part due to the co-curricular activities and events, which will be rolled into the new IDEA Center budget with or without DTE, so it should not be considered when evaluating the DTE major/minor.
- **PETF rationale states:** Many of the goals of DTE can be accomplished with a major/minor in entrepreneurship (through the School of Business and Economics) and through initiatives associated with the planned IDEA Center.
- **DTE response:** The idea that the goals of an interdisciplinary program like DTE can be addressed within an entrepreneurship major is inaccurate. Of the 34 majors we currently have in DTE, 22 of them have elected product design and engineering design as their

concentration. This shows that students are equally interested in the product design and technology aspects of the program (the D and the T of DTE), which would not be represented in an entrepreneurship major. Please note that we fully support an entrepreneurship major, but not at the expense of an interdisciplinary program. To say a program in one department can adequately replace an interdisciplinary program pulling from 6 different disciplines defeats the purpose of what an interdisciplinary program represents.

- **Professor Manori Perera's comment to bring this motion forward:** "...to make clear that the Idea Center funding should not be tied to curriculum decisions pertaining to DTE or other programs."
- **DTE response:** IDEA Center funding is not *tied* to any curriculum. Funding for this new building will be used to strengthen innovation on our campus for *all disciplines* in a co-curricular manner. This supports the earlier counterpoint that the expensive part of the current DTE program should not be counted against the DTE major. Due to the IDEA Center not currently existing, the DTE program has stepped up to help provide co-curricular programming to *all* IWU students. It is our understanding that once the IDEA Center is up and running all of the co-curricular aspects that the DTE program has been handling for all students will transition to the IDEA Center. We fully support this shift.
- **Professor Manori Perera's comment to bring this motion forward:** "...with a regard to a conflict of interest".
- **DTE response:** DTE began with 1 substantial donor supporting DTE in its entirety (the D, the T, and the E). This donor is *not* on the board of trustees. DTE has had a second donor, who *is* on the board of trustees. This donor has only supported the entrepreneurship side of DTE since the very beginning. Due to this, we believe the conflict of interest is not relevant to the DTE program as he is not a supporter of the DTE program, but only of the entrepreneurship aspect of experiential opportunities for students (i.e. The Entrepreneurship Fellowship and student trips similar to the Career Center's Immersion Excursion). I would imagine he would be in favor of having an entrepreneurship major as opposed to the DTE major. So if anything the conflict of interest works against the DTE program.

A possible proposal: Whereas, I would prefer to keep this unique interdisciplinary major and minor in place, I understand the concerns brought forward by faculty and PETF. PETF suggested the elimination of the DTE major/minor and also suggested replacing it with an entrepreneurship major. If the faculty and Board of Trustees agrees that is the best path forward, I would like to propose that the product design minor stays in place to allow for entrepreneurship majors to minor in product design. This will be a better solution to accomplish the original goals of DTE and the spirit of an interdisciplinary program. For this, I request the motion brought forward by Professor Manori Perera be split into two motions.

I appreciate your time in reading this lengthy email and look forward to hearing your thoughts at the faculty meeting tomorrow.

Attachments: Below is a table of all classes created specifically for the DTE major and their enrollment numbers since the beginning of the program. Please note I did not include classes that existed prior to DTE. Also included are two bar charts (secretaries note: did not easily

reproduce). One is only DTE prefix classes and the other includes the remaining DTE related courses. This data will show you that the data pulled by Gray Associates (which PETF used in part to help guide their decision) was skewed due to the program being so new. If the data was pulled only using enrollments from this past year, it would show that the DTE course costs are not as high as they appeared.

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	
DTE 490	-	-	-	-	-	5	-	10	Senior capstone class
DTE 329	-	-	-	-	4	-	4	-	
DTE 312	-	7	-	10	-	6	-	14	
DTE 201	8	20	-	19	-	20	-	18	
DTE 125	6	-	5	-	-	-	-	-	Plans to offer every other year
DTE 120	6	-	5	-	6	-	11	-	Plans to offer every other year
BUS 240	21	17	28	28	30	30	36	39	
PHYS 131	16	-	12	-	16	-	20	20	
ACT 113	13	-	10	-	9	-	-	19	
BUS 340	-	-	13	-	11	-	10	-	
BUS 225	-	-	-	11	-	11	-	-	

Thank you,

SPECIAL MEETING OF THE IWU GENERAL FACULTY

Thursday, July 30, 2020 over video conferencing

IWU used Zoom for the conference. Voting on one motion was done electronically after the meeting ended via Google Form. Ballots were sent to 165 faculty members, and 124 responded. The motion **passed**.

1. **Call to Order.** Due to technical difficulties, the meeting was called to order at 3:57 pm, rather than the originally scheduled 3:30 pm. President Nugent presided, and started by thanking faculty for their work over the summer, whether on committees or preparing classes for the Fall semester.
2. **CUPP** – Prof. A Eckhard

CUPP has met 6 times this summer. As of the July 16 board of trustees meeting, three departments have been closed, which impacts 9 faculty members. The motion today is meant to give the faculty a chance to weigh in. Note that as of the President's email today, the date of termination letters being sent is Aug 31, not Aug 1.

The rationale is driven by two main issues. First, the issue of "educational considerations." The affected programs are integral parts of the general education curriculum; this motion is designed to give time for all departments to weigh in on impacts to course offerings. The second issue is that every effort has not been made; we should wait to see if new institutes can house faculty members.

Motion: For AY20-21, terminal contracts should not be issued to faculty members whose majors and minors have been slated for closure by the Board of Trustees, to allow an opportunity for the faculty as a whole to re-envision and re-structure offerings.

Q: does the President's letter affect the motion? A: no, because the motion mentions the entire academic year.

Arguments in favor of the motion:

- This decision was not made primarily by the faculty, and every effort was not made to find another suitable position, so this action by the board of trustees violates the faculty handbook.
- Losing these faculty members will decrease the racial diversity of the faculty.
- These program closures destroy a large amount of educational value. As an example, the Religion department helps address issues of religious intolerance. More generally, educational opportunities occur in co-curricular programming, not just in the classroom.
- Losing these faculty will negatively impact the Asian Studies program, which has brought in more than \$2 million in grants, and \$200 thousand annually in internship support. Also negatively impact the International Studies program.
- Negative publicity has damaged the reputation of the university, and there are anecdotal reports that it will reduce enrollment. The savings from seven salaries may be entirely offset by this financial damage.

- These faculty may be needed to teach courses. It was noted that Religion classes are full up to the 300 level.

Other discussion:

It was noted that HLC (accreditation body) guidelines say that students entering this year have the opportunity to finish their major. AAUP guidelines (and the faculty handbook) say that if a tenured faculty member has their appointment terminated due to discontinuance of a program, the same courses would not be taught for three years (unless faculty member offered reinstatement). Faculty questioned how this could be consistent with the potential termination of faculty in those programs on a one year timeline.

Questions about discussion at the July Board of Trustees meeting. A: broad discussion of diversity of course offerings and the student experience. No discussion of the diversity of the faculty. President Nugent added that the student benefit of mentoring and contact with Professors is difficult in high-enrolled programs. Provost Brodl added that at the BOT meeting he argued the cuts to visiting lines and adjunct positions over the last couple of years, paired with careful management of approval for new tenure lines, meant that program closure was not needed. In addition, the PETF process was about bringing forward good ideas for transformation.

Several faculty had questions for President Nugent. In answering, she noted that she would welcome proposals from the faculty to restructure the curriculum.

Q: Why was the termination letter date extended from Aug 1 to Aug 31? A: Pandemic changes things fast, hard to know what the needs of the Fall semester will be.

Q: Will adjuncts then teach courses in the Fall? A: Existing faculty have the first opportunity to teach courses.

Q: What should first-year advisors tell students who want to major in these programs? There was a back-and-forth discussion on PETF recommendations.

A faculty member disagreed with a year of employment counting as severance. President Nugent noted the faculty handbook offers notice or severance (Secretary's note: see Chapter 4, G.2.d).

Q: Will there be continued academic review? A: No, return to standard process of periodic program reviews.

Q: What else has been done with regards to expense savings? A: Over several years, large cuts have been instituted across the university, largely falling on departments other than academic affairs. Recall that all areas of the university were reviewed, including Administration and Athletics. Covid pay cuts are ending, and fell most heavily percentage-wise on upper administration.

3. **Adjournment:** meeting adjourned at 5:04 pm.

Results from the electronic ballot: yes - 111, no – 13, motion **passes**.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

CUPP Report

September 2, 2020

CUPP has met nine times since the May faculty meeting with three of those meetings since the July 30, 2020 faculty meeting. CUPP meetings for this fall are scheduled for Mondays or Wednesdays 3:30-5:15pm.

Ann Eckhardt, Molly Robey, Gabe Spalding, Mike Theune, and David Wallace attended the May Board of Trustees meeting and David Bollivar, Ann Eckhardt, Gabe Spalding, Mike Theune, and David Wallace attended the July Board of Trustees meeting. Meeting notes were distributed to the faculty.

Over the summer, CUPP spent considerable time discussing how best to assure good faculty governance and get back to good process especially where program discontinuance and affected faculty are concerned. Resolutions were passed throughout the summer and shared with administrators and faculty (see Appendix). CUPP also sent multiple emails to President Nugent, Provost Brodl, and Board Chair Szerlong urging them to re-enter good faculty governance including considering curricular implications of program closure, asking for clarity regarding how/when/by whom the programs up for discontinuance were identified, and voicing concerns related to timeline and making every effort to place affected faculty members among other missives.

After the July 16, 2020 Board of Trustees meeting, CUPP leadership (Ann Eckhardt and Mike Theune) and CC leadership (Stephanie Davis-Kahl and Dave Marvin) met with President Nugent and Provost Brodl to discuss the Board vote and ask how the administration was planning to support affected faculty. CUPP and CC leadership continue to assert that every effort has not been made and that the administration should not issue terminal contracts on 8/31/2020. The Special Faculty Meeting motion:

For AY20-21, terminal contracts should not be issued to faculty members whose majors and minors have been slated for closure by the Board of Trustees, to allow an opportunity for the faculty as a whole to re-envision and re-structure offerings.
passed by full faculty vote (111-13) and remains in effect.

The Provost provided CUPP with rationale for five tenure line searches that have been approved for the 2020-2021 academic year. A call did not go to chairs/directors, and CUPP did not review or make recommendations for tenure line searches. Searches that were approved by administration were two economics, two accounting, and one library. Searches were approved based on needs identified during the PETF process and faculty leaving the university unexpectedly over the summer. CUPP reviewed the proposals and requested that affected faculty be considered as appropriate for positions. Administrators were also encouraged to make the calls as open as possible. See CUPP motion below.

CUPP leadership discussed with the Provost and Associate Provost the need to return to normal tenure line proposal processes and were assured that a regular call for proposals would occur during this academic year. The need for a change in the tenure line proposal deadline timeline

(e.g., proposals due in March for CUPP review in April) due to needing a better sense of admission and budget numbers before approving searches was also brought up.

Provost Brodl is due for review during the 2020-2021 academic year. CUPP is working on finalizing questions for the faculty survey and plans to send the faculty survey this semester.

Multiple constituent concerns have been raised over the past three months. The majority of concerns relate to the program evaluation process, curricular impact of Board decisions, and issues related to faculty governance and poor process. CUPP will continue to address constituent concerns and welcomes dialogue with constituents.

Appendix. CUPP Resolutions Summer 2020

June 19, 2020

President Nugent's email of 6-12-20 titled "Clarity in Communication" states that the new, "fifth step" of the program evaluation process came about due to faculty demand for it; however, this new stage in fact emerged due to faculty concerns regarding the administrative response to the PETF Report, a response that, in an email sent to administration, CUPP stated, "contains numerous decontextualized, often unclear, and even sometimes erroneous pieces of information and views." While this new stage of program evaluation is not a continuation of the agreed-upon shared governance process of program review that took place during the 2019-2020 academic year, CUPP applauds the board's decision to take time to review further data. However, it is important to make clear that (1) this new process involves further study of units *not* identified by any faculty body for any type of action with the possibility of discontinuation of said units, and (2) the faculty members serving on this stage's work group served as consultants, offering needed context and information, but the Board determined that the work group would not make any formal recommendations or votes on units.

Therefore, CUPP resolves:

In the notification letters sent to the faculty in the six units identified for possible program discontinuation and in President Nugent's email of 6-12-20 titled "Clarity in Communication," it is stated that these programs are "being considered for discontinuance, based upon educational considerations, by the Board of Trustees" in accordance with IWU's faculty handbook and the AAUP's RIR4(d). However,

- (a) The notification letters do not present any reasons or considerations, educational or otherwise, for the possible discontinuation of programs. The point of the 30-day notice is to permit affected units and faculty to respond. *Thus, the board or administration must immediately provide affected units and faculty members with the official and specific educational reasons the board will consider in making their decision.*
- (b) According to RIR 4d(1) "the decision to discontinue formally a program or department of instruction will be based essentially upon educational considerations, as determined primarily by *the faculty as a whole or an appropriate committee thereof*" (emphasis added). The IWU Faculty Handbook states that discontinuance "will be based essentially upon educational considerations, as *determined primarily by faculty*" (emphasis added). Reasons determined primarily by the board or the administration would not comply with either RIR 4d or the IWU Faculty Handbook.

June 24, 2020

In the notification letters sent to the faculty in the six units identified for possible program discontinuation and in President Nugent's email of 6-12-20 titled "Clarity in Communication," it is stated that these programs are "being considered for discontinuance, based upon educational considerations, by the Board of Trustees" in accordance with IWU's faculty handbook and the AAUP's RIR4(d). However, the notification letters do not present any specific reasons or

considerations, educational or otherwise, for the possible discontinuation of programs. In a meeting with President Nugent, the chairs of affected departments requested to be provided with the educational considerations that are the basis of the possible discontinuation. President Nugent responded that the educational considerations were based on the following AAUP language: “They [educational considerations] must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by discontinuance.” However, the point of the 30-day notice is to permit affected units and faculty to respond to the board’s specific “long-range judgments” that might lead them to conclude that “the educational mission of the institution as a whole will be enhanced by the discontinuance” of each of those particular programs.¹

Thus, the board or administration must provide, in writing, affected units and faculty members with the official and specific educational reasons the board will consider in making their decision whether to close their programs. The board and administration must also restart the 30-day deadline for responses from the date at which those reasons are received.

July 22, 2020

CUPP resolves that the plan to issue terminal contracts on August 1, 2020, to the nine tenured faculty from disciplines which had their majors and minors discontinued--namely, anthropology, French and Italian, and religious studies--is illegitimate as it does not comply with Faculty Handbook procedures.

August 17, 2020

CUPP recommends that advertisements for upcoming openings be explicitly written to be as open as possible to the creative utilization of colleagues affected by program closure.

¹ From the AAUP's *Policy Documents and Reports* (11th edition)'s remarks on RIR 4: “those whose life’s work stands to be adversely affected should have the right to be heard. [S]ome arguments for a program’s elimination or preservation are better than others, and we believe that faculty members must be entrusted with the right to make and assess those arguments” (298).

Report from the Nominating Committee to the Faculty
Sept. 2, 2020 faculty meeting

The Nominating Committee this year consists of Julie Ballard, Scott Ferguson, Kristine Nielsen, Dan Roberts, and Tyler Schwend. We have not held a meeting yet, but have been working together asynchronously.

In addition to the standard tasks of the committee, this year we intend to accomplish three tasks: (1) updating faculty handbook language to reflect the workload reductions implemented by last year's Nominating Committee, (2) clarify the issue of whether or not Instructional Staff may represent faculty on committees, and (3) develop a more automated process for assigning faculty to appointive committees.

A call for nominations for replacement positions was sent to the faculty on August 24. This call consisted of two open positions on FDC (Faculty Development Committee) and two on the Reflective Advising Committee.

Submitted by Dan Roberts, chair

CETAL Written Report
IWU Faculty Meeting, 2 September 2020
Scott Sheridan, Chair (fall 2020)

Summer Work. CETAL met 10 times in June, July, and August to plan summer instructional development opportunities for IWU faculty. Our summer efforts included the following:

- arranging for a cohort of 23 IWU colleagues to participate in a 6-week “Fundamentals of Online Teaching” (FoOT) workshop from July 16-August 24 through Continuing Studies at the University of Wisconsin-Madison;
- facilitating a reading group to discuss Flower Darby’s book *Small Teaching Online: Applying Learning Science in Online Classes*;
- organizing 23 sessions during the *Summer 2020 CETAL Teaching Workshop* from July 20-August 7, focusing primarily on online teaching pedagogies and technology;
- creating a curated Moodle page that contains resources for instructors, including recordings of the workshop virtual sessions and links to purchased webinars;
- assisting colleagues with individual troubleshooting for instructional issues.

Data on the Summer 2020 CETAL Teaching Workshop. Of the 23 workshop sessions, the largest sessions had 40 participants, and the average number of participants for each session was 22. With attendance at sessions including participation from well over 75 different colleagues, this summer’s workshop marked high levels of engagement for IWU faculty in their willingness to prepare for fall offerings. A brief summary of post-session survey responses indicates the following: 84% agreed that the session they attended covered what they expected; 86% found the session information to be either “very valuable” or “valuable”; 70% either “strongly agreed” or “agreed” that the session they attended gave them more confidence in their online teaching.

These extraordinary achievements would not have been possible without the incredible contributions of the following colleagues and students, who deserve accolades for their hard work and dedication: Brandi Reissenweber (the summer work group co-chair and CETAL chair for spring 2021), Kate Browne, Stephanie Davis-Kahl, Deborah Halperin, Libby Haywood, Mark Liffiton, Anna Scanlon, Trey Short, Kevin Sullivan (ex officio), Mike Theune, and Scott Walter, as well as our student representatives Zehra Bakirdan and Freya Jennison.

Plans for Fall 2020. Although details still need to be confirmed, CETAL is currently working on the following possibilities:

- *The 2020-21 IWU Peer Mentor List*—those colleagues who participated in the Summer 2020 UW FoOT cohort and who will act as liaisons should faculty need feedback,

brainstorming, or troubleshooting assistance—will be shared on the CETAL Moodle page;

- A 2-3 part “*Lunch and Learn*” series, hosted virtually on select Thursdays from 12:15-1:00, possibly featuring a guest speaker on a topic relating to online teaching and technology;
- A possible *second professional instructional opportunity* offered by a reputable outside educational vender, available to those colleagues who did not participate in this summer’s FoOT workshop;
- A *CETAL virtual “happy hour”* to allow colleagues to gather informally as a community, to share stories and questions, vent about classroom experiences, and support one another;
- A call for submissions to add items to the *repository on the CETAL curated Moodle page*, including useful resources, original activities, or creative ideas to solve ongoing issues;
- A short term *teaching circle* to support HyFlex instructors, to be held on select Tuesdays from 12:15-1:00;
- *Possible programming to assist in the development of anti-racist pedagogy*, and equitable and inclusive classrooms.

More information will be forthcoming regarding these items. CETAL expects to remain as flexible and as nimble as possible this coming year, to assist our campus in meeting the continually evolving learning needs of students in this challenging COVID-19 era.

As always, please feel free to contact us via email at cetal@iwu.edu with questions about your instructional needs, as well as feedback or suggestions for development opportunities that may be useful for fall or spring semester programming.

Faculty Meeting Announcements – September 2, 2020

Display space available at Ames Library

Are you an advisor with a group that has something to share? Does your department or program have a milestone to celebrate? A topic you'd like to raise awareness about?

The Ames Library Exhibit Team invites any group on campus to contact us about utilizing display space in the library. There are several exhibit spaces in the library to promote student work, class projects, guest speakers, organizations, events, achievements or any topic of interest you'd like to share with the campus community.

If your group is interested in scheduling a display, please contact Meg Miner at mminer@iwu.edu or x1538.

Due to the pandemic and the Board of Trustees' response to the PETF report, the *Dialogues across the Disciplines* series will be on hiatus this year. Also, Bob Erlewine is stepping down as a member of the steering committee. If you are interested in serving on the steering committee, please let me know.

Jim Simeone
