



2023-2024

2020-2030

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8-23-2023

**August 23, 2023**

Faculty, Illinois Wesleyan University

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# MEETING OF THE GENERAL FACULTY

August 23, 2023

11:00 a.m. - 12:30 p.m

CNS C101 - in person meeting preferred

Join Zoom Meeting: Meeting ID: 860 8131 3195 Passcode: 444566

<https://us02web.zoom.us/j/86081313195?pwd=VlptdkRBOXNaUE1ldTBRNXhUcDd6OT09>

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- |  |                        |
|--|------------------------|
| 1. Call to Order   | Professor D. Marvin    |
| 2. Approval of the <a href="#">Minutes</a>                       |                        |
| 3. <a href="#">Consent Agenda</a>                                | Professor J. Williams  |
| 4. <a href="#">Introductions</a>                                 | Professor D. Marvin    |
| 5. Committee Reports   |                        |
| a. CUPP ( <a href="#">report</a> ) ( <a href="#">addendum</a> )  | Professor A. Shallue   |
| b. Curriculum Council (no written report)                        | Professor J. Williams  |
| c. Promotion and Tenure Committee (no written report)            | Professor A. Ponce     |
| d. Faculty Development Committee ( <a href="#">report</a> )      | Professor E. Lehr      |
| e. Nominating Committee (no written report)                      | Professor L. Moon      |
| f. Assessment Committee (no written report)                      | Professor C. Ferradáns |
| g. Undergraduate Research Advisory Committee (no written report) | Given Harper           |
| h. CETAL (no written report)                                     | TBD                    |
| i. Writing Program Committee (no written report)                 | Professor P. Gray      |
| 6. Old Business  |                        |
| 7. New Business  |                        |
| 8. Administrative Reports  |                        |
| a. President Report (no written report)                          | President G. Nugent    |
| b. Provost Report ( <a href="#">report</a> )                     | Provost M. Brodl       |
| 9. <a href="#">Announcements</a>                                 |                        |
| 10. Adjournment  |                        |

## MEETING OF THE GENERAL FACULTY

Wednesday, April 26, 2023; 11:10 p.m. - 12:40 p.m;

CNS C101 - in person meeting with zoom link provided

Note: The president approved Professor David Marvin as Interim Presiding Officer

## MEETING OF THE GENERAL FACULTY

**April 26, 2023**

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

**CNS C101 - in person meeting**

1. Call to Order 11:10 am Professor D. Marvin
2. Approval of the 4/5 Minutes
  1. Action: Minutes approved by general consent
3. Consent Agenda Professor J. Williams
  1. Action: Remove FYE 100, FYE 101, IMS 190, all business classes
4. Committee Reports
  1. CUPP (report) Professor S. Davis-Kahl
    1. Oral Report: Thanks to members of CUPP for outstanding work. Thanks to Brenda Milcik and cabinet members for support. Particular thanks to vice-chair Bill Hudson, who also chaired URAC and IRB, as well as serving as faculty in music school: his leaving is tremendous loss to faculty and students.
  2. Curriculum Council (report) Professor J. Williams
    1. Oral Report: Thanks to all members, Leslie Betts, and Amy Coles, and Aaron Wilson for work on transfer motion over the summer.
    2. Motion 1: Public Health Major revision
      1. Background: addition of ethics
      2. Action: motion passes
    3. Motion 2: Public Health Minor revisions
      1. Background: revision to align with revised major

2. Action: motion passes
4. Motion 3: Professional Sales New Major proposal
  1. Background: CC could not come to consensus about whether fulfilled major requirements on campus: 3-3. Decided to bring to faculty.
  2. Question: reasons for votes against?
  3. Response: concerns about connections to liberal arts degree and curricular needs it serves
  4. Question: since this is not coming from committee, does this need to be presented by separate individual?
  5. Response (parliamentarian): It is coming from committee, so can be presented
  6. Comment (President Nugent): this action has happened before
  7. Question: historically has this happened before?
  8. Response: vote to disband the German major had a split vote
  9. Comment: pulled business classes because 2 have same description
  10. Response: not what was submitted to committee: 358 should read "this online course teaches students both the hard and soft skills required for..." (submitted to CC for revision)
  11. Comment: descriptions of courses rationales for 338 and 358 are same, rationales for .75 units from consortium in 230 are identical to .5 units for class on campus
  12. Response: CC did discuss that, but felt syllabi and materials made the courses acceptable for consent agenda, though not major as whole
  13. Comment: unclear about cost benefit, existing enrollment data for IWU/Illinois schools, rationales of lack of major in other schools and that many majors start in sales but move to other careers seem not convincing: how is resource use acceptable?
  14. Response (CC Chair with Provost Brodl): CC met with provost: LCMC consortium class costs low, allows ability to pilot new major classes beyond what can presently be offered at IWU; could be taught later by faculty on campus; feedback on LCMC has been quite positive from students. When cost/seat exceeds faculty member, will hire one (noted unlikely based on current enrolment trends).
  15. Response (Business Chair Wallace): Having a sales major would be a point that sets us apart: draw new students.
  16. Comment: return to LCMC—if we invent anything new but all it does is poach other majors as opposed to bringing in new students, it's a net negative
  17. Response (Provost Brodl): yes
  18. Question: this is a commitment to a major which is an expensive proposition: what data supports the request and the students' enjoyment of LCMC classes, which is not what speaker has heard from students.
  19. Response (Provost Brodl): pulling data from UQ. When used aligned code, suggested large amount of interest. This is about higher level strategy of sales. 4 students would cost additional \$4000.

20. Request: clarification of evidence
21. Response (Provost Brodl): they look at what sort of searches students use, programs across country, what employers seek. One of 20 or so programs with growth potential. Compelling for these reasons. And intellectual merit.
22. Question: can we set a minimum limit for a cohort?
23. Response (Business Chair Wallace): LCMC classes and business classes both always fill.
24. Response (Provost Brodl): we have bought 20 seats, they always fill. Again, can invest in faculty member when that becomes needful.
25. Question: has there been in any interest in sustainable business?
26. Response (Provost Brodl): we're looking, more coming, agrees sustainable business would be mission driven.
27. Response: are we drawing away from a mission driven major then? Faculty in business school seem interested, can't currently teach.
28. Comment: business faculty confirmed, noted not sure that there was student demand.
29. Response (Provost Brodl): there are not numbers to support it, but could be a possibility in the future.
30. Question: are there ways that sales could be nested within major in ways that could be connected to mission?
31. Response (Business Chair Wallace): stressed liberal arts several times in proposal; skills and mindsets they get in classroom will benefit student.
32. Comment: There are a lot of things about this I don't like, but will vote for it: institution at a place where it needs to take risk.
33. Comment: there are practitioners in the room who will assist with developing and teaching this major; there are interdisciplinary connections to communication, sociology.
34. Question: are any such classes included in proposal? Does not seem to be thoughtfully bringing in classes across the university.
35. Response (Business Chair Wallace): as with all business majors, only 4 classes available, with 8 courses required of all business majors. Classes selected are the most common with extant sales majors. Could move to interdisciplinary major requirements to add to required classes.
36. Comment: nursing has a higher number of required courses, exception for languages, suggest model.
37. Comment: support for same reasons: time to take risks.
38. Motion: close discussion
39. Action: motion passes
40. Request: Vote by secret ballot
41. Action: motion passes 49-24-5
42. Motion: Move that Bus 358 have description read out by Chair Dave Wallace
43. Motion: approve as package

44. Action: motion passes

45. Motion 4: Canceling FYE

1. Background: argument offered in rationale: do not want to give students false impression that classes exist: noted the negative vote felt interpretation of data could be read differently, taking out these classes means they're gone forever, though the rest of CC voted to remove.
2. Comment: in support of not removing: FYE was a positive for department
3. Comment: useful to think about in a small-scale format vs broad-scale: can we continue at small scale?
4. Question: would you entertain a motion from floor to send back to committee?
5. Response: personally, yes, but this was a 5-1 vote by CC, so generally CC wants the vote.
6. Comment (President Nugent): From Leanne, admissions could not get descriptions of FYEs to recruit students
7. Response (Provost Brodl): changing landscape of what was offered was a problem for students.
8. Response (Registrar in chat): this is correct: students found frustrating.
9. Comment (CC member): students enrolled this year without knowledge; very negative experience. Current instructors met with Amy, agreed that this cannot continue.
10. Comment: the literature does not have a lot of evidence about such experiences, but needs to have some sort of core components and accountability. Would need to be more structured. Without that, very difficult to maintain.
11. Comment: there is no cost to keep on books; why not keep for future possibilities?
12. Response (Provost Brodl): catalog is promise to students; bad practice to leave courses we don't offer: most institutions vote on courses that have not been taught for 4 years.
13. Comments (multiple): why not leave on for a few more years?
14. Question: if there is no FYE class available next year, will this not be a detriment to our marketing?
15. Comment: not everything in catalog taught regularly.
16. Comment (Associate Provost Roesner): nothing would preclude a specific department offering a first year course.
17. Response: First year course tied to gateway, adding first year course would take away from available classes.
18. Motion: Faculty Privilege to table vote.
19. Motion: move to override faculty privilege.
20. Action: motion to override passes
21. Motion: delete FYE 100, 101, INST 100
22. Action: motion passes

46. Informational Item: Resource Evaluation Group (REG) procedures
      1. Background: this is new procedure: want people to be aware
      2. Question: how different from strategic planning committee?
      3. Answer: that no longer exists
    47. Comment: thanks to those who did FYE courses
      1. Response: General Applause
  3. Promotion and Tenure Committee (report) Professor Z. Drici
    1. Oral report: Thanks to committee for all their work, as well as Brenda Milcnik and Mark Brodl. Making a Case workshop tomorrow; encourage supervisors to attend. Will have separate one for athletic faculty and instructional staff.
  4. Faculty Development Committee (report) Professor K. Nielsen
    1. Oral report: Thanks to committee. Reminder of upcoming scholarship renewal program.
  5. Nominating Committee (report) Professor R. Alvey
    1. Oral report: Thanks to "nom com" comrades. 2 special elections: single candidates: will vote now.
    2. Hearing committee: Tara Gerstner
    3. Action: Motion Passes
    4. Nominating: Leigh Moon
    5. Action: Motion Passes
  6. Assessment Committee (report) Professor F. Larey
    1. Oral report: Thanks to committee for work.
  7. Undergraduate Research Advisory Committee (report) Professor B. Hudson
    1. Oral report: JWP went very well. Thanks to URAC colleagues, especially this semester. Huge thanks to Meg Miner and Tameka Myers for work on setting up JWP.
    2. Comment: compliment JWP committee for going green and providing short, useful booklet.
  8. CETAL (report) Professor W. Kooken
    1. Oral report: Thanks to all committee member. Look out for LMS workshop notifications: many opportunities to get up to speed on calendar. August 9<sup>th</sup>: program on trauma-informed pedagogy and student mental health.
  9. Writing Program Committee (report) Professor P. Gray
    1. Oral report: thanks to committee. Thanks to those who have submitted summer reading, thanks, please do if you have not. Written report included justification of Gateway.
1. Old Business
  1. None
2. New Business
  1. None
3. Administrative Reports
  - 1) President Report (report) President G. Nugent

- a) Report: has been meeting with alumni, had multiple celebrations, conferences, and awards. Have had CDO candidates on campus. Ongoing discussions with VPs about budget for next year.
  - b) Question: any news on endowment?
  - c) Response: It's about the same: \$265 million. There have been new contributions.
  - d) Question: update about School of Music in terms of buyouts? Was this discussed with REG?
  - e) Response: This is a personnel decision, not in purview of REG. In discussions with SoM about programs that draw in more students. Small pool of enrollments for next year (8/9). Questions about how to offer majors more attractive to students, raise music's profile on campus.
  - f) Question: That involves offers to buy-out faculty for early retirement?
  - g) Response: Not something I will discuss.
- 2) Provost Report (report) Provost M. Brodl
- a) See Attachment A
  - b) We have a structural deficit: VP have been asked to identify 2.4 M for reductions. Survey suggestions that seem worth pursuing presented.
  - c) Changes in General Education: curriculum council will look at that's a faculty process.
  - d) Budget reductions: confidential voluntary personnel arrangements (400k); Trimming operation budgets (note has already been pruned) (200k); Sabbatical leaves capped at 1/7 (no net gain, but makes balancing budget year to year easier); introduction of teaching track-suggest CUPP/PAT look at tracks (50 k conservative estimate); addition of 15 seats/load leveling (500k): registrar will calculate average over 3 years, faculty above that average do not need to do anything; those under have multiple options to get to the total and deal with surplus; academic program leadership change (105k). Questioned if preserving current leadership structure is worth it.
  - e) Question: what's the schedule?
  - f) Response: most won't be able to be done this year; want to convince board that we are making the moves needed to reduce structural deficit.
  - g) Question: in terms of structural: have we looked at administration? Amount could be addressed in administrative salaries.
  - h) Response (Provost Brodl): We could do without a provost, for instance.
  - i) Response: You tend to go to the extreme; this is a serious question.
  - j) President: We have reduced presidential staff by 2
  - k) Presiding Officer Marvin: 10 minutes over: need to wrap up.

## 8. Announcements

- 1. No verbal announcements

9. Adjournment: 12:49 p.m.

**Respectfully Submitted,**

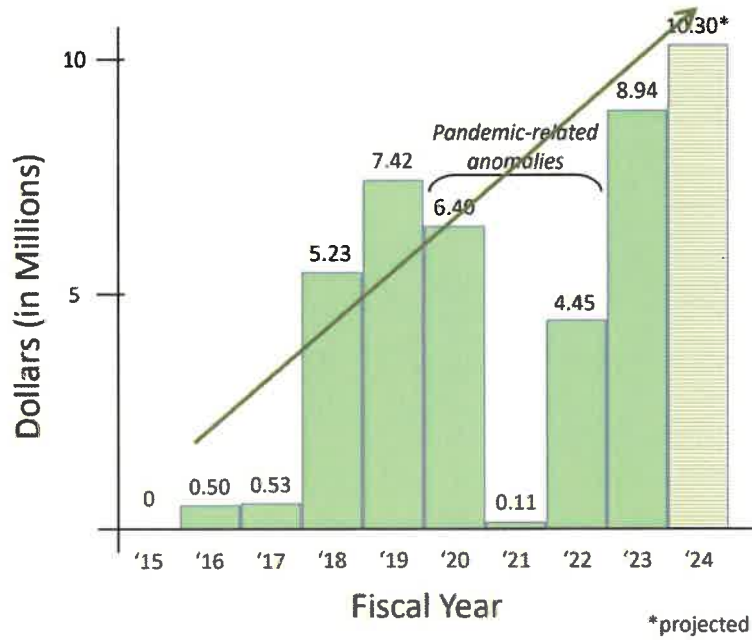
**Abigail Mann**



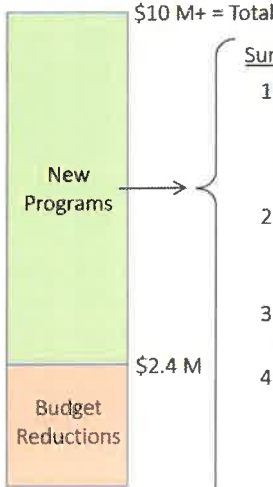
**Faculty Secretary**

**Appendix A: Presentation by Provost Brodl**

A deficit that is structural



**Structural Deficit**



Survey suggestions that seem to be worth pursuing:

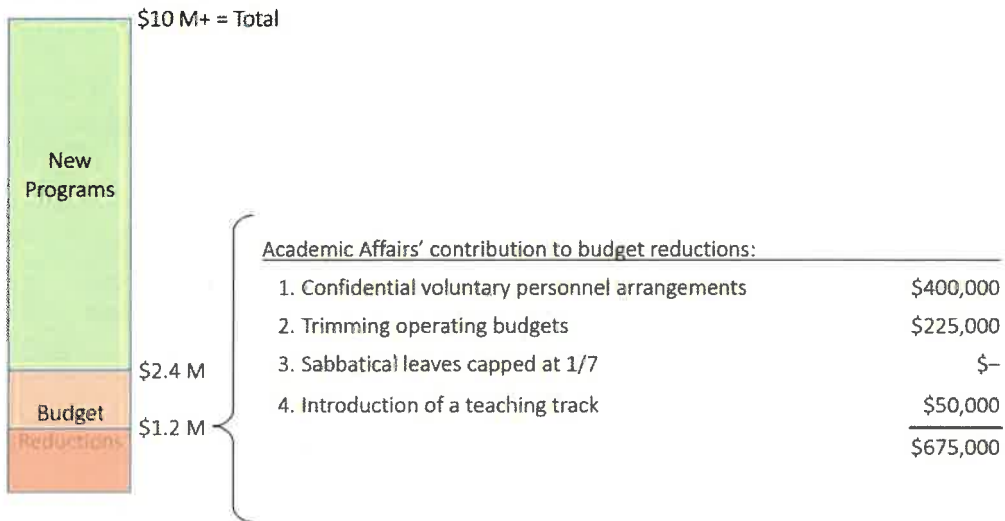
- New Academic Majors**
  - Communication
  - Cybersecurity
  - Health Management
  - Nonprofit Business Development
  - RN to BSN (not immediately)
  - Sports Management
- Certificates and Graduate programs (HLC approval needed for grad programs)**
  - MA in Teaching
  - MS in Finance
  - Teaching endorsements
- Adult and Continuing Education – online>campus -- programs that are structured for students who are non-traditional age and in the workforce**
- Other Opportunities**
  - Four day school week (study course schedules)
  - More marketing resources (esp. electronic/social)
  - Open MT and other travel courses beyond IWU
  - MS in Finance
  - Teaching endorsements
  - Rent out facilities (eg, Sim Lab)

## Changes in General Education

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I will ask Curriculum Council and other relevant committees/programs to consider the results of the survey to determine whether there are opportunities to make our curriculum more flexible for our current students and more accommodating of the needs of transfer students.

### Structural Deficit



## Teaching Track Employment Category

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A new employment category where the principle responsibility of the role is teaching. It emphasizes teaching and service. Scholarly/creative work is not expected when it comes to the production of peer-reviewed products (publications or creative works), but it is expected that employees sustain professional engagement at a level that supports excellent teaching.

- Tenured/tenure-track faculty could convert to this employment category.
- Instructional staff/professors could convert to this category, depending on the disposition of staffing responsibilities in the department.
- New faculty could be hired in this employment category.

How many tenured/tenure-track faculty would convert? Instructional staff/professors? New hires?

→ Based on feedback, about 8 current tenured/tenure-track faculty and instructional staff/professors might move to this employment category

→ It seems most likely that no more than 1/3 of new positions would be teaching track, so about 2 hires per year.

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The teaching load in the teaching track would be higher than the 3-3 load for tenure/tenure-line faculty. How much higher? → 7- or 8-course load?

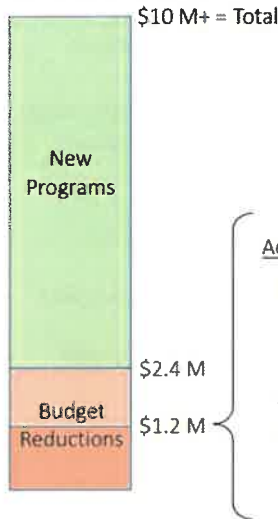
*One way of looking at it.* The standard work week is 40 hours. Classes meet 3 hours/week, and with 3 courses taught at a time, this accounts for 9 hours of the work week. For each hour of class, on average faculty spend about 1.67 hours of prep time per class meeting is needed for each course for a total of 15 hours of prep time per week.<sup>1</sup> Teaching then accounts for approximately 24 hours of a 40-hour work week or approximately 60% of the job. This leaves 16 hours of the work week (about 40%) to focus on scholarly/creative work and service.<sup>2</sup>

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<sup>1</sup> This can vary widely by faculty experience level, faculty expertise in the subject area, specific material being taught, number of times the course has previously been taught, etc. From College and University Professional Association for Human Resources.

<sup>2</sup> If we were to go to a 7-course load or an additional 15 units per faculty member, teaching would comprise 28 hours of the 40-hour work week, leaving 12 hours for scholarly/creative work and service (figured as 3.5 courses per semester).

## Structural Deficit



### Academic Affairs' contribution to budget reductions:

1. Confidential voluntary personnel arrangements	\$400,000
2. Trimming operating budgets	\$225,000
3. Sabbatical leaves capped at 1/7	\$-
4. Introduction of a teaching track	\$50,000
5. Addition of 15-seats/toward better load equity	\$500,000
	<u>\$1,175,000</u>

I would recommend that we have CUPP and PAT work to work out the details of the teaching track employment category while also clarifying expectations for tenured/tenure-track faculty with regard to efforts contributed to teaching, scholarly/creative work, and service. The table at right is from a 2022 ACE publication titled *Equity-Minded Faculty Workloads*, and it could be a resource that could guide our efforts in defining the new employment category.

**Table 1. Tenured faculty work effort pathway**

	Teaching	Service	Research
	50%	30%	20%
Pathway 1 Balanced Focus	(7 courses per year)	(chair 1 department committee, serve on 2 other committees)	(moderate intensity, such as submitting a peer reviewed publication each year, and giving a conference presentation)
	60%	40%	0%
Pathway 2 Teaching/Service Focus	(8 courses per year)	(chair 2 department committees, serve on 2 or more other committees)	(research-inactive)

\*Assistant professors were limited to Pathway 2 – Research Focus based on the need to keep research at a higher percent to achieve tenure.

Adapted from: K O'Meara, D Culpepper, J Misra, and A Jaeger (2022) *Equity-Minded Faculty Workloads: What We Can and Should Do Now*. American Council on Education.

## Addition of 15 Seats/Toward Better Load Equity

This step would have the largest budget impact. The plan incorporates some steps to help even out teaching loads across the faculty. The Registrar will calculate the average number of student units our faculty teach over a 3-year period. To that average, we will add 15 student units. Faculty already above that unit count would not need to add additional student units, while those below that unit count would need to add to their total using these approaches like these:

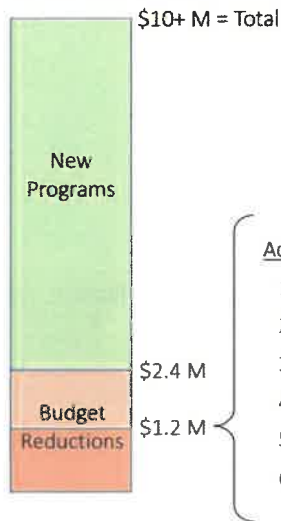
- Raise a course cap for a course that they teach to gain additional student units. However, such increases must ensure that the pedagogy will still be sound and that enrollment pressures indicate students will use the additional seats.
- Teach a W course to gain an additional 0.25 student units per student taught.
- Teach a laboratory section or an additional laboratory section to gain an additional 0.5 student units per student taught.
- Teach in independent study or mentor an Honors project to gain an additional student unit for each credit of these individual learning opportunities.
- Balance their teaching loads to include some high-capacity course offerings.
- Teach an additional course (to reduce the number of preps a faculty member could teach a second section of a course).
- Team-teach a course with a colleague, with each of the faculty teaching the course earning 0.5 student units for each student enrolled.
- Faculty could teach additional courses in the May, June, or July sessions. Such course offerings would be "on load" courses, so there would not be a stipend paid for such work.

Individual faculty can work with their chair and departmental colleagues to meet the expected minimum number of student units taught. The Registrar will share total student units taught per semester with individual faculty members and their department/program/ school chair or director.

- Any "deficits" in one year would normally be added to the teaching load for the next year.
- Any "surpluses" in one year could be carried forward into the next year. However, all faculty would be required to teach a minimum of 6 courses per year (any service releases would then be applied to this baseline expectation).

Based on a preliminary run of the student units averages for the past three years, adopting this approach will result in an estimated \$500,000 in salary savings (calculated from the adjunct replacement approach).

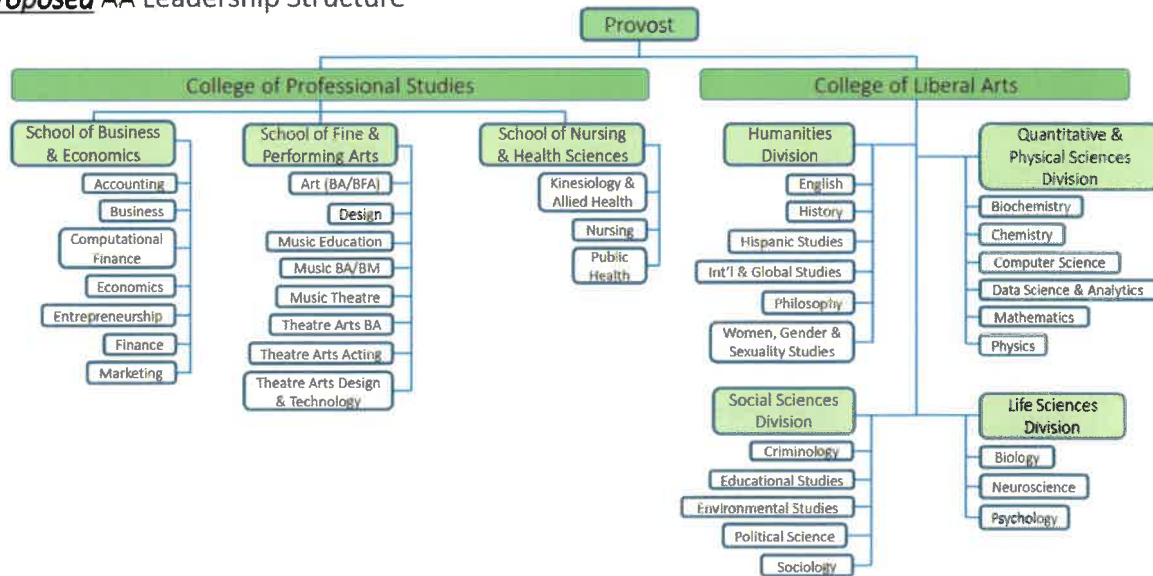
## Structural Deficit



### Academic Affairs' contribution to budget reductions:

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4. Introduction of a teaching track	\$50,000
5. Addition of 15-seats/toward better load equity	\$500,000
6. Academic program leadership changes	\$105,000
<b>Total</b>	<b>\$1,280,000</b>

## Proposed AA Leadership Structure



### Current Leadership Structure

Dept/School	# Fac*	Crse Rel	Stipend
Accounting	3	1	\$2,250
Biology	9	2	\$2,250
Business/Marketing	6	2	\$2,250
Chemistry	3	1	\$2,250
Computer Science	4	1	\$2,250
Economics	4	1	\$2,250
Educational Studies	4	1	\$2,250
English	2	1	\$2,250
Entrepreneurship	0	0.5	\$2,250
Environmental Studies	2	0.5	\$2,250
Finance	3	1	\$2,250
Kinesiology and Allied Health	3	1	\$2,250
History	4	1	\$2,250
International & Global Studies	0	0.5	\$2,250
Mathematics	3	1	\$2,250
Neuroscience	0	0.5	\$2,250
Philosophy	3	1	\$2,250
Physics	2	1	\$2,250
Political Science	4	1	\$2,250
Psychology	2	2	\$2,250
School of Art	3	4	\$8,000
School of Music	9	4	\$8,000
School of Nursing	14	4	\$8,000
School of Theatre Arts	8	4	\$8,000
Software	2	1	\$2,250
Women's and Gender Studies	0	0.5	\$2,250
World Lang, Lit, & Cultures	6	1	\$2,250
<b>TOTALS</b>	<b>111</b>	<b>39.5</b>	<b>\$80,750</b>

### Proposed Leadership Structure

Unit	# Fac*	Crse Rel	Stipend
School of Business & Economics	14	4	\$8,000
School of Fine & Performing Arts	20	4	\$11,000
School of Nursing & Health Sciences	14	4	\$11,000
Department of Humanities	18	2	\$3,000
Department of Life Sciences	14	2	\$3,000
Department of Quantitative & Physical Sciences	12	2	\$3,000
Department of Social Sciences	12	2	\$3,000
<b>TOTALS</b>	<b>114</b>	<b>24</b>	<b>\$42,000</b>

#### Savings – Adjunct Replacement Approach

Course Releases:  $39.5 - 24 = 15.5 \times \$4,200 = \$65,100$   
 Stipends:  $\$83,750 - \$42,000 = \$41,750$   
 Total Savings  $\$106,850$

#### Savings – Value Proposition Approach

Course Releases:  $39.5 - 24 = 15.5 \times \$11,600 = \$179,800$   
 Stipends:  $\$83,750 - \$42,000 = \$41,750$   
 Total Savings  $\$221,550$

Not all course release savings may be realized | Stipend savings will have year-to-year variations for numbers of pre-tenured faculty mentored and faculty seeking promotion to full.

#### Student : Faculty

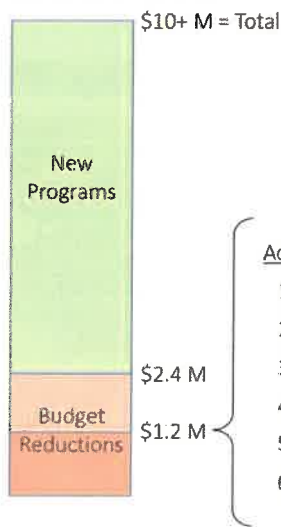
2012 = 13.1 : 1  
 2023 = 11.2 : 1

#### Depts/Schls/Pgrms

2012 = 14/4/4  
 2023 = 17/4/6

\* Faculty counts include instructional staff and multi-year, full-time visiting faculty

### Structural Deficit



#### Academic Affairs' contribution to budget reductions:

1. Confidential voluntary personnel arrangements	\$400,000
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4. Introduction of a teaching track	\$50,000
5. Addition of 15-seats/toward better load equity	\$500,000
6. Academic program leadership changes	\$105,000
	<u>\$1,280,000</u>



**Curriculum Council Consent Agenda**  
**Academic Year: 2023-24**  
**August 23, 2023**

The information below reflects CC actions taken in response to department/program requests since the last meeting of the General Faculty. Any colleague wishing more information about any of these CC actions should contact the Chair of Curriculum Council and the Associate Dean of Curricular and Faculty Development. All written documentation on these requests, including proposals for General Education credit, is available for any member of the General Faculty to review. Because faculty members provide detailed justification for General Education proposals, no attempt is made to summarize those rationales here. By definition, items on the consent agenda are not intended to be the subjects of questions or discussion, but at the outset of the meeting, any faculty member may request that an item be removed from the consent agenda for subsequent discussion during the regular CC report. Members of the Council will then be happy to answer questions or provide information on the Council's actions.

Course#	CC #	Course Title	Course Description(s)	Requested Action	GenEd Cat	GenEd Flag
JOUR 214	86-23	Digital Storytelling	<b>Digital Storytelling.</b> This course will introduce students to the fundamentals of digital storytelling. Students will engage in and learn about ideation, research techniques, best practices, and storytelling across multiple platforms. <i>Offered in alternate years.</i>	Add AR and WI GEN Ed designations (please note that this course is cross-listed with ENGL 214).	AR	WI

Council on University Programs and Policies (CUPP) Report  
August 23, 2023

Here is an update on the work engaged in by CUPP members over the summer.

- CUPP members attended the Board of Trustees meeting in May and submitted a report to the faculty.
- The chair attended cabinet meetings regularly, and the chair and vice-chair met twice with the Provost and Associate Provost.
- Chair and vice-chair saw drafts of the four Provost initiatives and submitted feedback.
- Chair wrote a document arguing that teaching-track faculty should be tenured. I then met on this topic in separate meetings with Provost, President, and the Executive committee of the Board of Trustees. My arguments did not win the day.
- Three faculty were selected to be members of the May/Summer term administrative task force: Michelle Gibbs, Brenda Drury, Bryan McCannon.

With regard to the Provost initiatives, though some faculty provided feedback (including myself), it is worth noting that no task force was convened to work on them; the work was performed by academic affairs administrators.

Of the four initiatives, I believe the most serious issue is the lack of tenure for teaching-track faculty. I appreciate and am grateful that President Nugent sees academic freedom as a vital component of these positions, and am glad to see language to that effect in the proposal. Nevertheless, I believe that tenure is the tried and tested method for ensuring academic freedom, and that any language we put in place will not be as effective. I think it is important for faculty to note that the 1940 AAUP statement on academic freedom and tenure is in the faculty constitution. Work by faculty committees on the teaching-track initiative would require ignoring this part of the constitution.

CUPP has received constituent concerns regarding content and procedure surrounding the Provost initiatives. Discussion on these concerns will begin at our first meeting on August 22.

Respectfully submitted,  
Andrew Shallue  
Chair, CUPP

# Teaching-track positions should be tenured

## Introduction

This document is authored by Andrew Shallue. Acknowledging that work needs to be done in defining these positions, I will assume for this argument that such positions are full-time, academic rank, with some sort of renewable contract, and no scholarship duties (so that duties are focused on the teaching and service legs of the "three-legged stool" professor model).

My claim is that such positions should be tenured. My goal with this document is to be brief, and to demonstrate that arguments for this claim are varied and wide-ranging.

## Tenured teaching-track faculty benefit the university

1. The university wants professors who have a long-term commitment to the institution.
2. Students benefit from interacting with professors who have a long-term commitment to the institution, to their area of expertise, and to the profession at large.
3. Cost savings. If tenure is not part of the compensation package, salaries and benefits will need to be increased to attract high-quality candidates.
4. Teaching students is the largest driver of income for the university, and teaching-track faculty will be the most efficient contributors to that activity, so investing in their development makes long-term financial sense.
5. An increasing number of untenured faculty will decrease the prestige of the university.
6. Non-tenured faculty will be focused on the metrics that continue their employment, rather than thinking outside the box about what efforts will contribute to the university's mission.
7. The university benefits when professors are insulated from and less easily distracted by political and social movements, such as interference by state governments in curricula.
8. Promoting diversity of the faculty. It seems likely that the people hired into more vulnerable positions will tend to be people from more vulnerable groups in society.
9. The university benefits if teaching-intensive and research-active faculty have equal status within the institution. This is more difficult if only one of the two groups is tenured.

## Tenured teaching-track faculty benefit society

10. Tenure is the best protection of academic freedom, enabling teachers and students to pursue truth according to the standards of their discipline.
11. Society benefits when talented people work in academia. In an era of increasing inequality, tenure is needed to convince people to take lower compensation.
12. Teachers in a precarious employment situation will be less likely to challenge consensus views, decreasing the diversity of views in the public square.

## Responses to potential counterarguments

1. Tenure should be reserved for faculty that have all three parts of the stool (teaching, scholarship, service) as part of their duties. I disagree. Tenure protects academic freedom, and academic freedom is important both for teaching and scholarship.
2. Aren't teaching-track faculty equivalent to other non-tenured faculty on campus? The AAUP definition of tenure-track faculty (found in the IWU faculty constitution) is that their terms are (1) full-time, (2) of academic rank, and (3) at most seven years on probation. Visiting faculty are full-time, but term limited. Instructional staff and adjuncts are part-time in terms of academic duties.
3. Rotating contracts provides more flexibility in staffing. This is true, but as argued above will be a mirage in practice. Every incentive points towards developing a long-term relationship with teaching-track faculty. Such faculty will have de facto tenure, and it is sensible and kind to pair that with de jure tenure.

To summarize, I'll quote from the AAUP 1940 Statement of Principles on Academic Freedom and Tenure: "Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society."

**Faculty Development Committee**  
**Committee Report**  
**Faculty Meeting – August 23rd, 2023**

**FDC members:**

Edgar Lehr (Chair), Leigh Moon, Dan Roberts, Jennifer Rushlow (Vice Chair), Gabriel Spalding, Abbie Kerr (ex-officio)

The faculty development handbook was revised during the summer and uploaded along with the updated 2023/24 academic year calendar.

FDC meetings are scheduled Tuesdays from 4:00 to 5:00 P.M.

FDC scheduled its first meeting on August 22nd to evaluate ASD and CPD grants of the first review period.

Respectfully submitted,

Edgar Lehr

Faculty Meeting  
August 23, 2023

## Provost's Report

### The "Big Four"

On Tuesday, August 8, I sent to all faculty and support staff in academic departments the most recent update on on four initiatives that have become known in Academic Affairs as "the Big Four" (sabbaticals, the "Deans Model," teaching-track faculty, and steps toward leveling teaching loads). The email and those supporting documents are attached to this report. We heard from several people about corrections or updates, and the attached documents reflect that input. A concern was raised that departments may "lump" independent studies or the assignment of course/lab sections (where there are multiples) under one faculty member or list them as TBA. In such cases, we will work with departments to ensure that proper teaching credit is awarded for load leveling. We also heard concerns about the positioning of academic programs in a particular school or division. We will consult with academic programs to ensure their placement in the administrative structure is appropriate for the program.

I want to draw your attention to three upcoming forums:

- **Conversion to the Teaching Track for Instructional Staff.** This will be a Q & A session open to all current instructional staff members to learn more about the conversion of their positions to teaching-track appointments. It will be held on **Thursday, August 31 at noon in the Thorpe Center**, Ames Library.
- **Job Searches for Teaching Track-Faculty Appointments.** This will be a Q & A for chairs/directors who are running teaching track searches this fall. It will be held on **Friday, September 1 at noon in the Henning Room**, Memorial Center.
- **Discussion on Implementation of the Big Four.** This will be a Q & A for all faculty and academic staff in Academic Affairs. It will be held on **Wednesday, September 6 at 11:30 am in Beckman Auditorium**, Ames Library.

### Individual Excellence Awards

This Friday at 4:00 pm, Ames Library will be hosting the Scholarship and Creative Work Showcase. At this event, we will announce the recipients of the 2023 Individual Excellence Awards for Teaching and for Service. I look forward to seeing you all at the event. I am using this report to announce the recipient of the 2023 Individual Excellence Award for Scholarly and Creative Work as the recipient is currently traveling for scholarly work and won't be able to attend Friday's event. This year's recipient is Brenda Knoll, Associate Professor of Nursing. Dr. Knoll has established a body of scholarship with an international impact in the field of neonatal nursing. Since 2019 alone, Brenda has co-authored nine

peer reviewed manuscripts, given six professional presentations, and received two external grant awards related to this work. Brenda is the developing founder of the Premature Infant Oral Motor Intervention (PIOMI), which is an 8-step therapy in and around the mouth provided to preterm infants. There are currently 56 PIOMI studies (33 in the last three years) originating from 15 countries, and the intervention is now in 12 languages with 6 additional translations pending. PIOMI is recommended/in use at places such as the Cleveland Clinic, Mayo Clinic, and the NICU at USC Chan Division of Occupational Science and Therapy. In addition to her scholarly work on PIOMI, Brenda also provides training for NICUs in over 100 medical centers across over 40 countries. We are delighted to acknowledge Brenda's impressive scholarly program with this year's Excellence in Scholarship and Creative Work award.

### **New Faculty and Adjunct Website**

We have posted a [resource webpage](https://www.iwu.edu/provost/new-and-adjunct-resources.html) that we hope will be useful for all faculty, even though its target audience is new and adjunct faculty. <https://www.iwu.edu/provost/new-and-adjunct-resources.html> It collects resources about campus, setting up courses, helping students help themselves, and campus engagement. If you would like something added, please send a short description and URL to [thorpe@iwu.edu](mailto:thorpe@iwu.edu). If you have an unanswered question, you may also email [thorpe@iwu.edu](mailto:thorpe@iwu.edu).

### **Canvas Update**

We plan to launch Canvas for all faculty and students starting in Spring 2024. Currently, Banner synchronizes roster information with both Moodle and Canvas, but the URL <https://courses.iwu.edu/> directs to Moodle only. In Fall 2023, we have a beta test cohort of 19 faculty who will use Canvas for some of their courses to help prepare our launch process for spring. If you are one of those faculty, please make sure your Canvas page is linked with an explanation in your Moodle course shell (you do not have to duplicate your whole course in Moodle, but do make sure students know how/why they go to the Canvas beta test.)

### **Online Instruction**

Many thanks to the Summer Term faculty who helped us refine our data collection for distance education accreditation! We will simplify that process and send out helpful syllabus language for next Summer. If you are teaching a hybrid or online course in fall or spring (under special circumstances), please let Assoc. Dean Coles know [acoles@iwu.edu](mailto:acoles@iwu.edu), so she can collect your syllabus and student engagement evidence.

If you are exploring the creation of a major or certificate that contains an online component, please also let Amy know. She will be writing the HLC Distance Education accreditation application for Level 3 (any programs or courses) in early October.



## "Big Four" Update [Academic Affairs]

Tue, Aug 8, 2:14 PM

Dear Faculty and Staff Colleagues in Academic Affairs,

We are writing to provide an update on the "Big Four" structural initiatives that we are undertaking to make Academic Affairs more collaborative and efficient. We are grateful for the helpful suggestions and feedback that we've received from you over the past several months.

Specifics of these initiatives are outlined below. Changes to the sabbatical leave policy and Teaching Track will be implemented this year (2023-24) for leaves and searches for new faculty taking place in 2024-25. An increased teaching load will be implemented in Spring 2024. Academic Affairs will hold a forum in the second week of classes for a final round of feedback and refinement of the Academic Leadership Model. This model will be implemented in the 2024-25 academic year.

**Sabbaticals:** In order to redistribute sabbatical leaves for even budgeting, sabbaticals will be limited to 1/7th of the number of full-time faculty with at least seven years of service to the institution. The updated policy will go into effect immediately, though it is not expected to impact leaves to be taken during 2024-25 because a relatively small number of faculty are eligible. The updated policy can be found in this year's Faculty Development Handbook. In the current academic year, FDC will work to develop and share a process for evaluating sabbatical proposals given what may become a competitive environment.

**New Model of Academic Leadership (the "Dean's Model"):** The feedback we received regarding this initiative affirmed our own sense that this change is the biggest and most challenging of the four. We heard you regarding the need to maintain some leadership at the academic program level and have re-envisioned Chairs for academic programs who will assist the Deans/Division Directors with work that is specific to each discipline. The re-envisioned chairpersons will have lighter duties than our current Chairs and Directors, with several responsibilities having been reallocated to the School Deans and Division Directors and with the expectation that all faculty should participate in supporting their academic programs. Faculty who are designated to mentor probationary faculty, or who support colleagues as they apply for sabbaticals or promotion, will receive stipends to acknowledge the time and effort required for this important work. A revised "Dean's Model" is attached.

**Teaching Track Faculty:** This fall we will be launching searches for six faculty under the new employment category of teaching-track faculty. The attached document provides details concerning contract length, academic ranks, teaching loads, protections of academic freedom, professional development support, service opportunities, and the conversion of current IWU employees to the teaching track. Work remains to be done regarding processes and procedures for faculty on the teaching track. In the coming weeks, we will send to the relevant committees drafts of procedures/processes to provide a start on this work: CUPP (requesting teaching-track lines), PAT (contract renewal and promotion materials and criteria), FDC (sabbatical application and development support), and CETAL (development support). These drafts will parallel current Faculty Handbook processes.

**Increase in Students Taught:** As communicated in the last April faculty meeting, the Registrar will calculate a baseline from the per person average of the number of units generated by our full-time faculty each year over the last three years.\* To that baseline, we will add the equivalent of an extra course's worth of students to each faculty member's annual teaching obligation. Because of the Banner migration to the cloud in June, however,

we are not yet able to calculate the annual average number of student units per faculty member. We will share this calculation and the impact on faculty teaching responsibilities by the end of September. The new teaching load will be implemented in the Spring of 2024.

All the best,

Mark, Becky, Abbie, and Amy

\*Fall 2023 will not be included in calculating the average, because faculty generously increased their course caps to meet the needs of our larger incoming class.

## Summer 2023: Deans & Directors Model Details/Information

IWU will adopt a new academic leadership structure starting in the 2024-25 academic year. This document outlines the overall structure, roles, responsibilities, and compensation for the re-envisioned leadership model. Between Aug. 15 and Sept. 15, 2023, Provost Brodl welcomes final suggestions for adjustments at the program level, for example how many programs/majors an academic chair might oversee.

### Terminology & Titles

- School - with Deans for professional schools
- Division - with Directors for liberal arts divisions
- Program - with Chairs for academic majors (see below for compensation levels)
- Steering Committee - disciplinary faculty with common research/teaching interests
- CUPP representation - one per professional school (3), one per division (4), one for Library and PE (1)

### Schools/Divisions

In brief, Illinois Wesleyan University will house two Colleges: The College of Professional Studies and the College of Liberal Arts (See Appendix A for program details). The College of Professional Studies will include three Schools, while the College of Liberal Arts will include four Divisions.

Appointments: Faculty appointments are within Schools or Divisions, but titles are tied to disciplinary speciality. For instance, a faculty member may be appointed to the Humanities Division, with the title “Professor of English” while another may be appointed to the School of Business and Economics with the title “Associate Professor of Economics.”

Colleges will have the following administrative structure:

- College of Professional Studies
  - School of Business and Economics
    - Dean oversees school
    - Chairs oversee programs
  - School of Fine and Performing Arts
    - Dean oversees school
    - Chairs oversee programs
  - School of Nursing and Health Sciences
    - Dean oversees school
    - Chairs oversee programs
  - School of Educational Studies
    - Dean oversees school
    - Chairs oversee programs
- College of Liberal Arts
  - Humanities Division
    - Director oversees division

- Chairs oversee programs
- Social Sciences Division
  - Director oversees division
  - Chairs oversee programs
- Quantitative and Physical Sciences Division
  - Director oversees division
  - Chairs oversee programs
- Life Sciences Division
  - Director oversees division
  - Chairs oversee programs

## Roles/Responsibilities

### **Dean/Director**

#### Hiring or Appointment:

- Deans of Schools will be hired into their positions to serve an initial 4-year term, renewable after review. Deans will be reviewed at a minimum of every four years, or as needed.
  - Deans will normally be hired through a national search.
- Directors of Divisions will be appointed from among existing faculty and serve 4-year, renewable terms. Directors will be reviewed at a minimum every four years, or as needed.
  - Prospective directors will normally respond to a call from the Provost with a statement of interest. To serve as a Director, faculty must have a minimum of 7-years of continual, full-time service at the institution and foresee the ability to complete a 4-year term as Director. Should more than one faculty member respond to the call to serve as Director, statements of interest will be shared with division faculty and the Nominating Committee will facilitate an election.

#### Responsibilities of Deans/Directors include:

- Administrative Staffing
  - Deans/Directors will supervise any administrative specialists or other staff serving in the School/Division. Deans/Directors will conduct performance reviews in consultation with program chairs.
  - Deans/Directors will help to coordinate staff searches from requesting the position from HR through onboarding.
  - Deans/Directors will train as search advocates.
- Hiring and Mentoring Faculty
  - Deans/Directors will help to coordinate faculty searches from requesting the position via CUPP through onboarding.
  - Deans/Directors will constitute search committees from appropriate faculty.
  - Deans/Directors will ensure appropriate faculty staffing for courses, including requesting, hiring, onboarding, and mentoring adjunct faculty as needed.

- Deans/Directors will assign, with the Provost's approval, an appropriate faculty mentor to assist new faculty with the PAT process. If appropriate, the Dean/Director could serve as a new faculty mentor.
- Deans/Directors will work to resolve any student complaints about faculty in the School/Division or address various concerns raised by School/Division faculty.
- **Budget and Fundraising**
  - Deans/Directors will build each year's budget for the School/Division with transparent pools of money accessible by faculty in each program (e.g., to support specific lab or performance costs) and/or pooled among all faculty in the School/Division (e.g., a general speaker fund, printing costs). This pooling of money will enable the Dean/Director to maintain a working operating budget to address real needs for the whole School/Division.
  - In the case of Endowed Chair departmental funds, the Dean/Director will work with the Endowed Professor to support their curricular area first and then other areas in the School/Division only with permission of the EP.
  - Deans/Directors consult with Advancement to prioritize fundraising initiatives for the School/Division.
  - Deans/Directors will work with library faculty and program chairs to monitor library collection building and subscriptions.
- **Curriculum**
  - Deans/Directors will assist with the preparation of CC materials for major curricular changes in their School/Division. They will review CC materials written by faculty for smaller curricular changes and have signing authority.
  - Deans/Directors will collect syllabi each semester from all faculty and adjunct faculty in their School or Division.
- **Scheduling**
  - Deans/Directors will be responsible for building each year's course schedule in consultation with faculty.
  - Schedules will prioritize students' academic progress.
  - Deans/Directors should minimize course conflicts within their Schools/Divisions and balance courses among the time blocks, e.g., schedule required courses at less used times.
- **Assessment Coordination**
  - Deans/Directors will work with the Assessment Committee to set a balanced assessment rotation for the programs in their School/Division.
  - Deans/Directors will provide oversight and scheduling assistance for all program faculty as they complete assessment activities.
- **Open Houses and Recruitment**
  - Deans/Directors will attend open houses and recruitment events for the School/Division. Where representation from other disciplines is needed, the Dean/Director will coordinate faculty attendance at events.
- **Facilities and Equipment**
  - Deans/Directors will work with the Associate Provost, ITS, and Physical Plant to maintain facilities or acquire equipment.

- Stewardship of equipment and management of facilities may be delegated as appropriate.
- Other Duties
  - Serve as primary contact for outside of Academic Affairs, e.g., Enrollment and Marketing, other administrative units, students, etc. The Dean/Director may consult or refer individuals to program chairs as necessary
  - Attend Deans/Director Meetings and report to colleagues
  - Work with Program Chairs to ensure web pages and other promotional materials about programs and School/Division are current and accurate
  - Assign advisees to program faculty

In addition to those responsibilities listed above, Deans will:<sup>1</sup>

- Maintain external program accreditation where necessary.
- Facilitate and oversee recruitment for the School. Supervise any recruitment-related staff.
- Maintain the co-curriculum associated with the School, e.g., clinical placement/hours, ensembles, performances, juried art shows, internship programs, student teaching placements, etc.

## Program Chair

Appointment:

- Program chairs will serve 3-year, renewable terms.
- Unless otherwise approved by the Provost, Program Chairs must have a minimum of 7-years of service at the institution and foresee the ability to complete a 3-year term as Chair. Steering committees will oversee the selection and review processes of program chairs.

Responsibilities of Program Chairs include:

- Faculty Hiring and Mentoring
  - Chairs will notify Deans/Directors of program needs related to staffing.
  - Chairs will assist Deans/Directors in the completion of position descriptions.
  - Chairs will serve on search committees as requested by Deans/Directors.
  - Chairs will write internal grant letters of support for program faculty where the grant activity relates to the curriculum, e.g., for CD grants.
- Budget and Fundraising
  - Chairs will coordinate program-specific grant writing and collaborations with Advancement in consultation with the Provost's Office.
  - Chairs will coordinate spending of program-specific endowed funds (e.g., Cargill, Israel, etc.) with the Grants and Foundations Relations Office or Associate Dean for Scholarly and Creative Work, as appropriate.

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<sup>1</sup> Based on these additional functions, Educational Studies is more appropriately classified as a School in the College of Professional Studies than as three programs in the Division of Social Sciences.

- Curriculum
  - Chairs will promptly evaluate external, upper-division courses for transfer into the program of study. When away from campus, chairs will designate a colleague to perform this function.
  - Chairs will coordinate student contact for the program including signing forms, answering questions regarding substitutions, waivers, etc.
  - Chairs will propose curricular changes to the program, in consultation with the Steering Committee, and assist the Dean/Director in preparing the CC paperwork.
  - Chairs review catalog copy when the Associate Provost's office sends it for review.
- Assessment
  - Program Chairs will work with the Steering Committee, under the direction of the Dean/Director, to ensure that assessment activities are completed and documented in a timely manner. This includes:
    - Data collection related to assessment activities
    - Evaluation and reflection of assessment data
    - Completion of assessment reports
    - Closing the loop by using assessment data to inform continual improvement efforts
- Open Houses and Recruitment
  - Chairs will assist in prospective student recruitment by attending open houses, meeting with prospective students and families, etc., as needed.
- Facilities and Equipment
  - Chairs will notify Deans/Directors of program needs related to facilities and equipment.
  - Chairs will assist in the maintenance of facilities and equipment.

## **Steering Committee**

The steering committee consists of faculty members with research/pedagogical interests related to the major course of study (i.e., program). Where appropriate, a small group of representatives can be selected by the Program Faculty (defined below) to serve 4 year terms. Otherwise, the Steering Committee will comprise the Program Faculty as a whole and in perpetuity.

- The primary goal of the Steering Committee is to maintain appropriate program health and development under the guidance of the program chair.
- The Steering Committee members are expected to support the program's efforts in recruitment and retention.
- The Steering Committee will also assist with assessment processes, especially data collection related to assessment activities.

## **Program Faculty**

Program Faculty include all faculty members with teaching responsibilities that contribute to a program of study.

- Program Faculty are expected to support the needs of the program, e.g, participating in Admissions events, meeting with prospective students and families as requested, attending convocations, attending commencement, etc.
- Program Faculty will serve as the PAT mentors for pre-tenure faculty/faculty with the rank of assistant professor as requested/assigned by the Dean/Director of their School/Division. Roles and responsibilities related to this function include:
  - Mentorship during the faculty member's first six years of appointment
  - Completing necessary documentation required by PAT for annual, major pre-tenure, and tenure reviews
- Program Faculty will serve as the PAT evaluator for assistance in full or endowed professor applications, as requested/assigned by the Dean/Director, providing required documentation for the promotion review process.
- Program Faculty will draft CC documents for their own courses, in consultation with program chairs and steering committees, and present them to the Dean/Director for a signature.
- Program Faculty will assist with assessment processes as requested by the Dean/Director and Program Chair.

## **Coordinators of Interdisciplinary Minors**

Coordinators of interdisciplinary minors (e.g. Advocacy, Humanities, Exercise Science, etc.) will be appointed by the Provost in consultation with the Deans and Directors council.

## **Compensation**

- College of Professional Studies
  - Dean, School of Business and Economics: 4 course releases; \$8,000 stipend
  - Dean, School of Fine and Performing Arts: 4 course releases; \$8,000 stipend
  - Dean, School of Nursing and Health Sciences: 4 course releases; \$8,000 stipend
  - Dean, School of Education: 2 course releases; \$8,000 stipend
  - Program Chairs:
    - Program Divisions (by major)
      - Stipends or course releases (based on number of students served by all programs under one chair)
        - 0-24 students: no stipend or course release
        - 25-49 students: \$500 stipend/year, no course release
        - 50-99: \$1000 stipend/year, no course release



- 100-149: 1 course release/year, no stipend
  - 150 or more students: 1 course release/year, \$500 stipend/year
- College of Liberal Arts
  - Division Directors: 2 course releases; \$3,000 stipend/year
  - Program Chairs:
    - Program Divisions (by major)
    - Stipends or course releases (based on number of students served by all programs under one chair)
      - 0-24 students: no stipend or course release
      - 25-49 students: \$500 stipend/year, no course release
      - 50-99: \$1000 stipend/year, no course release
      - 100-149: 1 course release/year, no stipend
      - 150 or more students: 1 course release/year, \$500 stipend/year
- University-wide
  - Mentoring probationary tenure track or teaching track faculty member: \$500/year
  - Producing documents supporting colleague's promotion to full and/or sabbatical: \$250

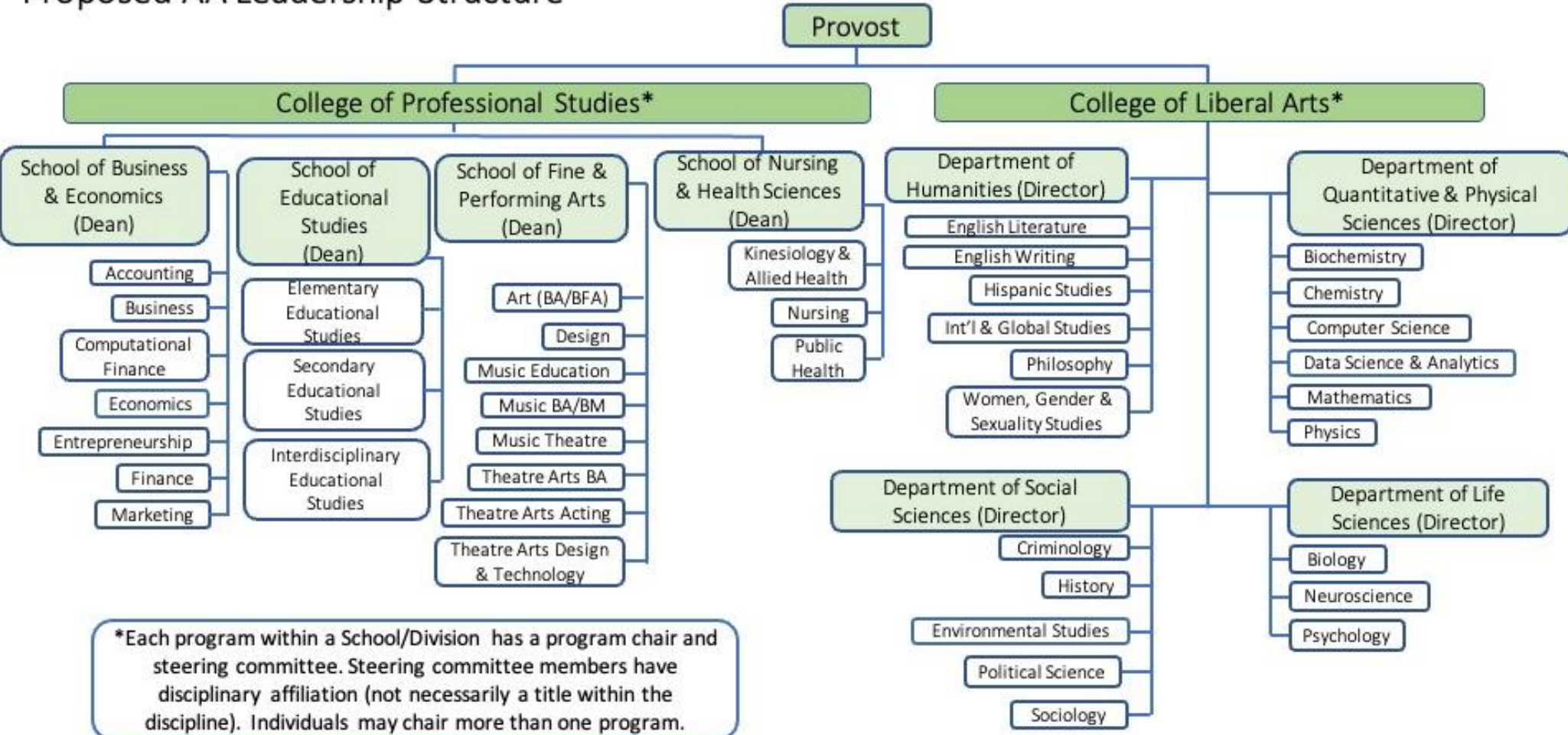
### Promotion and Tenure

With this change in administrative structure, some changes in PAT processes will be necessary. PAT is requested to address these issues as the committee sees fit. Important considerations include:

- The addition/formal recognition of mentoring pre-tenure faculty to service
- The addition of School Dean, Division Director, and Program Chair to service

# Appendix A

## Proposed AA Leadership Structure



## Considerations for the addition of student units to faculty teaching load Summer 2023

Faculty will be asked to increase the number of students they teach annually to exceed a campus-wide baseline. The baseline will be the per person average of the number of units generated by our full-time faculty each year over the last three years.<sup>1</sup> To that baseline, we will add the equivalent of an extra course's worth of students to each faculty member's annual teaching obligation. This will help even out teaching loads across the faculty. Faculty already above the new baseline would not need to add additional student units, while those below that unit count would need to add to their total using approaches such as these:

- Raise a course cap for a course that they teach to gain additional student units. However, such increases must ensure that the pedagogy will still be sound and that enrollment pressures indicate students will use the additional seats.
- Teach a W course to gain an additional 0.25 student units per student taught.
- Teach an additional laboratory section to gain 0.5 student units per student taught.
- Teach an independent study or mentor an Honors project to gain an additional student unit for each student unit of these individual learning opportunities.
- Balance their teaching loads to include some high-capacity course offerings.
- Teach an additional course (to reduce the number of preps a faculty member could teach a second section of a course).
- Team-teach a course with a colleague, with each of the faculty teaching the course earning 0.5 student units for each student enrolled.
- Faculty could teach additional courses in the May, June, or July sessions. Such course offerings would be "on load" courses, so there would not be a stipend paid for such work.

Individual faculty can work with their chair and departmental colleagues to meet the expected minimum number of student units taught. The Registrar will share total student units taught per semester with individual faculty members and their department/program/school chair or dean/director.

- Any "deficits" in one year would normally be added to the teaching load for the next year.
- Any "surpluses" in one year cannot be carried forward into the next year.
- All tenure-track faculty would be required to teach a minimum of 6 courses per year and teaching-track faculty would be required to teach a minimum of 8 courses per year. Any service releases would then be applied to this baseline expectation.

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<sup>1</sup> Fall 2023 will not be included in calculating the average, because faculty generously increased their course caps to meet the needs of our larger incoming class.

## Non-Tenure Teaching Track

Below is an outline of the Teaching Track position, to be introduced in the 23-24 academic hiring season. Some aspects of the Teaching Track will be determined by CUPP and PAT in the early fall of 2023.

Details of the Non-Tenure Teaching Track (NTT) at IWU:

- Non-tenure-track faculty position with a 6-year rolling contract. There will be a formative evaluation process in the first 6-year contract with additional evaluation occurring at the end of each successive 6-year contract.
  - Reviews will occur after the first, third, and during the 6th year of initial appointment
  - At the conclusion of each additional 6-year appointment, evaluation will occur
  - PAT will determine details of the evaluation process, which will parallel the tenure process with a critical focus on teaching evaluation.
  
- 9-month contract paid out over 12 months
  
- Four levels of NTT faculty: Instructor, Assistant Professor, Associate Professor and Professor
  - PAT will determine the renewal and promotion requirements for teaching track faculty.
  - PAT will review faculty on the teaching track for development, reappointment, and promotion
  - NTT faculty are expected to remain current in their field to support their pedagogical activities and will be provided with resources, parallel to those available to Tenure Track Faculty, via Faculty Travel Funds for conference attendance and presentation, especially related to the scholarship of teaching and learning.
  
- Faculty in the Teaching Track will teach 8 courses/year (4 Fall, 4 Spring)
  - When the total teaching units (i.e., students served) are increased on campus, NTT faculty will be responsible for increasing the number of students served by 4/3 of the increase asked of Tenure-Track faculty (TT). This reflects the ratio between 8 courses (taught by NTT) and 6 courses (taught by TT).
  - May Term will count as on-load teaching as long as May Term is considered separate from summer terms. This policy will be re-evaluated if May Term and summer terms are collapsed into a single summer session.
  - Summer term courses may be counted as on-load only as needed (e.g., if a course does not make during the regular academic calendar).
  - Teaching Track faculty who teach off load in the Summer Term will be compensated using the same payscale that we use for Tenure Track faculty.

- Protection of Academic Freedom/Reasons for termination of the contract
  - NTT have the same protections of academic freedom as TT. As noted in Chapter II of the Faculty Handbook: “The faculty of Illinois Wesleyan University shall be afforded academic freedom and due process. Academic freedom is the freedom to teach, both in and outside the classroom, to research and to publish the results of those investigations, to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to speak to any matter of social, political, economic, or other interest to the larger community, subject to the academic standard of conduct applicable to each. The faculty endorses the principles set forth in the Statement of Principles on Academic Freedom and Tenure appearing as Annex I to this Constitution, and as endorsed by the American Association of University Professors, and the Association of American Colleges.”
  - Clear reasons that a contract can be terminated will be included in the contract
    - Misconduct (NTT faculty would have the same hearing procedures as tenure line faculty.)
    - Poor performance review
    - Program not financially viable
  - If a contract is terminated following a poor performance review, the faculty member will be issued a one-year terminal contract for the following academic year.
  - If a contract is terminated because of under-subscription to the program or other financial reason(s), the faculty member will be permitted to finish the remainder of their contract at IWU. Should the contract have fewer than 3 years remaining, the faculty member may be given an extension of necessary length to accommodate teaching out the program.
  
- Professional Development Support
  - Travel/Professional Development funds will be identical to those available for TT faculty as defined in the Faculty Development Handbook. It is recognized that professional development for NTT faculty will likely be, but doesn't have to be, more pedagogical in nature. Participation in the Scholarship of Teaching and Learning (SoTL) is encouraged and will be supported by the Thorpe Center.
  - Grant opportunities will be revisited by FDC and CETAL with the intention of opening up all grant mechanisms (e.g., ASD) to NTT faculty.
    - NTT faculty will automatically be eligible for the same opportunities that Instructional Staff are currently eligible for, including CD, CPD, and ID
    - FDC will explore opening ASD grant opportunities to NTT faculty
  - NTT faculty are fully eligible for sabbatical leave on the same 7-year cycle as TT faculty.
  - NTT faculty are not eligible for pre-tenure leave as this program is designed to offer pre-tenure faculty time to focus on scholarship in preparation for their tenure

case submission. However, NTT faculty will have a number of course releases (3-4) to be used prior to their first 6-year contract review. No more than 2 releases can be taken in any given semester.

- Modest start-up funds will be available to support books, conference attendance, etc. in the first year of appointment. Additional monies are negotiable upon hire for bringing in new subject areas, classroom technologies, etc.
- NTT faculty will be eligible to serve on and lead faculty committees in parallel with TT faculty. Teaching-track faculty will also serve as academic advisors. There will not be distinctions between ability to serve/lead, though some committees may specify a number of faculty that need to be tenured, or serving at a certain rank, at the committee's discretion and as approved by the faculty for inclusion in the Faculty Handbook.
- Current faculty and the Teaching Track:
  - The Instructional Staff category will be eliminated in favor of two employment tracks for faculty moving forward: Non-tenure Teaching Track and Tenure Track.
  - Current Instructional Staff will be automatically converted to the NTT and will receive course releases to accommodate their staff duties. Details of rank will be determined by PAT, details of course releases will be determined by the Provost.
  - Tenured faculty converting to the NTT will retain tenure and rank
  - Un-tenured faculty currently on Tenure Track appointments who convert to the NTT will not be eligible for tenure.
- Policies to be determined
  - CUPP will determine new policies/procedures around applying for new faculty lines so as to differentiate between the need for a Tenure-Track or Teaching-Track position.
  - PAT will determine policies/procedures around formative evaluations and promotion.
  - FDC will determine policies around grant eligibility and sabbatical leave application evaluation.
  - FDC and CETAL will review and make any necessary changes in processes and application materials to accommodate this two-track faculty structure.



## Dates

1. Reception to Meet New Faculty: Wednesday, August 23 · 4:00 – 5:30pm, Joslin Atrium, Memorial Center.
2. Scholarship & Creative Work Celebration, Friday, August 25 · 4:00 – 5:30pm, Ames Library
3. Chairs and Directors, Monday, September 11 · 4:00 – 5:30pm, Beckman, Ames Library

## Notices:

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### Student Affairs Events - Karla Carney-Hall

Titan Carnival: Titan families are invited August 26, 6-7pm, Quad. It's a nice opportunity for faculty and staff families to connect with each other and enjoy time together at the start of the school year.

RSO Fair: If you are the advisor to student organizations or just enjoy reconnecting with all our students, please attend the RSO Fair, Thursday, August 31, 3:00pm-6:00pm on the Quad.

Munsell/Emerson Open House: Friday, September 8, 2:00-4:00pm. Come see the newly renovated residential spaces for students!

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### Turning Titan - Orientation, Academic Highlights, 8/23 - 8/26/2023 - Shari Rich

FULL SCHEDULE ONLINE: [Turning Titan \(Fall Orientation\) | Illinois Wesleyan](#)

Questions: Contact Kevin Carey, [orientation@iwu.edu](mailto:orientation@iwu.edu) or Shari Rich, [advising@iwu.edu](mailto:advising@iwu.edu).

#### Wednesday, 8/23

- 8am - 2pm, Check-In (for all new students)/Move-In, Hansen Student Center
- 1 - 2pm - Second Language Exam Make-Up - for those students who did not attend a summer Rising Titan Program, State Farm Hall 122, contact [advising@iwu.edu](mailto:advising@iwu.edu) with questions
- 6:15 - 7pm, New Student Celebration, Quad/State Farm Hall

#### Thursday 8/24

- 9 - 9:45am - Pathways/Engagement Mapping with Titan Orientation Leaders
- 9:45 - 10:15am - Aspiration Chalking, Aspiration Fountain
- 10:15 - 11:15am – Thriving in the Classroom, 5 Faculty paired with Titan Orientation Leaders
- 11:15 - 12noon - Departmental Information Sessions
- 12:15 - 1pm - Professional/Secondary Education Meeting for Pre-Health, Pre-Law, Engineering Pathways and Secondary Education (boxed lunches will be provided)
- 1 - 4pm Individual Advising Appointments, Faculty Offices

#### Friday, 8/25

- 9am - 12pm – Individual Advising Appointments, Faculty Offices
- 1 - 2:15pm – Summer Reading Discussions
- 2:30 - 4:30pm – Double Major Advising, Faculty Offices

#### Saturday, 8/26

- 12noon - 1pm - Picnic on the Quad
  - 6 - 7pm, Titan Carnival: Faculty/Staff Family Hour, Quad
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## **International Film Series (IFS) call for movies - Carmela Ferradans**

As you are putting the final touches to your syllabi, please consider showing an international film in your course(s) and fill out this quick [Google form](#) with your suggestions.

IFS meets every Thursday at 7:00 PM in Beckman Auditorium, Ames Library. This year we are kicking off the program with a Pema Tsenden film festival organized by Prof. Harlan Chambers during the last week of September:

- Mon Sept 25 Tharlo, dir. Pema Tsenden; China, 2015, 2016. \*6:30 pm guest lecture introducing the movie and the director: Dr. Susan Dan Su (East Asian Languages and Civilizations, The University of Chicago).
- Thu Sept 28 Old Dog, dir. Pema Tsenden; China, 2011.

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## **Ames Library - Stephanie Davis-Kahl**

MISO Survey – Thank You!

Thank you for those of you who responded to the MISO Survey this past spring. Both the library and ITS learned much from your responses and from the data gathered. The library has compiled results and our plans to address identified issues in this report online. Thank you again for your participation!

University Archives & Special Collections

Colleagues, if you need assistance from the archives, please email [archives@iwu.edu](mailto:archives@iwu.edu), and either I or Julie Wood in the library will be in touch. At this time, the Archives is open by appointment only. Thank you for your patience and understanding!

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 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 Stephanie Davis-Kahl at [sdaviska@iwu.edu](mailto:sdaviska@iwu.edu).

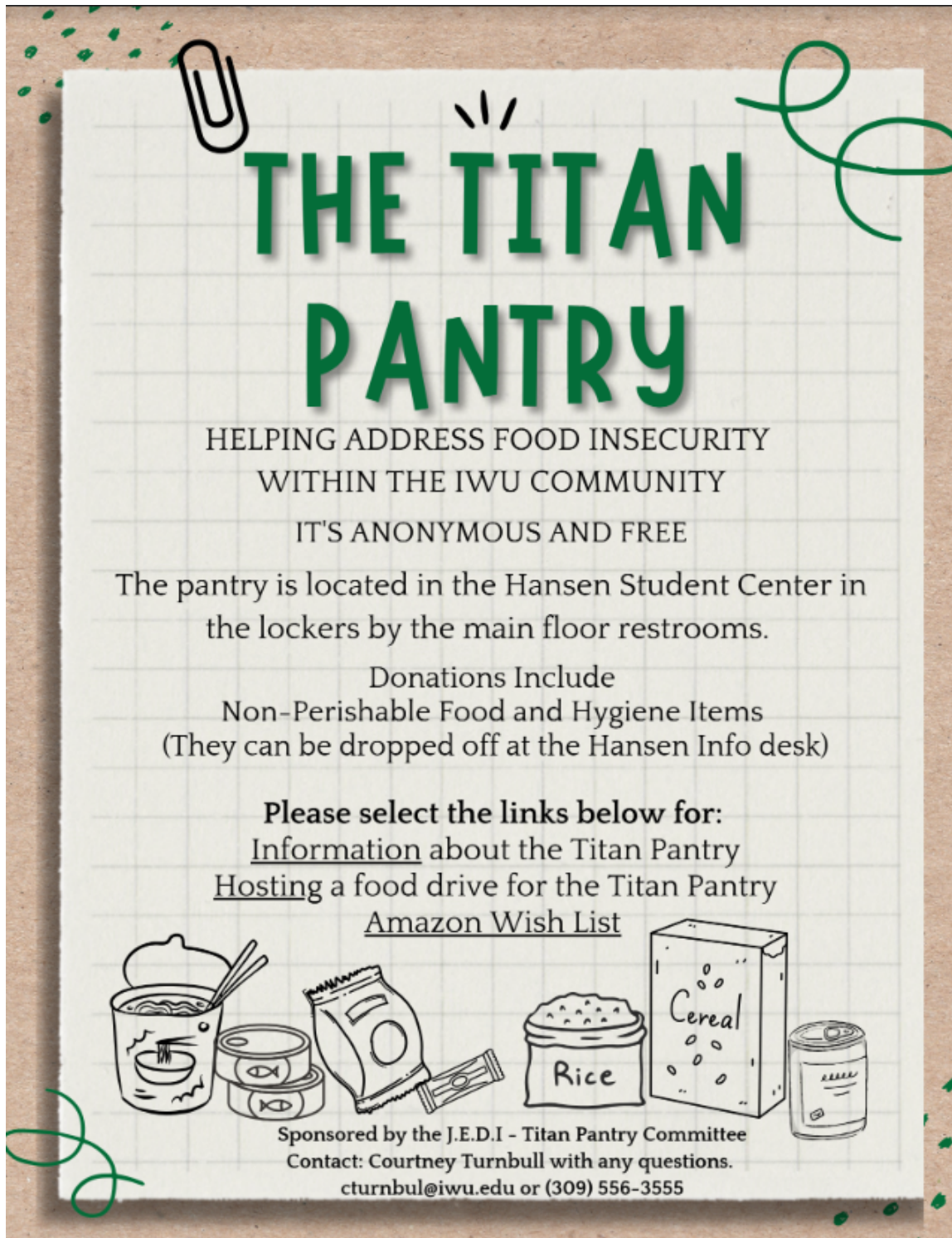
Coming Soon – MegaSearch Minute Videos

The Ames Library is developing short videos about MegaSearch to help students, faculty and staff take advantage of its powerful search capabilities. MegaSearch is our main discovery tool for finding books, articles, scores, streaming content, and more in the Ames Library as well as in I-Share libraries across Illinois. The videos can be shared with students via Moodle/Canvas, and can be used as preparation for information literacy instruction sessions with your liaison librarians. More to come!

Turning Titan Ames Library Scavenger Hunt

To help students become familiar with the library spaces, services, and people, we've developed an online scavenger hunt for students that can be done anytime during the semester – this would be another great preparation activity for a library instruction session. Please email your liaison librarian for details!





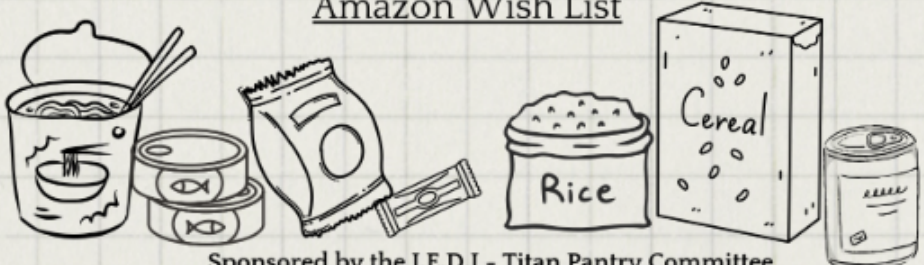
# THE TITAN PANTRY

HELPING ADDRESS FOOD INSECURITY  
WITHIN THE IWU COMMUNITY  
IT'S ANONYMOUS AND FREE

The pantry is located in the Hansen Student Center in  
the lockers by the main floor restrooms.

Donations Include  
Non-Perishable Food and Hygiene Items  
(They can be dropped off at the Hansen Info desk)

**Please select the links below for:**  
Information about the Titan Pantry  
Hosting a food drive for the Titan Pantry  
Amazon Wish List



Sponsored by the J.E.D.I - Titan Pantry Committee  
Contact: Courtney Turnbull with any questions.  
cturnbul@iwu.edu or (309) 556-3555

Links: [Information](#)

[Hosting](#)

[Wish list](#)

## Hart Career Center Fall 2023 Calendar

### September

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**Monday, September 11, 6 pm - 8 pm, IWU Memorial Student Center – Young Main Lounge**

**Careers in Finance** - This event will allow employers to network and discuss possible internships and post-graduate employment opportunities with IWU students majoring in Economics, Computer Science, Mathematics, all areas of Business, and other interested students.

**Wednesday, September 13, 11:30 am, CNS E101**

**So You Wanna Be A..... Info Series**

Physician – Want to be a competitive applicant for medical school? Join Michele Darnell, Pre-health advisor, to learn more about the path to becoming a physician. This information session is designed to provide relevant resources and tips for students interested in pursuing medical school.

**Monday, September 18, 4 pm, Welcome Center Auditorium**

**Careers in the Mainframe & IBM**

Learn about IBM's Z Xplore Program, Internship & Job Opportunities and more. Co-sponsored by the Hart Career Center, Association for Computing Machinery, and Team Swami.

**Wednesday, September 20, 11:30 am, CNS E101**

**So You Wanna Be A..... Info Series**

PT/OT – Want to be a competitive applicant for physical therapy or occupational therapy graduate programs? Join Michele Darnell, Pre-health advisor, to learn more about the path to becoming a PT/OT. This information session is designed to provide relevant resources and tips for students interested in pursuing PT/OT graduate programs.

**Wednesday, September 20, 2:00 pm - 5:00 pm, Bone Student Center**

**ISU Fall Internship Fair**

Connect with employers seeking students for internship opportunities

**Monday, September 25 - Friday, September 29, 1:00 pm - 3:00 pm, Hart Career Center**

**Career Fair Prep Walk-In Hours**

**Tuesday, September 26, 12:15 pm - 1:00 pm, Welcome Center Auditorium**

**Career Fair Prep Session**

Are you prepared for the upcoming IWU Fall Career Fair and other fairs? Do you know what to dress or how to make a good first impression with employers? Join us to ensure that you make valuable contacts that lead to internship or employment opportunities. LUNCH PROVIDED

**Wednesday, September 27, 11:30 am, CNS E101**

**So You Wanna Be A..... Info Series**

PA - Want to be a competitive applicant for physician assistant graduate programs? Join Michele Darnell, Pre-health advisor, to learn more about the path to becoming a PA. This information session is designed to provide relevant resources and tips for students interested in pursuing physician assistant graduate programs.

### October

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**Monday, October 2, 4:00 pm – 7:00 pm, Shirk Center**

**Fall Internship/Job Fair**

Employers with internships, full-time job opportunities, and volunteer experiences will be attending. IWU students of all majors and years in school should plan to attend this event. Dress professionally or in business casual and bring copies of your resume.

## Faculty Announcements 8-2023

### **Wednesday, October 4, 11:30 am, CNS E101**

#### **So You Wanna Be A..... Info Series**

Dentist - Want to be a competitive applicant for dental school? Join Michele Darnell, Pre-health advisor, to learn more about the path to becoming a dentist. This information session is designed to provide relevant resources and tips for students interested in pursuing dental school.

### **Thursday, October 5, 12:15 pm - 1:00 pm, Welcome Center Auditorium**

#### **Academic Excellence Reception Pre-Networking Workshop**

Prepare for the faculty/alumni/student/families networking Homecoming event hosted by each department. Learn networking etiquette and how to maximize your time with faculty and alumni.

### **Friday, October 6, 3:30 pm - 4:30 pm, Various locations, see below**

#### **Academic Excellence Receptions**

Join alumni, students, parents, families, and supporters in celebrating IWU's academic communities as we kick off Homecoming & Family Weekend! These receptions offer a great opportunity for the Titan community to connect with faculty, engage with fellow alumni, and begin the weekend reminiscing and learning together.

College of Liberal Arts: *Tommy's Restaurant, Hansen Student Center*

College of Nursing & Health Sciences: *Center Court, Hansen Student Center*

School of Art and Design: *Atrium, Ames School of Art*

School of Business and Economics: *3rd Floor Lobby, State Farm Hall*

School of Music: *Chorus Wing, Presser Hall*

School of Theatre Arts: *Ames Terrace, Ames Library*

Natural Science Departments: *Atrium, Center for Natural Sciences*

### **Wednesday, October 11, 11:30 am, CNS E101**

#### **So You Wanna Be A..... Info Series**

Veterinarian - Want to be a competitive applicant for veterinary school? Join Michele Darnell, Pre-health advisor, to learn more about the path to becoming a veterinarian. This information session is designed to provide relevant resources and tips for students interested in pursuing veterinary school.

### **Wednesday, October 18, 11:30 pm, CNS E101**

#### **Planning for Summer 2024**

Thinking about a pre-health/science internship or conducting research next summer? It is not too early to plan and begin to draft and gather application materials. Join Michele Darnell, pre-health advisor, for more information about the search and application processes.

## **November**

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### **Wednesday, November 8, 10:00 am – 12:00 pm, Shirk Center**

#### **Nursing Career Fair**

Nursing majors of all years should attend this fair to meet healthcare recruiters interested in sharing information about employment opportunities, internships, externships, and more!

### **Wednesday, November 15, 12:15 pm - 1:00 pm, Turfler Room**

#### **Grad School 101**

Bring your lunch and learn about graduate school basics and leave with tools that will help you compare and apply to graduate schools.

### **Thursday, November 16, 6:30 pm, Welcome Center Auditorium**

**The Law School Application Process 101 with Ryan Mellske, Founder, Flex Arbitr and Senior Lecturing Fellow, Duke University School of Law**

## Faculty Announcements 8-2023

**Wednesday, November 29, 6:30 pm - 8:00 pm, Young Main Lounge**

**STEM Night**

Employers in STEM fields will meet with students to discuss the industry, their organization, and current or future career opportunities.

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