



2022-2023

2020-2030

8-24-2022

August 24, 2022

Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

Wednesday, August 24, 2022

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

CNS C101 - in person meeting

1. Call to Order President G. Nugent
2. Approval of the [Minutes](#)
3. [Introduction](#) of New Faculty and Staff in Academic Affairs
4. Summer Task Force Reports
 - a. Mental Health Policy Task Force ([Final TF Report](#) & oral report) Professor S. Davis-Kahl
 - b. Adult Education Task Force ([written](#) report) Assoc. Dean A. Kerr
 - c. Transfer Policies Task Force ([written](#) report) Assoc. Dean A. Coles
5. Committee Reports
 - a. CUPP (oral report) Professor S. Davis-Kahl
 - b. Curriculum Council (no report) Professor J. Williams
 - c. Promotion and Tenure Committee ([written report](#)) Professor Z. Drici
 - d. Faculty Development Committee (no report) Professor K. Nielsen
 - e. Nominating Committee (oral report) Professor R. Alvey
 - f. Assessment Committee (no report) Professor F. Larey
 - g. Undergraduate Research Advisory Committee ([written report](#)) Professor B. Hudson
 - h. CETAL (oral report) Professor W. Kooken
6. Old Business
7. New Business
8. Administrative Reports
 - a. President Report (no report) President G. Nugent
 - b. Provost Report (no report) Provost M. Brodl
9. [Announcements](#)
 - a. [HLC evaluation](#) (October 24-25) Provost M. Brodl
10. Adjournment

MEETING OF THE GENERAL FACULTY

Wednesday, April 27th, 2022 11:10 a.m. - 12:40 p.m over Video Conferencing.

Note: The President approved Andrew Shallue as Interim Presiding Officer.

Meeting Minutes

1. **Call to Order.** Meeting called to order by Interim Presiding Officer at 11:12 AM.
2. **Informational:** Additional motion (motion 3) added to CC agenda: accidentally left off
3. **Approval of the Minutes:** of the April 6th, 2022 Faculty Meeting. Minutes approved by consent.
4. **CC Consent Agenda and Addendum A and Addendum B**
 - a. **Action: approved by consent**
5. **Committee Reports**
 - a. **CUPP** (written report) Professor D. Bollivar
 - i. **Oral Report:** Thanks to all CUPP members who worked so hard this year; thanks to faculty member stepping forward to run for BoT representative
 - b. **Curriculum Council** (written and oral report) Professor A. Wilson
 - i. **Action:** CC Motion 1 Revisions to Journalism Minor
 1. **Explanation:** shift from Journalism and New Media to Journalism and Communication. Many of the changes have been previously approved through curriculum: culmination of process.
 2. **Question:** procedural—not about the revision itself. There have been difficulties getting things into catalog due to process. How can we as faculty get things into catalog for incoming students?
 3. **CC Chair Response:** Understanding is anything approved at this meeting will be in catalog. For future, process could perhaps be more smooth: could “ticky-tacky” revisions be done at the level of department vs faculty?
 - ii. **Action:** CC Motion 2 Revisions to ES Major
 1. **Explanation:** Because BoT removed certain programs, some required courses in ES no longer available; condensing concentrations according to the Program Review suggestions. 3 main changes: ecology remaining essentially the same; what was the general major is now “Nature and Society” to get students more excited/see selves as having home focus; combining environmental policy and international environmental sustainability concentrations into one.
 2. **Request for clarification:** which will be major and which the concentrations?
 3. **Response:** Environmental Studies is major: all students will now have a concentration. This language that suggests otherwise is a typo that will be corrected.
 - iii. **Action:** (new) CC Motion 3: Delete Minor Sequence in Product Design.
 1. **Explanation:** because DTE major is defunct, this minor is not available: do not want on next year’s catalog since not available to students. Approved by CC, chairs of departments.

- iv. **Action:** CC Motion 4 (previously 3) Change to Course Withdrawal Date
 - 1. **Explanation:** Academic advising seeing a large increase in number of students needing late withdrawals. Current schedule has midterm grades at end of 7th week, students have exactly one week to meet with advisor(s) and make decision. CC believes moving the date back two weeks is response to Student Senate resolution and need for more reflective advising before making the decision. Anecdotally, often based on one test—will give more time to see value of changes. But there is a value to a withdrawal deadline so they can successfully refocus on remaining courses. This can be a trial and error change: future CCs may adjust as needed.
 - 2. **Comment:** strong support of this motion, especially as stress levels increase. It can take a while for reality to set in.
- v. **Action:** CC Motion 5 (previously 4) DEI Language added to Faculty Handbook
 - 1. **Explanation:** response from CC to DEI report: clearly indicated student concerns about course design in response to DEI. Extensive discussion over the year about CC's role led to the suggestion of a DEI baseline for all courses to be included with the section of faculty handbook as to how courses are designed. CC notes many are already thinking about these issues—hoping to get people thinking about changes that can be made, and include baseline expectations. Goes to core values of this institution.
 - 2. **Comment:** wonders if there are some subjects in which there are not issues of diversity and inclusion?
 - 3. **Response:** CC handbook will address ways this can be addressed: may be about course design as opposed to course content.
 - 4. **Comment:** speaking as FCD chair, expresses support. FCD has thought about making itself available to those looking to redesign their courses for DEIA issues.
 - 5. **Comment:** further request for clarification about what accessibility means in a case like organic chemistry.
 - 6. **Response:** being accessible to students who think differently, have different ways of approaching a problem, communicating.
 - 7. **Follow up Question:** if a faculty member is doing things discussed, will this mean oversight of class and enforcement? How will this effect untenured faculty for instance?
 - 8. **Response:** there is no explicit language in handbook of methods of enforcement.
 - 9. **Question:** is that coming next?
 - 10. **Response:** CC has no interest in standing as judge/arbitrator and that is not CC's role.
 - 11. **Question:** Evidence this is happening?
 - 12. **Response:** DEI report and language and requests from our students

13. **Comment:** Think this is a great idea, with a few concerns: the term “required”—if we’re requiring this and everyone does not know how to do that work, we need language in handbook, shared vocabulary. Who will help faculty with this work—CETAL? ODI?
14. **Response:** “Requirements” was heavily discussed in CC. Wording meant to mirror rest of the handbook language in that section as opposed to just being hortatory. But motion leaves the how to faculty, as does the rest of the section (ie, there is a requirement for syllabus and elements, but can be done in multiple ways). Seconds the idea that support will come from CETAL, ODI, FDC, and, would add, students.
15. **Clarification:** yes, requiring steps people may not be ready to implement can result in stumbling that can be harmful, particularly to students—stress need for shared vocabulary, support in practices.
16. **Comment:** reinforce concern that sciences, especially, may not have content space for DEI. We need to be sensitive to students coming from perhaps less accepting backgrounds. Additionally, mores and best practices change. Need to be careful we’re including all in discussion. Perhaps we should shift summer reading to articles with different perspectives vs books to model academic inclusion.
17. **Comment:** recognize value of the intent, concern that we tend to respond by legislating as opposed to recognizing multiple parameters in which DEIA can be supported—echo concern about who judges/decides this is effective. Also echoed concern that students with more hegemonic views may feel their views are not represented.
18. **Comment:** thank CC for continuing work on our values of DEIA and stress that legislation is a key way to move efforts forward. Reminder that Senate voted to include DEIA issues in CETAL’s charge; that is part of the infrastructure of support.
19. **Parliamentarian:** suggests this is not in right section of handbook. This language in the first sentence is not specifically about course syllabi.
20. **Clarification:** the full first sentence?
21. **Response:** Just the first phrase of the sentence.
22. **CC response:** this is an establishing phrase—can’t get into syllabus without course design—syllabus is the manifestation.
23. **Response:** there’s a further subsection on office hours, for instance.
24. **Note:** multiple expressions of support in chat
25. **Action:** Motion to exert faculty privilege; Motion to End debate (in that order)
26. **Action:** Motion to override faculty privilege
27. **Result:** Faculty privilege overridden
28. **Parliamentarian:** motion to end debate cannot interrupt a speaker
29. **Comment:** this seems to be a re-writing of our job description, against the motion; concern such rules can be weaponized against those without privilege

30. **Action:** Motion to end debate

31. **Result:** Motion to end debate passes

- c. **Promotion and Tenure Committee** (oral report) Professor J. Themanson
 - i. **Oral Report:** PAT met three times in executive session to discuss language of decision letters and reviews.
 - d. **Faculty Development Committee** (written report) Professor K. Nielsen
 - e. **Nominating Committee** (written report) Professor S. Ferguson
 - i. **Informational:** Slates for 2022-2023 sabbatical replacements and CUPP BoT faculty representative
 - ii. **Request:** Nominations from floor for these positions and 2 year FDC committee position (none)
 - iii. **Informational:** Will work with Brian to figure out timeline for elections, finalizing appointive slate.
 - f. **Assessment Committee** (oral report) Professor J. Lowe
 - i. **Oral Report:** reminder that assessment reports due May 31st. Wanted to clarify assessment committee is not to grade you/department on how you/it doing or for departments to grade students, but rather for departments to define student learning objectives, implement ways to measure, and come together to discuss how well and how to further.
 - g. **Undergraduate Research Advisory Committee** (written report) Professor M. Evans
 - i. **Oral Report:** thanks to all who worked on JWP, both on committee and off.
 - h. **CETAL** (written report) Professor B. Reissenweber
 - i. **Informational:** Addendum to Chapter 3 of Faculty Handbook. Open and interested in hearing feedback—can email CETAL chair.
 - ii. **Follow up:** Clear need and interest as to how colleagues are handling policies and requests in terms of increased student needs: partnering with Michelle Gibbs to develop survey and will be on carryover agenda to gather/share in early August as we're all thinking about the issue
 - iii. **Question:** clarification on pedagogical partnership—student enrolled or not?
 - iv. **Response:** student should not be enrolled, so you are not grading them. Offer real time feedback on learning experience.
6. **Old Business**
- a. **Update:** Student Senate's Mental Health Resolution. Will check in on all these steps before end of summer to report back to Student Senate.
7. **New Business**
- a. **Action:** Motion 1: Revision of Ch V A Handbook Language. Meant to support student health privacy: have to request it is shared.
 - b. **Action:** Motion Seconded
 - c. **Question:** is this required by law?
 - d. **Answer:** No, this is handbook language that needs to be cleaned up: this has always been the practice. As per HIPAA, medical information includes the fact the student had been seen by medical personnel. CUPP looked at this: during pandemic health services was more liberal in what it shared without being disclosive, but its function is not to send sick notes—will do so at the request of the students.

- e. **Clarification:** this is a way to clean up faculty handbook, will not affect practice. May be a procedural question if this needs to be passed by faculty.

8. Administrative Reports

- a. President Report (oral report) President G Nugent
 - i. **Oral report:** thanks to all: these have been challenging years, but as a university we have done very well and thank faculty for all they're doing. A number of endowed professorships have been awarded: Issac Funk: Joanne Diaz; Robert Harrington: Edgar Lehr; Ben and Susan Rhodes Professor in Peace and Social Justice : Christopher Schumacher and James Simeone; Fern Rosetta Sherff Professorship in Music: Scott Ferguson.
 - ii. Informational: Update of Chapter 1 of Faculty Handbook. Thanks to Andrew for taking on this role: this cements it. 50 respondents to CUPP survey: 94% approved it as permanent arrangement, 85% satisfied/very satisfied with current arrangement.
 - iii. This has been uniquely challenging time: hope pandemic challenges are retreating, financial ones remain. Thanks to faculty who have devoted time to approaching these issues in creative ways. As we reach commencement, we know students value their education here and appreciate faculty: question is how to bring them here to experience that. Hopes all have some time for relaxation, refreshment during summer.
- b. Provost Report (oral report) Provost M. Brodl
 - i. **Oral Report:** add thanks for work over a challenging set of years. Will have many task forces over summer; transfer policies, adult education, Petrick Idea Center, Pathways; next steps in schools of Business and Education, School of Nursing and Health Sciences; Communications Major
 - ii. **Informational:** Updates to Chapter 5 of Faculty Handbook. Bringing forward for transparency. Meant to catch us up to multiple mechanisms for meeting in class/office hours, as well as teaching contracted hours.
 - iii. **Becky Roesner, Associate Provost:** fulfilling obligations for cash out of banking system
 - iv. **Call Out:** Team who just submitted to Department of Education for a McNair Scholars Program: create paths to college educational careers for under-represented students.
 - v. **Retirement Tributes: see Appendix B**

9. Announcements:

- i. none

9. **Adjournment:** 1:08 pm.

Respectfully Submitted,

Abigail Mann
Faculty Secretary

Appendix A

Electronic Ballot Results

CC Motion 1 Revisions to Journalism Minor: Passes 66 Yes and 1 No

CC Motion 2 Revisions to ES Major: Passes 66 Yes and 1 No

CC Motion 3 Deletion of the minor sequence in Product Design: Passes 66 Yes and 2 No

CC Motion 4 Change to course withdrawal date: Passes 64 Yes and 5 No

CC Motion 5 DEI Language added to Faculty Handbook: Fails 29 Yes and 32 No

New business Motion 1: The faculty move to revise the language in Chapter V, section B.1: Passes 66 Yes and 2 No

Appendix B

Retiring Faculty Tributes

Teddy Amoloza
Professor
Sociology

Teodora “Teddy” Amoloza is retiring after 33 years, teaching in Sociology, International Studies, and serving as our liaison for the Asian Freeman Program. In those capacities, Teddy has touched the lives of countless students. A nationally recognized teacher-scholar, with a tireless aptitude for serving students, she was the director of International Studies for ten years, as well as sitting on the board of directors of ASIANetwork, a consortium of schools fostering Asian studies. She served as their executive director for 3 terms, and even had a program named in her honor through ASIANetwork. In particular, through taking IWU students with her on Asian Freeman Trips, she has broadened the horizons of innumerable students at Illinois Wesleyan, opening the world to them and providing them with the kinds of opportunities that we pride ourselves on giving the students who come here. Each year, the stories she tells about her last trip reveal the depth of effort and care that she put into the program. In fact, as one of her colleagues put it, “Teddy’s organizational skills and passionate dedication to student learning and faculty development in regard to Asia, here at IWU and across the country, are second to none.” Another colleague noted that Teddy truly fulfilled IWU’s mission to prepare students to be citizens in a global society. When, in 2000, Teddy won the teaching award, now called the Kemp award, she made a profound comment in her speech, quoting a Filipino proverb that says “One who does not look back where one came from will not reach one’s destination.” Truly, taking this quote to heart, if we look back on Teddy’s time here, we see that she leaves behind an unparalleled legacy with regard to her scholarship, teaching, and service, but we also see that this institution has been privileged to have had her helping our students reach their destinations.

(Presented by Todd Fuist)

David Bollivar
Miner Linnaeus Sherff Endowed Professor of Botany
Biology

Professor David Bollivar earned a bachelor of science degree in Biology from Illinois Wesleyan University, a Ph.D. in Plant Sciences from Indiana University and was a National Science Foundation Post-Doctoral Fellow at Brown University. In January of 1996 he returned to IWU—first as a visiting professor and then as a tenure line faculty member in the Department of Biology. Professor Bollivar is a respected scholar in his field of study and has collaborated with faculty at Fox Chase Cancer Center in Philadelphia, The Carlsburg Research Laboratory in Copenhagen Denmark, the Technical University at Braunschweig, Germany, and the Department of Biology at Lund University, Sweden. He has published over 30 manuscripts, five of these with IWU student authors. During Professor Bollivar’s twenty five years on campus, he was giving of his time and talent to the Biology Department, to the university at large, and to our students. Dave served as the Chair of the Biology Department from 2008-2015 and has served on a diverse array of both appointive and elective committees. Due to his diligence and leadership, our colleagues consistently elected him to serve as the Chair of these committees. Without a doubt his favorite service activity was serving as the IWU Habitat Project Director for 12 years and building houses with our students on Saturday mornings.

Professor Bollivar's most rewarding aspect of his 25 year career has been his interaction and collaboration with IWU students. He has been a devoted mentor and advisor for our biology students and he has provided dozens of students with opportunities to explore and conduct research in his laboratory. He was instrumental in the initiation and establishment of the Howard Hughes Medical Institutes SEA PHAGES research program for first year students. He has enthusiastically encouraged and promoted the practice of science in his classrooms and within the department. Dave leaves IWU to be the Director of the Biotechnology Master's Degree Program at Indiana University.

(Presented by Lonni Walker)

Laurine Brown
Instructional Professor
Health and Environmental Studies

Laurine Brown began teaching in the Environmental Studies Program in 2001, having attained an MPH in public health and a Ph.D. in nutrition. This followed an earlier career working as a program director for Save the Children in Asia, and as a nutritionist in central Illinois. During her many years of contributing to Illinois Wesleyan, Laurine has been a valued colleague and well-loved teacher. While at IWU, she has taught courses in environmental health, nutrition, and public health for the interdisciplinary Environmental Studies program, and for the Health program in the School of Nursing. Laurine has served as Program Coordinator for the ES program; co-convenor of the University sustainability committee, the GREENetwork; leader of the Development Studies Team in the International Studies Program; and faculty sponsor for the Sierra Student Coalition. She has played a central role in the annual Hunger Banquet and "Taking the Road Less Travelled" programs run by the Development Studies Team, encouraging countless students to take a closer look at life in the developing world. Through her mentorship, students in Laurine's Global Health classes have raised thousands of dollars over the years for deserving international health charities. In all of her endeavors at Illinois Wesleyan, Laurine has had students' interests first and foremost in her heart. Laurine's passion for making the world a better place, and her enthusiasm for working together to do so will, indeed, be missed.

(Presented by Aaron Wilson)

Bruno de Harak
Professor
Physics

After seven years of distinguished service with the United States Marine Corps, from 1981 to 1988, Bruno deHarak had a second career in Data Science, working for Lockheed Martin, among others, before deciding that he wanted to earn a Ph.D. in physics. In a short span, he earned all of his three degrees in physics, including Ph.D., from the University of Kentucky. After a couple of years of post doctoral work, also at the University of Kentucky, Bruno came to Illinois Wesleyan in fall 2009 as an assistant professor of physics. He quickly set up his research laboratory focused on studying laser assisted elastic scattering of electrons from atoms. His research program offered opportunities to our students to work in fundamental atomic physics and 4 5 in applied laser science. He mentored a large number of physics majors, many of whom presented their work at national and international conferences along with Bruno. In 2015, Bruno led a team of Illinois Wesleyan faculty in launching our interdisciplinary program in Design, Technology and Entrepreneurship. Our DTE students learn the basic scientific and design concepts that are useful for product design, fabricate prototypes in

the Idea Center, and become knowledgeable in business processes, accounting principles, writing grants and raising funds for their new business ventures. In addition, Bruno served the University as chair of the Physics Department and as chair of the DTE program.

(Presented by Narendra Jaggi)

Tom Lutze
Professor
History

Professor Thomas Lutze joined the IWU faculty in 1996, after completing his Ph.D. in Asian history at the University of Wisconsin, Madison, as well as graduate work at Cornell University and Peking University. Throughout his career at IWU, Professor Lutze has demonstrated a passion for teaching and a passion for introducing students to the rich and varied histories of Asian countries, especially those of southeast Asia, with a major focus on China, Japan and Vietnam. These interests are evident in his regular course offerings, including but not limited to the popular courses World War II in the Pacific, Modern China, Modern Japan, Vietnam Wars, and the Chinese Revolution. Throughout Professor Lutze's career, these courses have been central to the curriculums of the History Department and the university's International Studies program, now known as International & Global Studies (IGS). Lutze is one of IWU's most ardent advocates for the IGS mission that is effectively summed up in just two words: Think Global.

But Professor Lutze does not just teach students to think globally in IWU classrooms. For Lutze, the world is the classroom. He has introduced students to the diverse cultures of the world by creating and teaching multiple travel courses during the university's May Term, courses such as Emperors and Revolutionaries: Chinese History through Travel. In recent years, IWU students had the privilege of spending an entire semester with Professor Lutze in London, where they experienced the rich, diverse global city with its Indian, Irish, Afro-Caribbean and other cultures. Students who have traveled to London with Professor Lutze have learned from him that the world's countries and the people in them have been interconnected for many centuries, evident in his London course offering: The Bloody History of Afternoon Tea: The British Empire in Asia. It is fitting that Lutze will finish his career by teaching this course in London as a May Term travel course in 2022. His efforts inside and outside the classroom were recognized in 2021 with the Kemp Foundation Teaching Excellence Award.

Lutze's teaching and research interests are significantly intertwined. Much of his research focuses on the political, social, and intellectual history of the urban and rural middle classes since the 1930s. His first book, *China's Inevitable Revolution: Rethinking America's Loss to the Communists* (Palgrave-MacMillan, 2007), explores the pivotal battle between the United States and the Chinese Communists for the allegiance of the urban liberal democrats during the civil war, 1946-1949.

More recently, Lutze worked on a new edited volume titled, *Radicalism, Revolution, and Reform in Modern China: Essays in Honor of Maurice Meisner* (2010). His essay, "Post-Socialist Capitalism in Rural China," examines the economic basis of thousands of peasant protests. His work has influenced multiple US and international students, evident by the many senior research papers on the roots of rebellion in China and other Asian countries, including two this year on China and Korea. Professor Lutze has served as the head of the Asian Studies team in the International Studies Program. He served from 2005 to 2011 as co-editor of the *ASIANetwork Exchange: A Journal for the*

Teaching of Asia in the Liberal Arts. In 2013, he was honored by Beijing Union University with a special appointment as “long-term visiting professor.”
(Presented by Bob Schultz)

Rebecca Gearhart Mafazy
Professor
Anthropology

Truly, if there was a single person who could be said to be the living embodiment of the liberal arts, that person is Rebecca Gearhart Mafazy. Her tireless work, housed in Anthropology, International Studies, and Environmental Studies, stretches across the breadth of the university like few other faculty members. As one of her colleagues noted, “in the entire time I have known Rebecca, I’m not sure that there has been a single instance where I couldn’t see her mind working in some way to do good in the school and in the world.” In fact, when surveying colleagues about Rebecca’s contributions to the university, almost every one pointed in a different, equally valid direction. Since coming here, Rebecca has regularly put on the Hunger Banquet, consistently organized the Human Rights Workshop on our campus, run the annual theme open house, and was the driving force behind creating the course clusters around our yearly intellectual theme. In fact, you would be hard pressed, as one of our colleagues put it, to find a more student-centered professor anywhere at this school. Rebecca is the kind of broad, renaissance scholar that seems increasingly rare—equally at home chatting about dance or visual art as she is teaching about cultural theory, equally comfortable in the classroom as she is organizing a charity event. She was, for her efforts, the recipient of the Kemp Award for her excellent teaching in 2017, and has received numerous other awards and honors during her time here. We at IWU will miss these contributions in the future, and the university is poorer for her absence, but we should have no doubt that her scholar’s mind and servant’s heart will take her towards new adventures in the future.

(Presented by Todd Fuist)

Sheri Marley
Dance Educator/Choreographer
School of Theatre Arts

Sheri Marley has completed 33 years of teaching and service at Illinois Wesleyan University. Sheri was born with dance in her DNA. She is known for seeing a need and leaning in with her whole heart and without reservation. Sheri was instrumental in developing a strategy for maintaining the dance studios during COVID to help students and instructors remain safe and able to create through dance. Always willing to lend an ear and offer support in so many ways, Sheri is beloved by students, faculty and staff alike. Sheri’s teaching has spanned the entire dance technique curriculum. She has been the advisor for the annual Student Choreographed Dance Concert for the last 15 years and has also provided choreography for musicals, dance concerts and the annual SoTA senior showcase. Sheri has been critical in linking students with local dance studios in order for them to develop their individual dance pedagogy. In retirement, Sheri will be dividing her time between Colorado and Tennessee where she will no doubt continue to help and support her communities.

(Presented by Tom Quinn)

Carole Myscofski
McFee Professor of Religion and Director of Women’s and Gender Studies

Dr. Carole Myscofski joined the faculty at IWU in 1991. She received her Ph.D. in History of Religions at the University of Chicago in 1981, where the acclaimed scholar Jonathan Z. Smith served as her advisor. Before joining IWU, Professor Myscofski taught at Loyola University in Chicago and University of Missouri at Columbia. Dr. Myscofski has written two monographs, *When Men Walk Dry: Portuguese Messianism in Brazil* with Scholars University Press in 1989 and which was republished in 2011 by Oxford University Press, and *Amazons, Wives, Nuns and Witches: Women and the Catholic Church in Colonial Brazil, 1500-1822* with University of Texas Press in 2013. Both works have been widely reviewed. She has also written numerous articles in distinguished journals such as *Colonial Latin American Review*, *Journal for Feminist Studies in Religion*, *Journal of Ritual Studies*, and *History of Religion*. She was an editor of the American Academy of Religion Dissertation Series and an area editor on New Religions for the *Dictionary of Religion* published by Harper Collins. She has also served as both the vice president and the president of the Midwest Region of the American Academy of Religion. In her 31 years at Illinois Wesleyan University, Dr. Myscofski has taught courses on Myth and Ritual, Women and Religions, Religion and Magic, Native American and African Religions, Latin American Religions, Cults and many other interesting topics. In 2001 she was the recipient of the Dupont Award for Teaching Excellence. In addition to serving as a faculty member of the Religion Department, Dr. Myscofski has been involved with Latin American Studies and has long been the head of the Women's and Gender Studies program here at IWU
(Presented by Bob Erlewine)



2022 Retiree Tributes.pdf

2 minute Introductions List for August Faculty Meeting										
	Introducer	Dept	First	Last	Title	Notes				
	Brodl	Academic Affairs	John	Camey	Interim Director of the SoBE					
	Brodl	Academic Affairs	Jerry	Durham	Interim Director of the SoNHS					
	Brodl	Academic Affairs	Jasmine	Howe	Assistant Director of Student Accessibility Services					
	Brodl	Academic Affairs	Billie	Jarvis-Freeman	Writing Center Director (Instructional Staff)					
	Brodl	Academic Affairs	Phyllis	McCluskey-Titus	Director of Academic Advising					
	Wagner	Athletics	Oz	Bakirdan	Head Women's Soccer Coach and Instructor in Kinesiology, Sport & Wellness					
	M. Perera for Brennan	Chemistry	Ana	Dmytrejchuk	Visiting Assistant Professor of Chemistry					
	Nillas	Educational Studies	Kate	Neally	Visiting Assistant Professor of Educational Studies					
	A Schultz	History	Harlan	Chambers	Visiting Assistant Professor of History					
	Davis-Kahl	Library	Crystal	Boyce-Gudat	Visiting Assistant Professor of Library Science					
	Davis-Kahl	Library	Laura	Spradlin	Electronic Resources & Library Systems Librarian, Assistant Professor					
	Drici	Math	Trevor	Jack	Visiting Assistant Professor of Mathematics					
	Engen	Philosophy	Luke	Wilson	Visiting Assistant Professor of Philosophy					
	Jaggi	Physics	Shahid	Iqbal	Visiting Assistant Professor of Physics					
	Jaggi	Physics	Saroj	Thapa	Visiting Assistant Professor of Physics					
	Simeone for Munro	Political Science	Lucía	Luna-Victoria Indacochea	Visiting Assistant Professor of Political Science					
	Camey	SoBE	Gavin	Leach	Assistant Professor of Business					
	Camey	SoBE	Mikhail	Munenzo	Assistant Professor of Finance					
	Camey	SoBE	Liang	Sun	Assistant Professor of Finance					
	Fuist	Sociology	Karolina	Staros	Visiting Assistant Professor of Sociology					
	Durham	SoNHS	David	Remmert	Assistant Professor of Health Science					
	Durham	SoNHS	Kelly	Schuler	Visiting Assistant Professor of Nursing					
	Brodl for Kerr	SoTA - Costume	Harri	Horsley	Visiting Assistant Professor of Costume Design					
	Brodl for Kerr	SoTA - Dance	Anna	Corvera	Instructional Assistant Professor					
	Ferradans for Dixon-Montgon	WLLC	Christina	Cole	Visiting Assistant Professor of Hispanic Studies					
	Introductions skipped as they were introduced last year in the same role.									
	Thuene	English	Allison	Serraes	Visiting Assistant Professor of English	Since she is returning, Mike emailed he will not introduce her.				
	Camey	SoBE	Michael	Brun	Visiting Assistant Professor of Economics	Since he is returning, John emailed he will not introduce her.				

Introduction

The Mental Health Policy Task Force was convened in the summer of 2022 to respond to the [Student Senate Mental Health resolution](#), specifically the item related to course absence policies: “Therefore, the Illinois Wesleyan University Student Senate recommends that the Provost, Dean of Faculty, and Academic Affairs leadership team in consultation with Council for University Programs and Policies (CUPP) and appropriate faculty committees create general guidelines for faculty in regards to course absence policies that are responsive to student mental health needs.”

The task force’s charge reads as follows: “The Mental Health Policy Task Force is charged with reviewing available information, consulting with campus resources, and discussing how best to balance academic rigor with providing a structure conducive for student mental health pressures. The deliverable will be a draft policy for CUPP and CETAL to review before bringing to the faculty for discussion.” Included below is a summary of our work, our recommendations, proposed changes to Chapter V, Section B of the Faculty Handbook, and sample policies for attendance, late work, and participation for committee and faculty review. Resources consulted and suggestions for further CETAL programming are included as appendices.

Summary & Recommendations

As a task force, we are in agreement that learning is a collective, vibrant, and generative endeavor. Faculty and student presence and participation are essential to cultivate the transformative learning environments we wish to create in our classrooms, labs, studios, and stages. Student engagement with faculty and one another is necessary to “attain the ideal of a liberal education” at IWU. COVID and the subsequent “[Great Disengagement](#)” disrupts and threatens every aspect of our liberal arts community, from our connections to one another, how we deliver our curriculum, our attendance at events, and the continuation of our regular traditions.

We understand students face extreme challenges in a semi-post-COVID world. Our campus is not alone in seeing a sharp increase in counseling appointments and calls for increased attention to student mental health. We recognize, too, that faculty are struggling with how to handle “the great disengagement.” We observe a spectrum of responses from faculty in the [CETAL survey](#), reflecting that while flexibility helps in one area, too much flexibility can be disadvantageous for some, hinder scaffolding built into certain classes, and may deter from professionalization in some disciplines. Finally, we acknowledge the toll that the past few years have taken on all of us, regardless of our status on campus.

As a task force, the guiding ideals for our work were clarity, transparency, structural consistency, compassion, and responsiveness. Our charge was to focus on policies that would encourage a balance between academic rigor and student mental health. From the data collected by [CETAL](#)

and [Student Senate](#), we understand that both faculty and students were seeking answers, and we also recognized that finding [congruence in our policies](#) for physical health and mental health was important for consistency's sake.

Updating course policies to acknowledge mental wellness will demonstrate our institution's commitment to our students' well-being and reflects current trends occurring at institutions nationwide. It is our hope that by adopting clear, transparent, consistent, and responsive policies our students want to be wholly present and participatory in their courses, and when they cannot, they know how to communicate with faculty about their situation and further, how to take responsibility for their work. These policies are meant to build and strengthen our community, post-COVID. We hope that by presenting our pedagogical values and rationales for our course policies, students will better understand our perspective as we explain the practices we believe will foster their success at and beyond IWU. If we value student contributions to our collective endeavor in the liberal arts, we must give them ways to participate fully while prioritizing their physical and mental wellbeing.

We present sample policies for your possible use in the following section. We err on the side of flexibility to avoid punitive policies that may deter students from communicating with faculty about their needs; we also err on the side of creating policies that encourage students to do the work and turn it in rather than not. We advise transparency, so students understand that their presence in class aids in active learning practices, course scaffolding, and community building. We also fully support communicating to students that there are some kinds of assignments that require presence and participation and therefore cannot be made up. The key is communicating to students what is the highest priority for their presence and participation. We also support the notion that it is important for students to understand that the flexibility offered here at IWU in some classes will not be offered in a corporate or professional setting. An option is to adopt more stringent policies as students progress through a major program, from first-year to senior year. Again, transparency is key: "This is a senior level course, so professionalism is a stated goal."

We recommend the following actions moving forward:

- Adopt revisions to [Chapter V, Section B of the Faculty Handbook](#)
- Review and discuss policy examples with faculty for their adoption in their courses:
 - [Community of Care statement](#)
 - [Attendance](#)
 - [Late Work/Make up Work](#)
 - [Participation](#)
- Develop and deliver workshops for faculty and students (see Appendices, below)
- Work with the Office of the Registrar and the faculty to assess the feasibility of requiring midterm grade reports for all first-year students
- Establish a task force with representatives from Academic Affairs, Student Affairs, and Student Senate to continue discussions and actions relevant to mental health

Respectfully submitted,

Professor Stephanie Davis-Kahl, CUPP Chair & University Librarian
Professor Libby Haywood, Biology
Professor Lindsey Kellar, Athletics & Psychology

Appendices:

Data Consulted:

[CETAL Faculty Survey](#)

[Student Senate Survey](#)

Resources Consulted:

IWU Resources:

- [Student Senate resolution](#)
- [Mental Health Action Plan](#)
- [Student Mental Health with Lindsey Kellar, Christina Armstrong, and Bob Rogers](#)
(CETALK episode)

Articles about Students

- [“Gen Z Is Cynical. They’ve Earned It.”](#) (NYT)
- [“362 School Counselors on the Pandemic’s Effect on Children: ‘Anxiety Is Filling Our Kids’”](#) (NYT)
- [Opinion: My College Students are not OK](#) (NYT)
- [Yale’s Happiness Professor Says Anxiety is Destroying her Students](#) (NYT)
- [A ‘Stunning’ Level of Student Disconnection](#) (Chronicle of Higher Education)

Articles for/about Faculty

- [Flexibility with Guardrails](#)
- [Staying Flexible Without Becoming Overwhelmed](#)
- [A New Approach to Supporting Faculty Members This Fall](#)

Policy Guidance:

- [Creating a Friendlier Syllabus](#) (IHE)
- [Accommodating Mental Health](#) (IHE)
- [MHA Policy Resource](#)
- [NPR article about IL Law](#)
 - [Illinois Law for Mental Health Action on Campus](#) - 11 directives

Policy examples

- [Smith College](#)
- [Michigan State](#)
- [U of I, Community of Care](#)

- [UPenn](#) (syllabus Language and policies)
- [UMN](#) (scroll down for statement)
- [Sample Attendance/Late Work Policies](#)
- [University of Colorado](#)

Syllabi examples

- ["Fluid" Syllabus example](#)
- [USD "Humanized" Syllabus Statements](#)

Suggestions for IWU programming:

- Student programming
 - How to request an extension
 - What to do when you feel overwhelmed
 - Demystifying course withdrawals and leaves of absence
 - More at [Eastern Illinois Mental Health Activity Ideas for Academic Year](#)
 - [Mental Health Awareness Week](#)
 - [Wellness Days at BU](#)
- CETAL programming
 - [First Day Toolkit](#) The Student Experience (2021)
 - How to use midterm grades-midterm check-ins
 - When does it make sense to grade attendance?
 - Requiring absence documentation - pros and cons
 - Participation points as an equity gap
 - Anxiety and being called out/on
 - Alternatives to discussions
 - Building in breaks and “chunking” lectures
 - Scaffolding executive functioning skills for first-year students
 - Teaching collaboration/teamwork skills during group work

Adult Education Summer Task Force
Report for Aug. 24, 2022 Faculty Meeting

Introduction/Task Force Charge:

The Adult Education Summer Task Force was convened in the summer of 2022 to respond to the Board of Trustees call to pursue new sources of revenue to alleviate the University's annual structural deficit. Two developments prompted the consideration of adult-focused degree/credential programs:

- 1) Lincoln College, before its closing, had an adult education partnership with Heartland Community College, called ABE for Accelerated Bridge to Education, that leveraged State Farm employee tuition benefits as a funding stream. When the program was discontinued, there were approximately 45 students enrolled.
- 2) IWU Trustee Colleen Kannaday, President of Carle BroMenn Medical Center, informed us that Carle BroMenn provides similar support for their employees seeking opportunities to further their education in healthcare-related fields

The Task Force explored several interrelated questions, including:

- Would this program parallel our traditional undergraduate curriculum, or would there be an independent curriculum?
- How would we staff this effort?
- Would this be in-person or online?
- How would it be structured? (time of day, number of days, number of weeks, academic year and/or summer, etc.)
- What would the cost structure be for students?
- Would we partner with HCC or go it alone?
- Would we only offer a bachelor's degree or would we consider graduate work? Certificates?

The final goal of the Task Force's summer work was to make a recommendation to Cabinet about the feasibility of an Adult Education program and to identify the major decisions that will need to be made to launch an effort, with a development plan timeline and a proforma for its implementation.

Task Force Members: Abbie Kerr (Task Force Chair, Associate Dean for Scholarly and Creative Work, Carmela Ferradáns (Faculty Representative), Brad Sheese (Faculty Representative, Amy Coles (Associate Dean for Curriculum and Instruction), John Camey (Interim Director, School of Business and Economics), Leslie Betz (Registrar), Rebecca Roesner (Associate Provost), Mark Brodl (Provost), LeAnn Hughes (Vice President, Enrollment and Marketing), Kris Condon (IWU Alumna; PCS advisor)

Consultants: Aaron Henkelman (State Farm), Charlie Moore (Bloomington-Normal Human Resource Council), Leah Nillas (IWU Ed. Studies, Chair), Rob Sanders (Hamilton Holt School at Rollins College, Dean), Janelle Wilson (Univ. of Richmond School of Professional and Continuing Studies, Dean)

Meetings: The Task Force met 10 times between May 18 and August 10, 2022, with readings, a webinar, and document writing continuing on the weeks we did not meet.

Summer Work: The Task Force drafted a list of recommendations regarding the implementation of a school of professional and continuing education at IWU. In addition to the recommendations, the Task Force generated several related documents including a proforma considering various tuition models, an executive summary of a feasible program, and a draft of a mission and vision statement for the school. A final report including all relevant documents generated by the Task Force was shared with President Nugent on Thursday, August 18. The report will be shared in full with CUPP and CC leadership this week.

Summary of Findings: The Task Force finds a School of Professional and Continuing Studies (SoPCS) at IWU to be a feasible, though expensive (time and resources), endeavor. The proforma suggests that an IWU SoPCS would generate modest financial gains with a small to medium-sized program, but there is room for growth that could yield more meaningful revenue over time. The Task Force recommends initially focusing efforts on programs that will benefit State Farm employees interested in taking advantage of their employee tuition benefit program, most likely in business-related fields. Additional areas to consider/areas for potential growth include Educational Studies and Health Sciences.

Next Steps: Should IWU wish to further pursue programming in professional and continuing education, the Task Force recommends (1) the formation of an advisory board of community stakeholders as well as (2) an implementation group to be tasked with building and launching a program using existing mechanisms of faculty governance.

It is important to note that implementation of the program as described in this report would require full level 3 accreditation from the HLC. Applying for level 2 accreditation before ultimately pursuing level 3 should be of top priority.

Task Force Charge:

In February 2022, the Board of Trustees and President Nugent reaffirmed potential transfer students as a critical area for enrollment growth and set a deadline of 2023-24 to demonstrate measurable improvement (BoT Meeting, Feb. 24-25, 2022). In response, a workgroup from Academic Affairs, Admissions, Student Affairs, and Financial Aid drafted a Transfer Strategic Plan, which we are refining and carrying out over the next two years. A key academic objective in the Transfer Strategic Plan is to review IWU policies, as described in our University Catalog, and address barriers to transfer (see the [Joint Statement on the Transfer and Award of Credit](#) for the guiding principles of such policy review).

By the end of the summer the task force will make recommendations to CC and CUPP, as appropriate, about which policies could be updated to best foster the recruitment and retention of transfer students. CC and CUPP will then evaluate the suggested updated policies and, if they endorse the updates, move them forward for a faculty vote in Fall 2022.

Task Force Members: Amy Coles (Task Force Chair, Associate Dean for Curriculum and Instruction), Aaron Wilson (Faculty Representative, outgoing CC Chair), Chris Schumacher (Faculty Representative, Athletics), Leslie Betz (Registrar), Mark Brodl (Provost), Abbie Kerr (Associate Dean for Scholarly and Creative Work), Becky Roesner (Associate Provost)

Meetings:

The task force met seven times between May 26 and Aug. 9, 2022, with readings, research, and document writing continuing on the weeks we did not meet.

Summer Work:

The Task Force drafted six motions for CC to review and bring forward for a faculty vote. One of these motions aims to expedite the process of assigning lower-level course equivalencies in the Transfer Equivaluation System (TES), by empowering the Registrar, with faculty guidance, to set 100- and 200-level course equivalencies. This will both provide potential transfer students with the information they need to deposit sooner and also allow IWU to use public-facing transfer credit software (Transferology) to recruit transfer students more widely. The other five of these motions propose updated policies that bring IWU in line with Illinois State law, provide more equitable acceptance of transfer credits, and align our Catalog language with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) best practices. These five motions propose to: offer some credit toward graduation for examination scores equivalent to C-level and better work; clarify how credit by examination counts toward major, minor, and certificate requirements; remove the limit on the amount of credit earned prior to matriculation that IWU will accept, as long as no student transfers in more than 16 credit hours; grant credit for academic coursework on military science; and clarify the IWU catalog language on transfer credits, including what sorts of credits will or will not transfer. These motions address the most pressing and evidence-based barriers to recruiting transfer students, as outlined in the [Joint Statement on the Transfer and Award of Credit](#).

Next Steps:

The Task Force Chair, Assoc. Dean Coles, will present the motion drafts and the task force's final report to CC at least a week in advance of their first meeting on Sept. 8, 2022. It is our hope that CC will evaluate, improve, and bring each motion forward for a faculty vote (with a statement of endorsement or non-endorsement as appropriate).

**Promotion and Tenure Committee
Committee Report
Faculty Meeting August 24, 2022**

PAT membership - Fall 2022:

Zahia Drici (Chair - continuing), Carmela Ferradáns (sabbatical replacement), Amanda Hopkins (continuing), Jean Kerr (continuing), Marie Nebel-Schwalm (sabbatical replacement), Jim Simeone (Vice Chair - new), Mark Brodl (ex-officio).

The committee has not met since the change-over meeting of June 21st. PAT will begin reviewing tenure and promotion cases shortly after the October 15th deadline. Until then, the committee will start working on the following carry-over agenda items:

1. Finalize updating the coach and athletic trainer language in the Faculty Handbook
2. Work on establishing criteria for PAT membership to avoid any issues with visitors or adjuncts serving on PAT.
3. Talk with CUPP about instructional staff promotions and/or ranks to better ensure retention of instructional staff at IWU.

Reminder of upcoming dates:

For tenure and/or promotion candidates, self-evaluations are due to the supervisor September 8, 2022. The supervisor's letter is due to the candidate October 10, 2022 for review and discussion. Materials are due in the Provost's office October 15, 2022.

Respectfully submitted,
Zahia Drici.

URAC report
August 18, 2022

The committee has not met since last spring.

This year's John Wesley Powell conference is April 15, 2023. The keynote speaker will be Molly McCully Brown. <https://www.mollymccullybrown.com/>

Respectfully submitted,
Bill Hudson
Chair, URAC

Notices:

Campus Art Collection

This online catalog for the Campus Art Collection is the first comprehensive art inventory at IWU and we need your help to keep track of these works into the future! Please review the following:

- 1) If you decide to move any art in your building, please notify me so that I can update the inventory.
- 2) If you no longer want a particular item that you have, please contact me even if you don't think it's art! I will verify the content and make sure it is stored or disposed of, as needed.
- 3) Looking for something to liven up your area? There are over 700 items in storage and most are available for adoption! Some may be unframed or too fragile, but if you would like to borrow anything for display in your building/office, please contact me to discuss your interests.

And if you are just curious about what art has been identified in your building, look for the pre-set search box with building names at the bottom of the collection's homepage. If you know of other works that we need to add to the inventory, please contact me.

Thanks for your assistance,
Meg Miner, University Archivist & Special Collections Librarian
mminer@iwu.edu

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.

International Film Series (IFS)

Thursdays at 7:00 PM Beckman Auditorium, Ames Library
Please check the fall 2022 schedule here
All films are shown in their original language with English subtitles. If you would like to show a movie in IFS, please send an email to Carmela Ferradans cferrada@iwu.edu

Power of Place:

This year's theme is *The Power of Place*, sponsored by Joanne Diaz, Carmela Ferradáns, Dan Roberts, Jim Simeone, and William Munro, will provide an exciting opportunity to think critically about various conceptualizations of place. Place is where we live. Our thoughts, values, perceptions, and actions are influenced by how we conceptualize a place and our place in the world. A place can be a physical location or the way a location develops social, cultural, political, and even economic meaning. A place can be a frame of mind where we go for reflection, rejuvenation, inspiration, and reconnection. Our imagination can be a place where we envision a future and live in harmony with our aspirations.

At IWU, we ask you to consider the power of place by critically examining how you shape and are shaped by the places in your lives.

We hope you'll be involved in the annual theme in several key ways:

- **Join the course cluster experience:** Faculty who choose to participate in the course cluster experience will engage with other faculty who are teaching a full course, a section of a course, or a course assignment related to the theme. The expectations of course cluster participation are simple: attend the "kick off" (September 28, 11:10am-12:45pm, Young Main Lounge) with your class(es) that are participating and the "open house"/closing event (November 30, 11:10am-12:45pm). The open house is an opportunity for students to either present their theme-related work or engage with others around theme work. Email Carmela Ferradáns (cferrada@iwu.edu) or Dan Roberts (drobot1@iwu.edu) if you'd like to participate.
- **Support theme-related classroom discussions:** If you choose not to participate in the course cluster, you can always include theme related work in class discussions. If you'd like to brainstorm topics or approaches, please don't hesitate to reach out to faculty sponsors listed above.
- **Sponsor theme events:** If you or your department typically sponsor out-of-class programs/lectures/events, please consider topics that support this year's theme. We'd love to include your program in a calendar of events. See below for current events already in the works. There is no screening process for inclusion; if you feel it fits the theme and you'd like included, just let us know the event title, date/time, and location (email dstudent@iwu.edu) **as soon as possible**.
- **Promote and attend theme events:** If you like to promote campus engagement as a course requirement or extra credit, please feel free to include any of these events on your course syllabus. If you are requiring an event, please notify the event sponsor, so they can anticipate attendance.

Thanks in advance for all you do to support a dynamic intellectual experience for all our students!

Karla Carney-Hall, Carmela Ferradans, Dan Roberts

Power of Place Fall Events:

August 25 Turning Titan *Where I'm From* & Human Library, 7pm (Dean of Students).

August 26 Turning Titan: Summer Reading Book Discussion, 1:00-2:30pm *Where the Crawdads Sing* (For information on the Summer Reading Program, please contact Pennie Gray)

Power of Place Fall Events contd:

- September 1 Finding your Place: RSO Fair, 4pm-6pm (Student Involvement)
- September 6 3D Series: Land Acknowledgements with Professor Charlotte Davidson, 4:00pm,
Hansen Center Court (Office of Diversity and Inclusion)
- September 7 President's Convocation, 11:00am (President's office)
- Sep. 12 - Oct. 13 The Power of Place: Painting Myanmar in a time of Transition (The Merwin
Gallery, Ames School of Art and the first floor, Ames Library; for more information, please contact
Abby Jahiel ajahiel@iwu.edu)
- September 13 Resistance and Resilience: 21st century Burmese artists envision Myanmar's
future - Dr. Catherine Raymond, Director Center for Burma Studies and Professor of Art History,
Northern Illinois University, Beckman Auditorium, The Ames Library, 4 pm (Contact Abby Jahiel
ajahiel@iwu.edu)
- September 20 3D Series: Redlining: Defining of Chicago's Neighborhoods, 4:00 - 5:15 pm,
Vineyard room, with Chloe Bell '19 (Office of Diversity and Inclusion)
- September 22 Dialogues Across the Disciplines, presentation by Carmela Ferradáns and
Catherine Droesch '23, 4pm (for more information, please contact Jim Simeone jsimeone@iwu.edu)
- September 27 3D Series: Border Women with author Michelle Tellez, 6:30pm, Hansen Center
Court (Office of Diversity and Inclusion)
- September 28 Course Cluster Kick Off (For more information on Course Clusters, please
contact Carmela Ferradáns cferrada@iwu.edu or Dan Roberts drobot1@iwu.edu)
- October 6 American Politics and the Case of the Vanishing Middle (or Moderates), Dr. Tari
Renner (Political Science), 4pm
- October 7 TANGO live Concert – Hispanic Heritage Month Celebration, 7-10 pm, Location:
TBD (Contact: malmeida@iwu.edu)

October 11 Spoken word poet Melissa Lozada-Oliva, 4 PM, Location: TBD (Contact: Carmela Ferradáns cferrada@iwu.edu)

October 14 *A Morbid Puzzle: The Social Determinants of Longevity* featuring Greg Shaw (Faculty Colloquium)

Power of Place Fall Events contd.:

November 3 [International Film Series](#) (IFS): *Wiñaypacha [Eternity]*. Perú, 2017 Presented by Prof. Edgar Lehr (for more information on IFS, please contact Carmela Ferradáns cferrada@iwu.edu)

November 16-20 *Sunday in The Park With George*, directed by Scott Susong

November 30 Course Cluster Open House (For more information on Course Clusters, please contact Carmela Ferradáns cferrada@iwu.edu or Dan Roberts drobert1@iwu.edu)

Writing Program Update:

As the new Writing Program Director, I am eager to collaborate with you, my colleagues across campus, to ensure that we are meeting the goals and mission of our Writing Program. To that end, I intend to reach out to department chairs and school directors to arrange a time to discuss the specific needs of each program and to imagine possibilities for catalyzing a culture of writing on our campus. To our newest colleagues who are teaching Writing Intensive courses or Gateways, welcome, and to all, please don't hesitate to reach out to me with any questions or concerns.

Yours, Pennie Gray (pgray1@iwu.edu)

CONTACT- written and performed by Anja Schrag

IWU Eckley Summer Scholars Project 2022

Faculty Advisor: Dr. Michelle Gibbs

When: August 31st, 7 pm

Where: Evelyn Chapel, IWU Campus

Developed this summer with funding from Illinois Wesleyan's Eckley Fellowship Award, this autoethnographic solo performance piece explores Anja's experiences as a queer multi-racial Asian American person to make discoveries about vulnerability, acceptance, and love.

The performance will be followed by a talkback with the performer.

Thank you! Michelle Gibbs

