

MEETING OF THE GENERAL FACULTY

Wednesday, September 1, 2021

11:10 a.m. - 12:40 p.m.

Zoom conferencing [link](#)

Join Zoom Meeting

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Meeting ID: 891 0705 3378

Passcode: 318274

One tap mobile: +13126266799,,89107053378#,,, *318274# US (Chicago)

1. Call to Order
2. Welcome and Introduction of New Faculty, President Nugent
3. Approval of the [Minutes](#) of the April 21, 2021 Faculty Meeting Minutes
4. Opening Remarks, President Nugent
5. Committee Reports
 - a. [CUPP](#) (written report) Professor D. Bollivar
 - i. [CUPP Motion 1](#): CUPP Motion for Instructional Staff Handbook Language
 - b. [Curriculum Council](#) (oral report) Professor A. Coles
 - c. Promotion and Tenure Committee (oral report) Professor J. Themanson
 - d. [Faculty Development Committee](#) (oral report) Professor K. Nielsen
 - e. Nominating Committee (oral report) Professor S. Ferguson
 - f. Assessment Committee (oral report) Professor J. Lowe
 - g. [Undergraduate Research Advisory Committee](#) (oral report) Professor M. Evans
 - h. [CETAL](#) (written report) Professor B. Reissenweber
6. Old Business
7. New Business
8. Administrative Reports
 - a. Provost Report (oral report) Mark Brodl
9. [Announcements](#)
10. Adjournment

MEETING OF THE IWU GENERAL FACULTY

Wednesday, April 21, 2021 over video conferencing. Voting was performed after the meeting via electronic ballot.

Meeting minutes

1. Call to Order. President Nugent called the meeting to order at 11:04 am.

The President thanked faculty and staff for their work during this unusual year, and for the flexibility needed to support students. Note that commencement will be in-person, spread across three ceremonies. The President thanked Profs. Sheridan, Jin, and Chaulagain for their years of service, noting they will not be returning to the university as a result of program review. Other faculty impacted by program review will be retiring or taking on other positions.

Faculty gave tributes to retirees (see appendix). Other moves of note: Sharla Brown-Ajayi is transitioning to Student Affairs, and Kevin Sullivan is stepping down as Associate Dean.

A faculty member noted that the faculty lost due to program closure is a big blow to international studies. In addition, with the loss of their expertise and service, the Asian studies program is not sustainable and the Freeman Asia program is in jeopardy.

2. Approval of the April 7 Faculty Meeting minutes. Minutes approved.
3. Curriculum Council Consent Agenda. Nothing removed from the consent agenda. Secretary's note: Prof. Marvin reported after the meeting that a course was mistakenly left off of the consent agenda; this course appeared on the ballot as CC Motion 6.
4. Committee Reports

Secretary's note: throughout the committee reports, thanks were given to committee members, to chairs, and to participating administrators for their service.

- a. CUPP (written report), Prof. A. Eckhardt

CUPP has worked on instructional staff handbook language and will bringing it to the faculty for a vote at the first meeting of the Fall 2021 semester.

Motion: Extend emergency allowance for electronic voting through the end of the Fall 2021 semester. Rationale: CUPP does not anticipate in-person faculty meetings during that semester. No further discussion.

- b. Curriculum Council (oral report), Prof. D. Marvin

CC presents a series of motions revising the Hispanic Studies program. See materials for details, but the biggest changes are eliminating the study abroad requirement, and removing a pair of 400-level courses that tend to be under-enrolled.

- CC Motion 1: Revise Major in Hispanic Studies

CC Motion 2: Revise Minor in Hispanic Studies

CC Motion 3: Revise Minor in Hispanic Studies for Health Care Majors

CC Motion 4: Revise Minor in Hispanic Studies for Business

Prof. Nadeau spoke on the motions. The intent is to clarify what the department teaches. It is about learning culture, values, and identity and not just about learning to speak the language. Hispanic Studies courses teach close reading skills that are developed through exploring the context in which a given text appears.

CC Motion 5: Delete Bachelor of Music Major Sequence in Composition. Rationale: was given at the last meeting; this motion was intended to be part of the motions surrounding the School of Music but was missed.

The chair discussed an issue that received attention by CC this year but no resolution, namely the 14-18 rule. For degree programs in the College of Liberal Arts, no more than 14 course units from a single department or school may be counted towards the degree. Presumably the intent is to require breadth. However, this intent is increasingly undercut by the fact that majors are not contained in one department, so that students can satisfy the requirement while only taking courses from departments that are part of their major program. For example, Environmental Studies majors have 54 courses to choose from multiple departments. Does current language mean they are limited to taking a maximum of 14 of these 54 courses? If not, should that be the policy?

Q: Why not simply use department codes to track the policy? A: Taking extra courses in departments connected to the major might not be considered enough breadth.

c. Promotion and Tenure Committee (oral report), Prof. M. Perera

Motion: That the faculty adopt the proposed criteria for instructional staff faculty evaluation. See materials for details. These changes would appear in Chapter 4 of the faculty handbook. Rationale: intended to help PAT with their evaluation, and the instructional staff member who is drafting materials to submit. Note that the 1 and 2 year reviews are not done by PAT.

Q: What does “negative review” mean? A: see previous CUPP motion, it is the opposite of “favorable review.” Q: Are instructional staff exempt or non-exempt? Exempt because of the requirement that there be at least 50% teaching, but note the classification is dependent on legal definitions so not automatic

Motion to amend: throughout the criteria, either strike faculty, or replace “faculty member” with “instructional staff.” Rationale: consistency with FDC and CUPP handbook proposals. Amendment passes.

d. Faculty Development Committee (written report), Prof. L. Nillas

Q: For grants awarded in March, will grants appear in May paychecks? A: yes.

e. Nominating Committee (written report), Prof. D. Roberts

Note that starting next year, nominating committee will be reduced from 5 members to 3.

Election results listed in the report.

f. Assessment Committee (oral report), Prof. L. Nelson

Thanks to all who participated in general education assessment; your reports are due May 15. The committee is looking for participants in the next round of general education assessment, which will include Gateway, Writing, Global Diversity, and US Diversity. Departmental yearly reports (or updates) are due May 30.

g. Undergraduate Research Advisory Committee (oral report), Prof. T. Fuist

The focus since the last faculty meeting has been on the John Wesley Powell conference. Q: Any feedback on the success of JWP online? A: The committee will discuss this at our final meeting.

h. Faculty Committee on Diversity (written reports), Prof. C. Sweet

As part of the committee's charge to share information that helps with diversity and inclusion initiatives on campus, please see the two documents that are part of the meeting packet.

Q: From the report at the April 7 meeting, there was language mentioning opportunity hires, i.e. that support was needed for faculty. Was this a general comment, or in reference to a particular issue at IWU? A: General comment, which was drawing from readings in the literature on how to support faculty.

President Nugent mentioned that Prof. Kookien will be leaving IWU to head the diversity program at Millikin University. Also, an alumnus has been commissioned to perform a study of issues of race on campus; the report is expected this summer.

i. Council for Excellence in Teaching and Learning (written report), Prof. B. Reissenweber

No questions.

5. Old business – none.

6. New business – none.

7. Administrative Reports

a. Provost Brodl.

For this upcoming summer session there are 23 courses on offer, 15 in June and 8 in July. In total, 127 unique students registered for the summer. Gen Ed courses are popular, as well as sequenced courses. Will continue to monitor uptake, and will hold off on cancelling courses that don't make since the Provost anticipates an uptick after final grades distributed. An advertising campaign has gone out to the local community and to alumni.

CETAL brought concerns to the instructional working group regarding Fall instruction; a subgroup will meet and draft instructions and recommendations. Expect open sessions on this topic.

IDEA center planning committee is made up of 5 faculty, 2 students, 2 staff from advancement, 1 from physical plant, and 1 from student affairs. Working with consultant from the architectural firm to sharpen the vision. At the next workshop on April 30 the task will be to share prototype ideas. There were 57 responses to the survey that came out before the April 2 workshop.

Q: How were faculty selected for the instructional working group? A: Selected with CUPP's help in the Fall.

There will be work over the summer on the East side of the library, including the writing center and peer tutoring.

Two hires in Accounting, and one in the Library. Other searches are moving along.

Ribbon cutting with Heartland to celebrate the articulation agreement. At least 4 students, potentially others in the pipeline. Draft proposals for linkages with Lincolnland and Parkland will be coming soon.

About 1132 returning students. The budget calls for 450 new students.

Thanks to everyone for your hard work this academic year, going above and beyond. Hope everyone gets rest and a change of pace over the summer.

Q: What is the current status of course banking payouts? A: Looking at budget impacts of buying people out. This is part of a larger discussion involving the restoration of retirement benefits. The goal is to build a sustainable path forward.

Q: What is the future of the Associate Dean position? A: Working on the next iteration, will be out soon.

Q: Will there be a chance to discuss enforcement of norms of behavior? For example, students on phones or leaving without permission. A: Could communicate community standards as part of an orientation program. Other possibilities: part of Gateway, or part of a manual like those for Nursing and Educational Studies.

8. Announcements – See packet.

9. Adjournment. The meeting adjourned at 1:02 pm.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

Appendix A – Ballot Results

Note on CC Motion 6: notification was sent to the faculty that it would be on the ballot. Not discussed in the meeting, nor did it appear on the consent agenda.

CUPP Motion 1: Extend emergency allowance of electronic voting through the end of the Fall 2021 semester

Motion passed

Yes = 54

No = 1

CC Motion 1: Revise Major in Hispanic Studies

Motion passed

Yes = 54

No = 0

CC Motion 2: Revise Minor in Hispanic Studies

Motion passed

Yes = 51

No = 1

CC Motion 3: Revise Minor in Hispanic Studies for Healthcare majors

Motion passed

Yes = 51

No = 2

CC Motion 4: Revise Minor in Hispanic Studies for Business

Motion passed

Yes = 52

No = 1

CC Motion 5: Delete Bachelor of Music Major Sequence in Composition

Motion passed

Yes = 54

No = 1

CC Motion 6: Add new course with AV and U, THEA 271, Title: Staging Faith: Religion and Spiritualism in Early 20th century American Theatre

Motion passed

Yes = 50

No = 3

PAT Motion 1: Instructional Staff Review

Motion passed

Yes = 48

No = 3

Appendix B – Tributes to retiring faculty

1. Joanne Diaz, writing for Kathleen O’Gorman

Dr. O’Gorman is the professor who coordinates her earrings with the literary text that she is teaching at any given moment. Her dog-eared copy of James Joyce’s *Ulysses* is the stuff of legend in the English Department. And let’s not even talk about the Jell-O trout that she created for her students when they read and discussed Richard Brautigan’s *Trout Fishing in America*. Dr. O’Gorman is that singular professor who knows exactly how to bring literary texts to life for her students.

Her scholarly career has been one of voracious appetites. When she earned her PhD from Notre Dame

in 1981, her research interests included modernism and post-modernism, and over the years, she has continually expanded the breadth and depth of her intellectual curiosities. In recent years, she has offered courses that focus on the avant-garde, Latinx literature, and David Foster Wallace's *Infinite Jest*.

Not only has she engaged in scholarship, but she is a creative writer as well. She has traveled the world to conduct research for her work that has been published in *The Silent History*, an avant-garde fiction project that was conceived as an iPhone app and continues to be collaboratively written by authors all over the planet.

Anyone who knows Dr. O'Gorman knows that she is an impassioned advocate for the basic human rights of children who have been detained at the US/Mexico border. She has traveled to Texas multiple times to volunteer as a translator for those who are the most vulnerable and in need, and her work made national news when she was featured in a cover story in the *Chronicle of Higher Education*.

In her thirty-five years at IWU, she has mentored doctors, lawyers, professors, authors, and activists, all of whom admire and adore her for the ways in which she continually challenges and inspires them—to be more imaginative, more empathetic, more daring. We congratulate Dr. O'Gorman on a magnificent career. We will miss you so much.

2. Manori Perera, writing for Melinda Bauer

Melinda joined Illinois Wesleyan in 1994 and has continually supported the growth and improvement of our department through her diligent and tireless efforts in many different capacities. An inspired teacher, Melinda has been a champion for laboratory curriculum development, a trusted mentor to students engaged in her research on the biochemistry of taste, and a driving force in our long journey to developing a Biochemistry major. Melinda is very creative – whether designing an innovative travel course to Hawaii on the biochemistry of agricultural and food, developing an interactive chemistry workbook for our nursing students, or promoting hands-on learning in the ever-popular Chemistry in the Kitchen course, she always strives to give the very best education to our students. Many of Melinda's curricular initiatives are inspired by her expertise in the biochemistry of food. Thus, in addition to developing a deep understanding of biological molecules and the intricacies of metabolism and cell signaling, a generation of IWU students will see ceviche, meringue, rainbow papayas, and even flat chocolate chip cookies, through a biochemical lens.

One of Melinda's greatest strengths is her ability to teach a wide variety of courses – General Chemistry, Basic Chemistry, Biochemistry, and Organic Chemistry. While her formal training is in biochemistry, the organic chemists describe her as an organic chemist in disguise. Melinda has made significant contributions to revising our Organic Chemistry laboratory curriculum and pedagogy. Even when Organic Chemistry was not a formal part of her teaching assignment, she remained devoted to attending and evaluating 15 hours' worth of laboratory oral exams each spring! While we hope student's memories of the lab orals are mostly sweet, we know faculty and students alike have cherished Melinda's guided adventures in making chocolate truffles and gourmet caramel apples. Melinda is also a familiar face to the young people of Bloomington/Normal, as she has hosted scores of chemical demonstration events both at IWU and in the local schools. Because Melinda is so multi talented, we will miss her many times over.

Melinda will remain an important part of our IWU and Chemistry/Biochemistry communities. We wish her a joyous retirement and all the best in her new adventures.

3. Pennie Gray, writing for Irv Epstein

On the retirement of Irv Epstein, Ben and Susan Rhodes Endowed Professor in Peace and Justice, Chair of Educational Studies, Professor of Educational Studies:

If the old adage is true that a messy desk is the sign of a brilliant mind, then Irv truly is brilliant. He once quipped that his middle school students from years ago, dismayed by his haphazard organizational style, bought him a file organizer, which he subsequently lost.

Irv indeed has a keen intellect, and so it is fitting that he has been a lifelong educator, launching his career by teaching high school in Australia. Upon returning to the States, Irv taught in Los Angeles inspiring students and regaling them with tales of protests and worthwhile shenanigans. After teaching in Hong Kong and Taiwan for a time, Irv returned once again to the States, this time entering higher education, a natural move for an individual exceptionally adept at grappling with complexities and poised to become a lifelong advocate for social justice.

Irv eventually settled here at IWU in 1996 and has been a mainstay on campus lo' these past 25 years. Fueled by his passion for social justice, Irv has served as department chair of Educational Studies and as director and founding member of the Center for Human Rights and Social Justice. While serving as Associate Dean of the Faculty for three years, Irv brought such innovative programs as Teaching Circles to campus, a program that helped many of us hone our pedagogical craft.

A well-recognized and highly respected scholar, Irv has written well over fifty peer-reviewed articles and book chapters and has penned or edited six books. It is hard to imagine how one could accomplish even more than this, yet Irv also managed to serve on the Scholars at Risk advisory board, unceasingly advocating for academic freedom. Seeming to never sleep, in his spare time, Irv was a board member and parliamentarian to the board of the Comparative and International Education Society and, as if that weren't enough, is the co-editor or associate editor of three scholarly publications. As a testament to his vast achievements, Irv was named the Ben and Susan Rhodes Endowed Professor in Peace and Justice in 2014, a true and fitting honor.

Certainly Irv has earned his retirement. Yet we have no doubt he will continue to make meaningful and important contributions to education both locally and globally, and while he may get some well deserved physical rest, we all know his mind will never be at rest. Please join us in congratulating Irv on his retirement. You will be missed, Hurricane Irv.

4. Teddy Amoloza, writing for Nawa Chaulagain and Tao Jin

At the last faculty meeting in the fall, Carolyn Nadeau gave tribute to Scott Sheridan. Chris Callahan who had to hasten his phasing to retirement was honored here today. This time, I would like to give tribute to two colleagues who chose to leave us quietly, one is reinventing himself (in cyber engineering) and the other is going back to his home country: Nawa Chaulagain and Tao Jin. Both of them were members of the Asian Studies Team in International Studies and the Religious Studies Department. My colleagues in Religion join me in this tribute.

Nawa Chaulagain – Nawa joined IWU in 2012 as a visiting faculty member, was subsequently hired to a tenure-track position and received tenure before the BOT's decision to close Religion major and minor(s). He developed a wide array of courses in the department including a healthy offering in Asian

religious traditions: South Asian Religious Traditions; Comparative Religions; Religion and Modernity; Yoga and Meditation; Theory and Method in the Study of Religions; Ritual Theory and Ritual Practice; Religion and Literature in South Asia. Nawa completed his research project on ritual coronation and other royal festivals in Nepal (with one book published as part of Harvard Oriental Series) and was working on issues of Hindu kingship, gender and environment in South Asian religions. He worked well with students, one time forming a team that applied for funding to go on research trip to Nepal. He served on Curriculum Council and as a first-year and major advisor for religion students. He also served on some appointive committees including the Study Abroad Advisory Committee. Just last year, he volunteered to be the coordinator of the Asian Studies Team and the IWU contact person for ASIANetwork. (Now, we have to find someone to fill that role.)

Tao JIN came to IWU in 2008, he is mostly responsible for developing the department's curriculum in East Asian religion. He was the one who made breakthrough with the Chinese Institute of International Education in Beijing that enabled us to bring a Chinese teacher to IWU to continue the Chinese language program when our grant from the US Dept. of Education expired. He was especially dedicated to supporting East Asian & Chinese students at IWU and encouraged their work in his classes. He is a scholar of Buddhism, his work covering Buddhist philosophy of mind, the Awakening of Faith in Mahāyāna (or Qixinlun), Buddhist commentarial literature, and theory and practice of Buddhist exegesis. His own research was on concepts of Chinese Buddhism as developed in Buddhist texts, and had been working on an annotated translation of "The Awakening of Faith in Mahayana," a central ninth-century text. He had published (at least) ten articles in Chinese and English, presented at numerous international conferences, and organized panels for international conferences as well. He served as coordinator of the Asian Studies Team for a number of years and served on PAT, Hearing Committee and other appointive committees.

Together, Nawa and Tao offered a rich selection of Asian Studies courses in the Humanities and their departure is a great void that we will be unable to fill; we will greatly miss them and their contributions. (A side comment: Except for the content courses in Japanese, there are no other courses in the Humanities for Asian Studies; the Asian Studies program could end up not being sustainable. This does not bode well for the Freeman Asia Internship Program.)

Thus, I respectfully request that our faculty record include this tribute to show that their contributions to IWU did not go unnoticed and that we deeply appreciate all their work that contributed to the intellectual vibrancy and diverse perspective of this academic community.

Nawa and Tao – we will sorely miss you!

5. Carolyn Nadeau, writing for Chris Callahan

Chris arrived at IWU in 1989 and is one of our most esteemed long-term colleagues not only in the department but across campus. Chris graduated from Notre Dame, received his MA from Middlebury in Paris and his doctorate in French Linguistics from Indiana University. He has held teaching positions at U Louisville, Notre Dame, U Nebraska and at the Université Internationale d'Été en Narbonnaise.

Chris is both an accomplished scholar and musician and as such in his professional life has merged his expertise in linguistics with his passion for music in his scholarship. He has published over

two dozen articles, two books and two translations, about French Medieval lyric.

Chris is internationally recognized as the expert on Thibaut de Champagne, a thirteenth-century political and military leader as well as a *trouvère*, that is a poet-composer roughly contemporary with and influenced by the troubadours but who composed their works in the northern dialects of France. The first known *trouvère* was Chrétien de Troyes (fl. 1160s–1180s) and the *trouvères* continued to flourish until about 1300. Some 2130 *trouvère* poems have survived; of these, at least two-thirds have melodies.

And it is on this figure that Chris co-authored, *Thibaut de Champagne. Les Chansons, textes et mélodies* (Paris: Honoré Champion [Champion Classiques], 2018). Critics state that “Thibaut is simply the most important and most highly skilled French poet of the 13th century.... The appearance of this exquisite musical and text edition marks an important moment for *trouvère* song in print. This is the first reader-friendly edition to show the whole wealth of musical diversity that we have for Thibaut's songs.”

Chris has also produced three recordings of Motets and other musical French verse and together with Bill Hudson, organized a 2018 NEH seminar here at IWU for College and University Teachers entitled “Courtly Lyric in the Medieval French tradition: Poetry as Performance.”

In the classroom he regularly delivered courses on French culture and civilization and for several years, a popular travel courses to England and France. Most recently he designed the course: French for Social Justice and Human Rights. Chris has served as faculty advisor to French Ciné Club, faculty advisor to Pi Delta Phi, the National French Honor Society, and has been both French Section Coordinator, and co-chair of the Modern and Classical Languages and Literatures Department.

Beyond all of his professional accomplishments, Chris has been a wonderful colleague and friend. His soft-spoken approach, his supportive attitude, and his thoughtfulness about how to best serve our students will be missed by so many of us across the university. We wish Chris all the best in his retirement!

6. Bob Schultz, writing for Michael Weis

Professor Michael Weis has been a valued teacher and colleague at Illinois Wesleyan University for more than three decades. During that time, he has been awarded, and has earned, recognition by students and faculty for his teaching excellence. This recognition is most evident in his reception of both the "Dupont Award for Teaching Excellence" (awarded by faculty), and the Student Senate's "Teacher of the Year Award" (awarded by students).

Professor Weis has mentored countless students over the years who now teach at schools throughout Illinois and elsewhere. Moreover, his mentoring of IWU students is evidenced by the many he has taught and advised who have gone on to graduate school, and have developed successful careers in higher education, government, diplomacy, business, and international relations.

Mike's emphasis on international relations is evident throughout his course offerings on Latin America, the United States, and even in his course on "The Beatles and Their World". Arguably, Mike has left his largest footprint on Illinois Wesleyan with this international focus. He was instrumental in developing and sustaining the International Studies Program. In this area, Professor Weis has influenced his students, his colleagues, and the Bloomington-Normal community, the latter through his multiple interviews over the years on local radio stations, and via his various personal talks with business leaders.

I'm sure I speak for everyone who has had the pleasure of working closely with Professor Weis when I say he has been an important and congenial colleague and campus leader, one who will be dearly missed. And many of us also have the pleasure of calling him "friend".

7. Tributes to Adjunct Faculty, quoted from the 2021 Kemp Foundation Teaching Excellence Award Ceremony transcript

Emily Barr joined IWU in 2014 as an Adjunct Instructor in Sociology. She has inspired her students both inside and outside the classroom through the kind of experiential learning necessary to truly understand the field of social work. Emily's Profession of Social Work class partnered with the Midwest Food Bank during the pandemic, the first time a class had ever engaged with them for an entire semester, and it was a win-win for all. Students learned about the foundational principles in social work, but then were able to apply those principles while giving back to a local non-profit organization. Her May Term Social Work in Action course also has coordinated workshops to help low-income residents expunge or seal criminal records for minor, non-violent crimes. Through many other experiences like this during her time at IWU, Emily has instilled in her students the importance of community and a commitment to social causes. On behalf of the faculty, staff, and students of the Sociology Program, thank you for your years of service to the IWU and Bloomington-Normal community.

Cecilia Sánchez joined IWU in 1991 as a Spanish instructor in what was then the Department of Foreign Languages. She has been a strong presence in our Spanish language program, not only through teaching but also as a cultural ambassador of the rich and diverse cultural heritage of Latin America, and more specifically of her native country of Chile. Through her music and dance performances, we learned about La nueva canción chilena, and through her many public poetry readings, we came to appreciate the lyric beauty of Pablo Neruda's Odas Elementales. On behalf of the faculty, staff, and students of the Hispanic Studies Program, congratulations on your 30 years of service to the IWU community.

CUPP report

September 1, 2021

CUPP has met five times since the April 22 faculty meeting. Meetings for this fall are scheduled for 4-6 p.m. on Monday afternoons.

Gabe Spalding, Stephanie Davis-Kahl, Tara Gerstner, Monica Hall, and Dave Bollivar attended the May Board of Trustees meeting. Meeting notes were distributed to the faculty.

Over the summer CUPP met twice with Provost Brodl to discuss issues relating to an opportunity hire, filling the Interim Associate Dean position and creation of two Associate Dean positions to start in January 2022. CUPP conferred with the Provost on the position descriptions.

As CUPP chair, Dave Bollivar also attended the Executive Committee of the Board meeting in July. In addition to regular items, the Executive Committee considered areas for focus in a potential fund raising campaign and a draft report on Diversity, Equity, and Inclusion (DEI) being prepared by external consultant Dr. Derrick Tillman-Kelly.

On August 12, CUPP members attended a retreat with the President's cabinet at Heartland Community College. The focus of the retreat was to examine some of the challenges the University faces in terms of morale and finances, with conversations focused on brainstorming new programs that might attract students and increase revenue.

At the most recent CUPP meeting, members discussed observations in the draft DEI report that highlight the continuing incivility on campus that seems to permeate the interactions between faculty, staff and administrators. This incivility reaches back many years but has become pronounced recently as a result of many factors, including the recent closure of academic departments in a process that the AAUP has reported did not adhere to the process outlined in the faculty handbook.

The committee concluded that if we, as a campus community, are serious about creating a diverse, equitable and inclusive campus, we must address the incivility. Incivility is a significant barrier to all people on campus (faculty, staff, students and administrators) feeling they are part of the campus community. We need to change the way we talk about each other and to each other. This is especially important as new faculty arrive on campus. Newer faculty have expressed shock, discomfort and a sense of intimidation as a result of attending our faculty meetings.

To create an inclusive community that is diverse and equitable there needs to be a set of expectations for how we interact with each other. The following list of expectations applies to meetings, but also applies to how we talk with each other and about each other in private.

- 1) Treat all community members with kindness, respect and consideration, valuing diverse views and opinions

- 2) Communicate openly, with respect for other community members, critiquing ideas rather than individuals.
- 3) Refrain from demeaning, discriminatory, or harassing behavior and speech directed toward others.

(These expectations were modeled after the meeting code of conduct from the Ecology Society of America, <https://esa.org/neworleans/meeting-code-of-conduct/>)

Submitted by Dave Bollivar

Instructional Staff Handbook Language

The instructional staff classification was created to normalize these positions; however, the description of the positions and responsibilities were not added to the *Faculty Handbook*.

Chapter II. Article III. Faculty Organization

Section 2.

Faculty as used in this Constitution shall include all members of the Academic Affairs staff of Illinois Wesleyan University having full-time appointments of academic rank

Proposed language

- Section 2. Membership in the Faculty: Faculty as used in this Constitution shall include all members of the Academic Affairs staff of Illinois Wesleyan University having full-time appointments of academic rank. **Instructional staff are teaching colleagues who also have staff responsibilities. These individuals have renewable contracts as described in Chapter IV. Instructional staff are considered members of the faculty for purposes of faculty meetings, but committee service is limited (as described within the Handbook).**
- Section 3, 4, 5, 6, 10, 12: Add a phrase excluding instructional staff from service on these committees.

Section 3. CUPP

a. Organization. One representative elected by each educational unit, two at large representatives who will also serve as Representatives to the Board of IWU Faculty Handbook Chapter II - 5 Revised September 2020 Trustees, elected by the faculty to staggered two-year terms, and the President of the Student Senate or the president's designee ex officio with vote shall constitute the Council on University Programs and Policy. When the President or Provost shall determine that matters before the Council are of sufficiently sensitive nature, the President and Provost may meet with the faculty members alone as a subcommittee.

Representatives of educational units shall be elected for two-year terms....

a. Organization. One representative elected by each educational unit, two at large representatives who will also serve as Representatives to the Board of IWU Faculty Handbook Chapter II - 5 Revised September 2020 Trustees, elected by the faculty to staggered two-year terms, and the President of the Student Senate or the president's designee ex officio with vote shall constitute the Council on University Programs and Policy. When the President or Provost shall determine that matters before the Council are of sufficiently sensitive nature, the President and Provost may meet with the faculty members alone as a subcommittee.

Full time faculty will be eligible to serve as representatives of educational units. Instructional staff are not eligible to serve on CUPP. Representatives shall be elected for two-year terms....

Current language.

Section 4. Faculty Representatives to the Board of Trustees

a. Two Faculty Representatives to the Board of Trustees shall be elected by the general faculty, to serve two-year terms. One Representative shall be elected each year, and at least one Representative shall be tenured. CUPP shall elect a third Representative to the Board from among its members to serve for a one-year term. It is recommended that the Representatives have several years of experience as members of the University faculty.

Proposed Language

Section 4. Faculty Representatives to the Board of Trustees a. Two Faculty Representatives to the Board of Trustees shall be elected by the general faculty, to serve two-year terms. One Representative shall be elected each year, and at least one Representative shall be tenured. **Instructional staff are not eligible to serve as Faculty Representatives to the Board of Trustees.** CUPP shall elect a third Representative to the Board from among its members to serve for a one-year term. It is recommended that the Representatives have several years of experience as members of the University faculty.

Section 5. PAT (make changes to chapter V; no change needed here)

Section 6. FDC (make changes to chapter V; no change needed here)

Section 10. The Hearing Committee

a. Organization. The Hearing Committee shall consist of eight members elected from the faculty according to the procedure prescribed in Article V. **Instructional staff are not eligible to serve on the Hearing Committee.**

Section 12. Undergraduate Research Advisory Committee

a. Organization. The Undergraduate Research Advisory Committee shall consist of five members of the faculty elected according to the procedures prescribed in Article V. **Instructional staff are not eligible to serve on the Undergraduate Research Advisory Committee.**

Chapter IVB.1: Faculty Appointments

- Add category of instructional staff (with non-tenure track appointments)- add after coaches so this would be a new 'b'.
 - **b. Instructional staff positions** are renewable, non-tenure eligible employees. These employees will have both teaching and staff duties within an academic unit. A Master's degree is required for employees in this category. These positions may be 9-12 months, depending on responsibilities and unit need.

Requesting process

Units will write a proposal for an instructional staff position. The proposal will be submitted to the Provost and Dean of Faculty who will forward the request to CUPP for review and recommendation. The proposal should include the following:

1. Outline of staff duties associated with the position:
 - a. How many staff-associated hours per week?

- b. How many months per year is the request for?
 - c. What staff duties will this person perform?
- 2. Specific teaching duties associated with the position:
 - a. What courses will the person teach? What are the anticipated course caps? If the course has been offered before, please include the average number of enrolled students (averaging the last 3 times the course was offered).
 - b. Discussion of teaching needs including:
 - i. What is the impact on the department and university if the instructional staff position is denied?
 - ii. Were any courses cancelled or under enrolled during the academic year? If so, which ones?
 - iii. What actions have been taken to address staffing constraints?
 - iv. How has the department attempted to cover the teaching need? What (if any) recent changes were made to offerings to limit use of contingent faculty or the need for this position?
- 3. A discussion of why an instructional staff position is appropriate instead of a series of adjuncts and a staff position. Are there particular skills/abilities that make an instructional staff position necessary?
- 4. Demonstration of continuing need for both relevant teaching and staff work.

Chapter V. Faculty responsibilities, resources, and related policies

1. Teaching Load

For full-time faculty under the students' 4-4-1 course unit system, the teaching load is normally six course units per year. Release time for administrative duties or special University service is not automatic for any faculty position and must be negotiated with the Provost in each individual case.

Proposed language

1. Teaching load

For full-time faculty under the students' 4-4-1 course unit system, the teaching load is normally six course units per year. Release time for administrative duties or special University service is not automatic for any faculty position and must be negotiated with the Provost in each individual case. Instructional staff members' teaching responsibilities include no less than one-third and no more than two-thirds of a full time teaching load, including May Term. An academic unit may ask the Provost for an exception to this range for up to a total of five-sixths in a single academic year, including May Term. If the instructional staff position involves teaching lab sections attached to another course, the employee may teach up to five-sixths time without the academic unit asking for a yearly exception.

3. Faculty Class Attendance

It is expected that in cases where some alternative activities such as individual conferences are substituted for regular class meetings, the faculty [or instructional staff](#) member will file a course plan with the Department Chair or School Director.

4. Class Schedules

...In the unlikely event that a faculty [or instructional staff](#) member wishes to change the meeting time of a course after registration has taken place, the faculty [or instructional staff](#) member should contact the Associate Registrar and ask her/him to email all of the students enrolled in the course with details of the proposed change.

5. Course Syllabi

Each faculty [or instructional staff](#) member is required to produce and distribute, preferably at the first class meeting, but in any event within the first week of classes, a written syllabus explaining the aims, scope and format of the course, readings and other class experiences, such as class discussions, panels, quizzes, papers, and examinations.

6. Office Hours

[Faculty](#) Office hours are considered to be very important in view of the University's emphasis on teaching, advising, and personal contact between faculty and students. Each faculty [or instructional staff](#) member must post and maintain a schedule of regular office hours amounting to at least five hours per week. A minority of the required hours may carry the stipulation that the faculty [or instructional staff](#) member will be available by appointment only at those times. It is suggested that hours be scheduled so that individual students will not experience multiple conflicts because of a single course. IWU Faculty Handbook Chapter V- 10 Revised September 2020 Each faculty [or instructional staff](#) member must file a schedule of office hours with the Provost at the beginning of each term and should announce it to each class.

B. Policies related to teaching

1. Student Class

Attendance

It is the responsibility of faculty [or instructional staff](#) members to inform students of their attendance policy for each course.

Students are expected to attend classes regularly. In cases of unavoidable absence it is the student's responsibility to inform the faculty [or instructional staff](#) member of the cause. The Health Service will provide evidence of medical attention at the request of any faculty [or instructional staff](#) member. It is the individual student's responsibility to notify faculty [or instructional staff](#) members in advance of absences resulting from University-approved functions. University-sponsored non-academic activities which conflict with class schedules do not automatically take precedence over regular class work, but faculty [or instructional staff](#) members are requested to exercise reasonable flexibility in accommodating students involved in such activities. (Refer to section on Student Travel, V.B.9.)

When a student's absences are in excess of those permitted by the policy of the faculty or instructional staff member, it will be assumed that unless otherwise demonstrated, the student has decided not to fulfill the requirements of the course. If the faculty or instructional staff member's attempts to communicate with the student are unsuccessful, the faculty or instructional staff member should report the attendance record to the Dean of Students who will issue a warning and arrange counseling. If the absences continue, the instructor can request of the Associate Provost that the student be excluded from further class attendance.

In all cases of extensive class absence by individual students, faculty or instructional staff members are urged to contact the Dean of Students' Office so that the cause may be ascertained and assistance provided, if necessary.

3. Grading Policies

Each faculty or instructional staff member is responsible for informing students in each course as to the bases upon which work will be evaluated and the methods by which final grades will be computed. (Refer to the appropriate sections of the University Catalog for overall policies and standards relating to grade designations.)

At mid-term, the Registrar shall request faculty or instructional staff members to submit grade reports for all students whose grade in any class is C- or lower. These reports are also sent to the individual student's faculty advisor, and to the parents of first-term, first-year students. Mid-term grades are intended to give students who are doing unsatisfactory work adequate warning prior to the end of the term.

Final grade reports are sent to the parents/guardians of all dependent students. The individual faculty or instructional staff member is responsible to the students and to the Registrar for submitting final grade reports according to the schedule established by the Office of the Registrar. Failure to meet the deadline for turning in grade reports creates serious inconvenience to the students involved. After the final grade for a student has been submitted to the Registrar's Office, no change may be made except to correct a demonstrated clerical error. Notification of the error and the change should be sent to the Registrar.

Individual faculty or instructional staff members should retain their gradebooks and/or relevant records pertaining to student performance in their classes for a period of not less than four years. Upon the faculty or instructional staff member's separation from the University, these records are to be left with the faculty member's immediate supervisor or the Registrar.

Sections 4-10 update to include or instructional staff throughout.

Curriculum Council Report
Sept. 1, 2021

The Curriculum Council has met once so far this semester. There have been no new or revised requests for action so far.

Announcements and Requests for Information:

Department/Program Closures: CC would like the faculty, especially advisors and colleagues in affected departments and programs, to be aware that the American Culture Studies (description, major, minor, courses); Anthropology (major, minor); Design, Technology, and Entrepreneurship (description, major, minor, courses); Greek and Roman Studies (description, minor); Religious Studies (major, minor); French and Francophone Studies (major, minors); and Italian (minor) have been removed from the 2021-22 catalog by administrative fiat. Unless noted in the list above, courses in each field are still listed in the catalog.

- Students enrolled in these majors and minors should be advised not to request a catalog change from 20-21 or earlier.
- Requirements for the majors/minors can still be found on the IWU website. The disclaimer “For students entering IWU in fall 2021 and beyond, _____ is no longer available as a major or minor” has been placed on the main or ‘About’ page of each field’s webpage.

Information Request: Please let CC know if your students have experienced difficulty during Senior Credit Checks because of how the updated Banner is interpreting the 14/18 rule, which restricts the number of courses a College of Liberal Arts student can take within their department or school to not more than 14 (see *Catalog* p. 56).

Course Proposal Deadlines: The updated CC handbook will be online shortly with the full schedule of deadlines.

- **Sept. 13, 2021** is the deadline for changes to be included in the Spring *Program of Classes*.
- **Sept. 17, 2021** is the deadline for submission of course fee requests to the Mellon Center for Spring 2022. The link for the request form will be announced soon.
- Please send your GW syllabi to Greg Shaw, who is standing in for the Writing Program Director this semester. gshaw@iwu.edu

CC Membership, 2021-22:

Amy Coles, Chair (Social Sciences); Aaron Wilson, Vice-Chair (Natural Sciences); Julie Ballard (Arts); Lydia Bertschi (Nursing and Physical Education); Carmela Ferradans (Humanities); Robert Irons (Business and Economics); Chris Sweet (Library); Greg Shaw, *ex officio*; Leslie Betz, *ex officio*; two student representatives to be determined.

Faculty Development Committee Report
August 2021

Committee Members: Kristine Nielsen (Chair), Tyler Schwend (Vice Chair), Leah Nillas, Marie Nebel-Schwalm, Abbie Kerr, and Greg Shaw (Interim Associate Dean for Curricular and Faculty Development, *ex-officio* fdc member)

FDC is currently reviewing grant submissions from the first review period of August 16.

Reminder of upcoming dates:

Starting September 20th, FDC will be accepting proposals for ID grants.

October 11 by 4 PM is the deadline for the second review period of ASD, CD, and CPD grant applications.

Please send all applications to fdc@iwu.edu

URAC Faculty Meeting Report for September 1st, 2021

URAC met once on August 26th, 2021.

At the first meeting, we welcomed Tameka Myers who will work with URAC this year and thanked Amy Jo Perez for all of her stellar work with URAC previously. We reviewed a month by month calendar of priorities for URAC to tackle this year. In August, Eckley scholars will submit summaries of their summer research endeavors. The committee also discussed hosting a post-baccalaureate workshop and additional ideas for how to make undergraduate research opportunities more visible to first and second year students.

Respectfully submitted,
Maggie Evans(Chair)
Bill Hudson
Will Jaeckle
Tyler Schwend
Rebecca Roesner (*ex officio*)

CETAL Written Report
IWU Faculty Meeting, 1 September 2021
Brandi Reissenweber, Chair

While CETAL's first meeting of the semester has not happened as of the writing of this report, CETAL has several updates to share due to work and events since the 21 April 2021 meeting.

Programming: Last academic year, CETAL developed a plan for programming that faculty can anticipate and plan for from year to year. CETAL intends to identify an area of focus each academic year and offer two major events, one at the beginning of each semester. This includes a workshop or talk in mid-August and a pedagogy conference in early January. CETAL will also offer programming throughout the year, including reading groups, communities of practice, workshops, and other offerings.

For this year, the council identified race, equity, and inclusion in the classroom as an area of focus. To that end, Dr. Chayla Haynes Davison delivered a talk, "White Faculty's Commitment to Racial Consciousness in the Classroom," on Wednesday, 18 August 2021 to 38 participants. Her talk was followed with a discussion lead by CETAL. Resources from the talk are available on the CETAL Moodle page. CETAL is in the process of developing additional programming around this focus.

Additionally, a cohort of ten faculty completed the OLC's "Designing Courses with a Multimodal Approach" workshop during the week of 9 August. Also, four faculty and one staff member completed the "(Re)Design Your Course for Civic Engagement" workshop through ISU in May.

CETALK: New episodes that are currently available include "Teaching Online as a Matter of Policy" with Andrew Shallue, "Civic Engagement as Pedagogy" with Deborah Halperin, "How to Look Good on Zoom" with Josh Lowe and ART240, "Undergraduate Research Processes" with Leah Nilas, and "HyFlex as a Mindset" with Kate Browne. The council plans to continue producing this pedagogy podcast. Please contact CETAL if you are interested in participating. (<https://www.iwu.edu/cetalk>)

Changes to CETAL: After consulting with the Provost, CETAL has engaged in conversations with Nominating Committee regarding changing the council's classification from an administrative committee to an elective one. The council has shared a proposal and rationale with Nominating Committee.

Mental Health Initiative: In response to the report Student Senate prepared after surveying students last semester, CETAL is working with several offices on campus, including Counseling and Consultation Services, the Dean of Students Office, Advising, and Athletics on a resource that is aimed at helping faculty and staff support students in their mental health.

Collaboration with the Center for Engaged Learning: CETAL has continued to collaborate with the CEL to identify areas in which CETAL and CEL can collaborate.

Faculty Meeting Announcements – 9-1-2021

Greetings colleagues,

Over the summer I was asked by Sharla Brown-Ajayi to update the faculty-controlled portions of the handbook with the changes implemented last year. I am in the process of wrapping up this project, and will distribute a change log soon. I ask that committee chairs look at the change log to make sure I have caught all the changes pertaining to their committee.

*Sincerely,
Andrew Shallue
Faculty Secretary*

Save the Date: Please save Wednesday, September 29 from 4 pm – 6 pm for a celebration of the new Center for Engaged Learning space in The Ames Library. All are welcome!

The School of Theatre Arts is excited to welcome Dr. Khalid Yaya Long (Columbia College Chicago) for an in-person lecture titled “An Architect of Black Feminist Theatre: Glenda Dickerson, Transnational Feminism, and The Kitchen Prayer Series”.

This is a public lecture that examines the work of Black feminist iconic theatre director, folklorist, adaptor, writer, choreographer, actor, black theatre organizer, and educator. Dr. Long will put Dickerson's work in context to Black Feminist theory.

Khalid Yaya Long, Ph.D., (he/him/his), a recipient of the Excellence in Teaching Award (2020), is an assistant professor of theatre, coordinator of theatre studies, and coordinator of dramaturgy for mainstage production at Columbia College Chicago.

Dr. Long has published scholarly essays in *Continuum: The Journal of African Diaspora Drama, Theatre and Performance* as well as the *Routledge Companion to African American Theatre and Performance*. Dr. Long's forthcoming scholarship includes essays in *Theatre Design & Technology*, *TDR: The Drama Review*, and the edited collection *Critical Essays on the Politics of Oscar Hammerstein II*, edited by Donald Gagnon. Dr. Long has also contributed essays to *Black Masks*, a long-established black theatre magazine.

Dr. Long's current book project, *Miracle Plays, Drylongso, and Transnational Feminism: The Black Feminist Theatre of Glenda Dickerson* is a critical examination of the life and works of Black feminist artisan, pedagogue, and creative activist Glenda Dickerson (1945-2012). This study provides a genealogy of Glenda Dickerson's career, highlighting some of the historical and socio-cultural influences that shaped her life and work in the theatre. Additionally, this project critically examines several of her unpublished, contemporary dramatic works including the *Kitchen Prayers Series*, a trilogy of performances inspired by the tragedy of 9/11. In short, this study aims to situate Dickerson as a forerunner of contemporary Black theatre as well as contemporary Black feminist theatre.

September 2, 2021

Faculty Meeting Announcements – 9-1-2021

6:00 p.m. - 7:15 p.m.

Memorial Center, Young Main Lounge

This event is free and open to the public.

-Michelle Gibbs

Display space is available at The Ames Library!

Are you an advisor for 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.
Meg Miner

As you plan events (speakers, presentations, programs outside of the classroom), please be sure to reserve spaces in 25Live. If you do not have an account or have questions, please contact Courtney Turnbull (Administrative Specialist in Student Involvement)!

Thriving Titan: Engaging in the First Six Weeks: In order to provide opportunities for connection and belonging, we have created a set of programs and activities happening within the first six weeks of the semester. Please [click here](#) to see the calendar!

Kevin Carey

The Hart Career Center would be happy to present an information session for your course. Faculty partnership is very helpful in engaging our students to take a proactive approach to career planning. We can share an overview of our services, or focus on specific topics. Contact Warren Kistner at 556-3237 or wkistner@iwu.edu to discuss this in more detail.

The annual Fall Career Fair will be held virtually on Monday, September 27th from 4 pm to 7 pm. We use our career services management system, Handshake, to host this career fair. Students need to establish their Handshake account and then register for the fair. This annual event provides an opportunity for students to explore internships and post-graduate employment. It also provides a venue for our first year students to learn about opportunities and how to connect with employers in a professional manner. If we could share a brief announcement in your classes leading up to the fair, please email me at wkistner@iwu.edu.
