

MEETING OF THE GENERAL FACULTY

Wednesday, September 14, 2022

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

CNS C101 - in person meeting

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|--|-------------------------|
| 1. Call to Order | President G. Nugent |
| 2. Approval of the Minutes | |
| 3. Consent Agenda | Professor J. Williams |
| 4. Committee Reports | |
| a. Discussion of Faculty Question | Professor S. Davis-Kahl |
| b. CUPP (report and Mental Health Progress Report) | Professor S. Davis-Kahl |
| i. Motion 1 | Professor S. Davis-Kahl |
| ii. Motion 2 | Professor S. Davis-Kahl |
| iii. Motion 3 | Professor S. Davis-Kahl |
| iv. Motion 4 | Professor S. Davis-Kahl |
| v. Motion 5 | Professor S. Davis-Kahl |
| c. Curriculum Council (report) | Professor J. Williams |
| d. Promotion and Tenure Committee (report) | Professor Z. Drici |
| e. Faculty Development Committee (oral report) | Professor K. Nielsen |
| f. Nominating Committee (oral report) | Professor R. Alvey |
| g. Assessment Committee (no report) | Professor F. Larey |
| h. Undergraduate Research Advisory Committee (report) | Professor B. Hudson |
| i. CETAL (oral report) | Professor W. Kookan |
| j. Writing Committee (report) | Professor P. Gray |
| 5. Old Business | |
| 6. New Business | |
| 7. Administrative Reports | |
| a. President Report (oral report) | President G. Nugent |
| i. Title IV Funding & Student Academic Progress | |
| b. Provost Report (oral report) | Provost M. Brodl |
| i. HLC evaluation (October 24-25) | |
| 8. Announcements | |
| a. Petrick Idea Center Planning | John Quarton |
| 9. Adjournment | President G. Nugent |

MEETING OF THE GENERAL FACULTY

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Wednesday, August 24th, 2022 11:10 a.m. - 12:40 p.m | CNS C101

Meeting Minutes

1. **Call to Order:** Meeting called to order by President G. Nugent at 11:09 AM
2. **Informational:** Congratulations to recipients of Faculty Excellence Awards: Leah Nillas, Service; Libby Haywood, Teaching; Brandi Reissenweber, Teaching. Gardner Scholars: William Munro and Michelle Gibbs.
3. **Approval of the Minutes:** of the April 27th, 2022 Faculty Meeting. Minutes. Approved by consent.
4. **Introduction of New Faculty and Staff in Academic Affairs**
5. **Summer Task Force Reports:**
 - a. Mental Health Policy Task Force (written & oral report) Professor S. Davis-Kahl
 1. **Oral Report:** Thanks to professors Libby Haywood and Lindsey Kellar for their work. Response to student resolution re: mental health and specific request to review course absence policy. In the course of the work, various issues arose, including participation, attendance, late work/make up work, and the creation of a community of care statement. Will be bringing forward suggested handbook changes. Forums forthcoming.
 2. **Comment:** Provost Brodl reinforced the importance of this work and the way this generation of students have been impacted by pandemic and various structural injustices. As we start year, we need to be clear that there is structure and expectations while lending a supportive ear and pointing to resources available. Language for both syllabus and resources in report.
 - b. Adult Education Task Force (written report) Assoc. Dean A. Kerr
 1. **Question:** Report says this will be a lot of work and resources for small/moderate gain but still worth it. Further clarification?
 1. **Response:** It will be a large endeavor and take a lot of resources, but has potential to grow into large program.
 2. **Further response from Provost Brodl:** over time some peer institutions have built multi-million dollar programs.
 - c. Transfer Policies Task Force (written report) Assoc. Dean A. Coles
 1. **Oral report:** Thanks to Professor Aaron Wilson and Coach Shue. Wants to disambiguate: there is a larger team working on transfer policies. This policy task force is offering 6 motions to CC to bring forward, with or without endorsement.
6. **Committee Reports:**
 - a. CUPP (oral report) Professor S. Davis-Kahl
 1. **Oral report:** request for sciences rep.
 2. **Question:** What is situation with presider of meeting?
 1. **Response:** Thrown slightly for a loop by being back in person: because not all pieces in place, will be coming out with clear plan by next meeting.
 - 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
 - 1. **Oral Report:** Thanks for volunteers so far for committees: still have many spots: please reach out to Professor Alvey with interest in serving on any committees.
- f. Assessment Committee (no report) Professor F. Larey
- g. Undergraduate Research Advisory Committee (written report) Professor B. Hudson
 - 1. **Oral Report:** reinforced need for members of URAC and IRB.
- h. CETAL (oral report) Professor W. Kooken
 - 1. Oral Report: reminder of resources available on CETAL page, request for feedback on any areas of interest.
- 7. **Old Business**
 - a. None
- 8. **New Business**
 - a. none
- 9. **Administrative Reports**
 - a. President's Report (none) President G. Nugent
 - b. Provost's Report (none) Provost M. Brodl
 - 1. **Question:** will there be a seating chart in classes for contact tracing, anticipating surge?
 - 1. **Response, Provost Brodl:** will be watching CDC and Illinois Dept of Health College Advisory. We will do contact tracing if there's a surge: that level has not been determined.
 - 2. **Response, Dean Hall:** at start of semester, will be asking students who are under vaccinated to isolate for 5 days if exposed. Seating chart would be helpful. This is our cautious approach, beyond CDC's 10 days of mask. Hoping to move to that after.
 - 2. **Question:** Is the COVID website still active?
 - 1. **Answer:** yes, but not as prominent on main site.
 - 3. **Question:** Who is taking Vicki Folse's place?
 - 1. **Answer:** While she's not replaceable, Dean Hall, in conjunction with Jerry.
 - 4. **Question:** Update about Monkeypox?
 - 1. **Answer:** we are monitoring it. It is uncomfortable, not deadly, which is good news. Developing system for tests (off-campus) and protocols for isolation. 2-4 weeks recovery. Anticipate a student will need more, longer support: still monitoring close contact process.
 - 5. **Question:** are we educating students at higher risk?
 - 1. **Answer:** Still evaluating: this is a tricky situation because of possible stigma attached since it is not a STI, but is currently highest among sexually active gay men.
 - 6. **Question:** are we increasing cleaning?
 - 1. **Answer:** evolving information is risk is very low, but will adjust with a known case.
- 10. **Announcements:**
 - a. HLC evaluation (October 24-25) Provost M. Brodl

- a. Michael Thompson will be sending out list of sessions, asks that we attend as many as possible while review team is here. Can review document submitted to HLC.
- b. See linked announcements
- c. **Question:** Will there be a forum for questions as promised during Fall Meeting Monday?
 - a. **Response:** Three documents coming out today: student mental health, COVID policy, balancing DEIA and Intellectual Freedom (this one possible later): there will be a link to ask questions, FAQ will come out.
 - b. **Response:** this seems to be very curated: will there be a forum for general questions?
 - c. **Response:** any question will be answered.
 - d. **Comment:** support for opportunity for faculty to interact with each other and ask questions: **seconded**
 - e. **Response:** will bring forward to President Nugent and all of cabinet
 - f. **Comment:** as a community, we are “kind of broken right now.” Will require sustained effort and forums and opportunities to interact.
 - g. Provost Brodl encouraged attending campus receptions such as new faculty, scholarship. Will convey request for more dialogue to President, cabinet.
 - h. **Comment:** cafeteria is doing great work with accessibility and events.

11. **Adjournment:** 12:24 pm.

Respectfully Submitted,

Abigail Mann
Faculty Secretary

Curriculum Council Consent Agenda

Academic Year: 2022-23

September 14, 2022

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 |
|----------|-------|---------------------------------|---|-------------------------------------|-----------|------------|
| ML 201 | 01-22 | Intermediate Modern Language 1 | Intermediate Modern Language I (LA). This course continues the proficiency-oriented approach of the beginning sequence. It is designed to strengthen the four basic language skills, as appropriate to the language. Prerequisite: ML 102 or equivalent. <i>Offered as needed.</i> | Add Gen Ed Flag for Existing Course | LA | NONE |
| UNIV 202 | 02-22 | Inclusive Membership Colloquium | Inclusive Membership Colloquium. To prepare students to be STEP mentors, this course will review relevant scholarship on the transition to college and the role social identities play in this process. Students can anticipate reading about how race, gender, social class, sexuality, and religion shape the college experience. Approval of instructor required. Credit/No credit. <i>Offered Spring Semester.</i> | New Course | NONE | NONE |

Council on University Programs and Policies (CUPP) Report
September 14 2022

CUPP has met twice since the last faculty meeting. We have reviewed and refined our action item list for the year, based on carryover items and current challenges facing the university. Our discussions have focused on community building with special emphasis on actions we can take to rebuild connections between faculty and between faculty and staff. We will also discuss the proposal for the School of Professional and Continuing Studies with Associate Dean Kerr later today. Other items on our agenda for the semester include meeting with the chairs of the Promotion and Tenure Committee about instructional staff promotion guidelines and reviving discussions about the Resource Advisory Group with colleagues on the Curriculum Council.

We bring two Faculty Handbook changes today as information items. Both are in Chapter III, B. Procedures and Policies for Standing Committees, 1. Council on University Programs and Policy Procedures (CUPP), and do not require faculty vote. The first is changes to the Duties of the CUPP Chair, to clarify the beginning of their term, and the second is a tie vote procedure to clarify procedures for the future. Both are presented below with changes highlighted in yellow.

Chapter III, B. Procedures and Policies for Standing Committees, 1. Council on University Programs and Policy Procedures (CUPP)

Duties of the Chair. The Chair's term will begin immediately after election. The CUPP Chair will attend relevant meetings with campus administration and will negotiate for reasonable compensation for any summer work. The Chair shall prepare an agenda for each CUPP meeting, providing time for both administrative and faculty items to be included. The Chair also represents the Council to the faculty in hearings and faculty meetings wherein reports should be given regularly including those on strategic planning and other matters. The Chair or his/her designee serves on the President's Cabinet and attends meetings of the Committee on Business Affairs and the Executive Committee of the Board of Trustees. Based upon the recommendation of CUPP members, the CUPP Chair shall inform the President's office of the specific standing committee each of the Representatives to the Board will attend for the year. In the event the Chair of CUPP is also an elected at-large Representative to the Board, CUPP shall elect another Representative from among its members. The Chair and Vice Chair will meet regularly throughout the academic year with the Chair and Vice Chair of Curriculum Council to ensure dialogue between the two groups, especially regarding strategic curricular planning and other issues that overlap between the two committees.

Election of Officers. At the changeover meeting in the spring CUPP will elect a Chair and a Vice Chair from the elected faculty representatives. In the event of a tie, the outgoing Chair will cast the tie-breaking vote.

We also bring five motions to the faculty today for discussion and a vote. These are included in the faculty packet.

Respectfully submitted,
Stephanie Davis-Kahl
CUPP Chair

Progress Report on Student Senate Mental Health Resolution Sept. 18, 2022

At the April 6, 2022 Faculty Meeting, the Student Senate shared their [Resolution 2022-1: Mental Health](#) with the IWU faculty. The following is a report of the actions taken in the Spring and Summer of 2022 in response to the recommendations in that document.

Recommendation 1: The Illinois Wesleyan University Student Senate recommends that the University Calendar Committee review University non-class days in comparison to our peer institutions and revisits the academic calendar to instill an equal distribution of days off across both academic semesters

Progress: The Associate Dean's Office compiled a [study of the academic calendar for IWU's peer, aspirant, and cross-admit institutions](#) over the summer. The Calendar Committee will meet on Sept. 27, 2022 to discuss the data and possible adjustments to the IWU academic calendar. The president of Student Senate is a member of the Calendar Committee, and so will be part of this discussion. The student representatives to Curriculum Council (CC), if they have been identified before Sept. 27, are also invited to attend.

Recommendation 2: 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

Progress: The chair of CUPP, Stephanie Davis-Kahl, convened a Mental Health Policy Task Force with Professors Libby Haywood (Biology) and Lindsey Kellar (Athletics/Psychology) over Summer 2022. 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." The task force produced a summary of their work, 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. The faculty were given these recommendations at the All Campus Conference on 8/22 and the first Faculty Meeting on 8/24 so they could include the recommendations in their syllabi. Faculty will discuss handbook changes at the September 14 faculty meeting. CUPP Chair Davis-Kahl will also present the task force's work at the Student Senate Meeting on 9/25/22.

Recommendation 3: The Illinois Wesleyan University Student Senate recommends that the Registrar's Office reviews University policies regarding the course withdrawal process, keeping in mind mental health stressors can occur throughout the semester

Progress: At the April 27, 2022 faculty meeting, the Curriculum Council, of which the Registrar is a member *ex officio*, proposed that the faculty extend the course withdrawal deadline to 10 weeks. This allows students three weeks after mid-semester grades are submitted to meet with their advisor and work to improve their course performance before they make the final decision to withdraw from a course. Students who withdraw will then have the last month of the semester to focus on succeeding in their remaining

Progress Report on Student Senate Mental Health Resolution
Sept. 18, 2022

courses. The motion passed. The updated policy will apply beginning in the Fall 2022 semester.

Recommendation 4: The Illinois Wesleyan University Student Senate recommends that the Dean of Students Office and appropriate staff review University staffing for Counseling and Consultation Services to meet the increasing student demand for mental health services;

Progress: The Dean of Students office reviewed several options for telecounseling that may provide supplemental counseling service options. We've identified a lead potential partner and service model that we believe would be helpful to students. Funding for this additional service is being explored. Cost is approximately \$30,000.

Recommendation 5: The Illinois Wesleyan University Student Senate recommends that President Nugent, University Cabinet members, faculty and staff review departmental and institutional policies and procedures that reflect Illinois Wesleyan's commitment to student mental health and well-being; and Student Senate Resolution 2022-1: Mental Health

Progress: When Associate Dean Coles requested more information, Student Senate President Bakirdan responded that this recommendation "was added into the resolution more as tying everything together. There was not necessarily a specific request tied to this, other than the ones listed above that sum up the resolution." She indicated that some possible areas for further study were course workload, the three-day Spring final exam schedule, and length of reading periods (the latter two are issues that can be raised at the Calendar Committee meeting on 9/27), beyond what was specified in Recommendations 1-4.

Recommendation 6: Therefore, be it resolved, that Illinois Wesleyan embraces a strong commitment to student mental health by the start of the Fall 2022 academic school year with tangible results of progress. Student Senate requests a progress report at our first meeting in September, 2022.

Progress Summary: The tangible results of IWU's commitment to student mental health include a [Community of Care statement](#) and sample policies for attendance, late work, and participation produced by the Mental Health Policy Task Force and shared with the faculty for inclusion in their syllabi. A survey after the semester ends will assess the effectiveness of these policies. The faculty also pushed the course withdrawal date to the tenth week so students can make an informed decision about withdrawing from one course with sufficient time to improve in their remaining courses. The recommendations that are in progress include Faculty passing changes to the Faculty Handbook, the Calendar Committee discussing the distribution of non-class days, and the Dean of Students Office exploring funding for telecounseling partners.

On behalf of the Faculty and Administration in Academic Affairs and Student Affairs, I would like to thank the Student Senate for their thoughtful work on this Mental Health Resolution. Your initiative and leadership enabled us to support Illinois Wesleyan students in ways that, I hope, will have a meaningful and continuing positive impact on their academic and personal success.

Respectfully submitted by Amy Coles, Associate Dean for Curriculum and Instruction.

CUPP Motion 1: Online meetings, electronic voting
September 14 2022

In order to include all faculty in shared governance, the IWU Faculty allows online meeting attendance and electronic voting for those who have sought and received accommodations through the end of the Fall 2022 semester.

CUPP Motion 2: Kemp Foundation Award for Teaching Excellence
September 14 2022

Faculty Handbook, Chapter IV, Section I, page 64
(Proposed additions highlighted in yellow)

Rationale: Changes reflect a complete picture of the role and responsibilities of the Kemp Award Winner.

Kemp Foundation Award for Teaching Excellence

The recipient of the Foundation Award for Teaching Excellence is selected by IWU's Promotion and Tenure Committee based on nominations received from members of the faculty. The award recognizes teaching, scholarship, and service. It is the University's top teaching honor. The recipient of the Kemp Award will deliver an address at the First Year Convocation and at the spring Convocation.

CUPP Motion 3: Students of Special Concern
September 14, 2022

Faculty Handbook, Chapter V, Section B. Policies Related to Teaching, page 13
(Proposed additions highlighted in yellow)

Rationale: Below are recommended changes to the Faculty Handbook from the Mental Health Policy Task Force and CUPP. Changes include corrections to personnel titles and procedures. The first paragraph has been reviewed and vetted by Jasmine Howe, Assistant Director of Accessibility Services.

5. Students of Special Concern

Students with disabilities covered by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 may apply for approved accommodations via the **Office of the Assistant Director of Student Accessibility Services** ~~Director of Advising/Coord of Disability Services~~. ~~Students who receive such accommodations will provide each of their faculty with a memorandum from Disability the Office of Student Accessibility Services detailing their accommodations. Students who request accommodations from their faculty but do not present such a memorandum should be referred to the:~~ **Faculty of students with accommodations will receive an e-mail detailing the student's accommodations with the student cc'd onto the e-mail. Students who request accommodations from their faculty but do not have an e-mail documenting accommodations should be referred to the Office of Student Accessibility Services.** Any other questions concerning disabilities should also be directed to the Assistant Director of Accessibility Services.

Occasionally a student experiences a physical, mental, or emotional crisis during the semester. If you believe you have knowledge of such a situation, please notify the Dean of Students' Office. **You may also consult the Mental Health Action plan or** ~~the Counseling and Consultation Services~~**s**. Quite possibly these offices will already be working with the student in question, but at times you may be providing the first alert.

Faculty should not demand information from a student of concern. Instead, the **Dean of Students Office** ~~appropriate office~~ should be contacted, **and at your request,** ~~The offices identified above~~ will provide you with any information that they are **legally** able to share. However, please be aware that we work within a complex network of legal constraints and guarantees of privacy which include the federal statutes already mentioned as well as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). The University must exercise great care in providing information, and often the faculty cannot be provided with the amount of information they wish they had. These are the realities of the current regulative environment rather than insensitivity to faculty concerns.

Current language:

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Students with disabilities covered by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 may apply for approved accommodations via the office of the Director of Advising/Coord of Disability Services. Students who receive such accommodations will provide each of their faculty with a memorandum from Disability Services detailing their accommodations. Students who request accommodations from their faculty but do not present such a memorandum should be referred to the Director of Advising/Coord of Disability Services. Any other questions concerning disabilities should also be directed to the Director of Advising/Coord of Disability Services.

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Faculty should not demand information from a student of concern. Instead, the appropriate office should be contacted. The offices identified above will provide you with any information that they are able to share. However, please be aware that we work within a complex network of legal constraints and guarantees of privacy which include the federal statutes already mentioned as well as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). The University must exercise great care in providing information, and often the faculty cannot be provided with the amount of information they wish they had. These are the realities of the current regulative environment rather than insensitivity to faculty concerns.

Faculty Handbook, Chapter V, Section B. Policies Related to Teaching, page 10
(Proposed additions highlighted in yellow, current language is below)

Rationale: Below are recommended changes to the Faculty Handbook from the Mental Health Policy Task Force and CUPP. Please note that the intent of the changes below are meant to clarify expectations for students for communicating with faculty and for clarity about the opportunity to make up coursework, if possible. The Mental Health Policy Task Force included sample policies in their final report for faculty to adopt/adapt as they see fit ([Community of Care statement](#), [Attendance](#), [Late Work/Make up Work](#), [Participation](#)). Additions in yellow below are for clarity, and include mention of mental health concerns, religious observances, and to bring language up-to-date with current practices.

1. Student Class Attendance

It is the responsibility of faculty members to inform students of their attendance policy for each course. The attendance policy should be clearly written and visible in the course syllabus, and should include: clear instruction on how to communicate absences to the faculty member, the responsibilities of the student to make up coursework, if possible, and contact information for services such as Arnold Health Services and Counseling and Consultation Services. Sample syllabus language is available online.

Students are expected to attend classes regularly. In cases of unavoidable absence, including health concerns (e.g., physical or mental, family emergencies), it is the student's responsibility to inform the faculty member ~~the cause~~ as soon as possible but no later than 48 hours after their absence. Faculty may make their own policies based on course needs or disciplinary requirements, and these should be clearly delineated within their syllabi. Health Services will provide evidence to faculty members of medical attention at the request of any student.

It is the individual student's responsibility to notify faculty members in advance of absences resulting from University-approved functions or religious observances. University-approved non-academic activities which conflict with class schedules do not automatically take precedence over regular class work.

Faculty members are encouraged to exercise reasonable flexibility in accommodating students in cases of unavoidable absences, when students are involved with University-approved functions or non-academic activities, and religious observances. ~~, such activities.~~ (Refer to section on Student Travel, V.B.9.)

When a student's absences are in excess of those permitted by the policy of the faculty member, it will be assumed that unless otherwise demonstrated, the student has decided not to fulfill the requirements of the course. If the faculty member's attempts to communicate with the student are unsuccessful, the faculty member should submit a Student of Concern form with the

Office of Student Affairs, so that the cause may be ascertained and assistance provided, if necessary. ~~report the attendance record to the Dean of Students who will issue a warning and arrange counseling.~~ If the absences continue, the instructor ~~will meet with the Dean of Students and the Associate Provost to arrange accommodations, discuss how best to proceed (i.e., withdraw, taking an incomplete).~~ ~~can request of the Associate Provost that the student be excluded from further class attendance.~~

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

Current language:

1. Student Class Attendance

It is the responsibility of faculty members to inform students of their attendance policy for each course.

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

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

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

Faculty Handbook, Chapter V, Section B. Policies Related to Teaching, page 11
(Proposed additions highlighted in yellow)

Rationale available below.

3. Grading Policies

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

Midterm grade reports are required of all faculty and instructional staff for all students. These reports are also sent to the individual student's faculty advisor, and to the parents of first-term, first-year students. Mid-term grades are intended to give students who are doing unsatisfactory work adequate warning prior to the end of the term. Midterm grade reports are key to effective student-faculty communication, as is the practice of returning graded work to students in a timely manner. Both provide a catalyst for students to regroup, adjust, and improve with the faculty member's support. Therefore, at mid-term, the Registrar shall remind faculty members to submit grade reports for all students whose grade in any class is C or lower.

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

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

Current language:

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the appropriate sections of the University Catalog for overall policies and standards relating to grade designations.)

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

Rationale:

- Students have communicated a need for clear and consistent communication from faculty, and may not be adept at self-assessing their progress and/or comprehension of material in a class without feedback.
- Our current students are different from past cohorts; the pandemic has not helped students develop the skills necessary to thrive at college. Communicating early and often has the potential not only to point students towards the resources available to them (Writing Center, tutors, the Ames Library, Counseling) but also to connect with students so they know they are academically supported.
- Midterm grades can also be useful for students who are not necessarily struggling (D or F), but who are not performing as well as they might hope in a class. Feedback at this stage can signal to those students that their current strategies are insufficient and prompt them to seek out their instructor, advisor, peer tutors, etc. to help them improve their performance while there is still time to earn their desired grade.
- Early graded assignments are shown to be an effective way to help students: "Therefore, all students, but particularly struggling students, may benefit from embedded opportunities for early reflection on content mastery. A variety of educational interventions would be effective for achieving this aim, including formative assessment

with feedback (Nicol and Macfarlane-Dick 2006) and interventions aimed at improving metacognition (Tanner 2012; van den Boom, Paas, and van Merriënboer 2007). These interventions would be most beneficial when implemented early and frequently (Tinto 2010), with an emphasis on self-evaluation. Through these scaffolded experiences, students may acquire the skills to self-regulate their learning, and transform into resilient learners.” (Ainscough, L., Stewart, E., Colthorpe, K., & Zimbardi, K. (2018). Learning hindrances and self-regulated learning strategies reported by undergraduate students: identifying characteristics of resilient students. *Studies in Higher Education*, 43(12), 2194–2209. <https://doi.org/10.1080/03075079.2017.1315085>)

- Requiring midterm grade reports works well with the change in withdrawal date from the end of the eighth week of the semester to the end of the tenth week. When students receive a midterm grade report, they now have more time to meet with faculty members and advisors to make a fully informed plan for improvement or to decide to drop a course.
- The Office of Academic Advising and faculty advisors may not know students are struggling unless a midterm grade report is filed.
- Retention is essential for IWU; this is one strategy among several others that IWU can deploy to connect with students early and often so they stay at IWU. Oftentimes the report helps to inform other reports from the Office of Residential Life, Athletics, and extracurriculars.

Retention rates by class

Data from the Office of Institutional Effectiveness

Please note this is pre-census data (downloaded on August 25th). Post-census data are likely to look worse.

We are losing more students at every level than we have in the past. Retention of current students is essential.

Total headcount = 1,521 (includes all statuses); **1,515** (degree-seeking)

Currently Registered:

- Entering in 2019 (roughly our seniors) = 300 (original cohort = 409) - retention = 73% (historical 3-year average = 79%) **-6%**
- Entering in 2020 (~juniors) = 340 (original cohort = 441) - retention = 77% (historical 3-year average = 81%) **-4%**
- Entering in 2021 (~sophomores) = 360 (original cohort = 433) - retention = 83% (historical 3-year average = 85%) **-2%**

Illinois Wesleyan University
Faculty Meeting September 14, 2022
Curriculum Council Report

Curriculum Council (CC) has met once since the last faculty meeting. Minutes from this meeting will be forthcoming.

CC discussed three course proposals, recommending two for placement on the consent agenda and asking for clarifications from one proposal. CC discussed an issue that arose from the ML 201 proposal (please note ML 201 is on the consent agenda). The ML 201 proposal involved Chinese and Arabic courses that will be offered through Bradley University in which IWU students will attend via a virtual Zoom-type classroom. CC anticipates potentially receiving other proposals throughout the academic year that will involve courses taught at other institutions for IWU academic credit.

The agenda for future CC meetings will include discussions on the Mental Health Task Force report, the Adult Education report, transfer credits and making the process for submitting proposals to CC more clear.

Respectfully Submitted,

Joe Williams
Chair of Curriculum Council

**Promotion and Tenure Committee
Committee Report
Faculty Meeting September 14, 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).

PAT's weekly meeting is on Tuesday from 2:00 to 4:00 p.m., starting from Tuesday September 13th. The committee will begin reviewing tenure and promotion cases shortly after the October 15th deadline. By the September 14th faculty meeting, the committee will have met once and will have started 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.

This academic year, Amanda Hopkins and Jim Simeone will represent PAT on the Endowed Professorship Committee.

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.

**Illinois Wesleyan University
Faculty Meeting September 14, 2022
Assessment Committee Meeting Report**

The Assessment Committee met on September 13, its first meeting of the 2022/2023 academic year. Minutes from this meeting will be forthcoming.

New members Professors Abby Mann and Todd Fuist were welcomed. Associate Dean Amy Coles also attended the meeting, by invitation.

The committee discussed protocols for the use of the Assessment Committee's shared drive, and the way forward for assessment of the Shared Curriculum. The committee also agreed to change the cycle of assessment for the School of Arts to two years, and for the School of Music to three.

The main business of the meeting was to assign to members of the committee the reports for review:

- Strategic Assessment Plans: Art, Music, Accounting, and WLL
- Yearly Updates: Art, Theatre, Biology, and WLLC
- Annual Reports: School of Nursing, Environmental Studies, Neuroscience, and Psychology

Outstanding reviews of the assessment reports for English and Political Science were assigned as well.

The results of the committee reviews will be shared with the liaisons of the respective departments after our next meeting in two weeks' time.

Respectfully submitted,

Franklin Larey

Chair of the Assessment Committee

URAC Report for September 14 Faculty Meeting

URAC has not met yet this semester. Now that the election has run and we are fully seated, we will begin meeting every 2 weeks.

Respectfully submitted,
Bill Hudson
Chair, URAC

Notices:

RefWorks

The IWU institutional access to RefWorks will end on December 31st. After that date RefWorks and any citations in a RefWorks account will no longer be available. RefWorks has been a tool for managing research citations and creating bibliographies in various professional styles. The Ames Library is encouraging everyone with a current RefWorks account who needs to continue managing these citations to migrate to Zotero before the end of the year.

Zotero is a free, open source reference management tool that you can use regardless of institutional affiliation. It allows you to quickly collect references by way of a web browser plugin and offers a full suite of organizational options, citation styles, and features like note taking or folder sharing with colleagues. You can also drag/drop files into Zotero and it will scrape citation data or you can import references in a special file format (.ris). Migrating to Zotero from RefWorks is fairly easy - all Ames librarians are ready to help. At a high level, the process is as simple as:

1. Exporting your references from RefWorks
2. Importing your references into Zotero

There are some tips to make the process easier, which are compiled on this RefWorks Migration page. Information on Getting Started with Zotero is also available, with plenty of visuals and detailed instructions.

Mark your calendars for a faculty workshop to be held in the Thorpe Center Conference Room on October 25th from 12-1. Crystal Boyce-Gudat will lead attendees through the process of migrating materials. More details to come. Please reach out to Crystal Boyce-Gudat (cboyce@iwu.edu) or your liaison librarian if you want more information or would like to schedule a time to meet.

IWU Freeman Asia Internship Program

Funded Internship Opportunities in Asia: Japan and the Philippines, Summer 2023

Information session: 4:00 p.m., Tuesday, October 11, 2022, Hart Career Center Auditorium

Through the generous support of the Freeman Foundation, IWU will be able to support around 25 students to do internships in Japan and the Philippines for 6-10 weeks in summer 2023. This opportunity is available to both domestic and international students who are sophomores or juniors at the time of application and who will return to the IWU campus for at least a semester following the internship. Funding support includes: airfare, housing, living allowance (up to \$1,200 or equivalent) and all internship placement and visa costs. Students will have to pay summer tuition cost. The grant does not cover cost of obtaining passport and recommended vaccinations. However, students will be fully covered by IWU's travel insurance. Watch for more detailed information at the IWU Freeman Asia Internship Program page at the Study Abroad website and/or the Hart Career Center website.

Additional information session: Thursday, January 12, 2023 at 4:00 p.m., Hart Career Center Auditorium

Application Deadline: January 30, 2023

For more information, contact Teddy O. Amoloza at tamoloza@iwu.edu or Stacey Shimizu, sshimizu@iwu.edu.

Scholarly and Creative Work

Help us celebrate your scholarly and creative work or curricular successes by submitting them to the Thorpe Center's repository for faculty and instructional staff achievements using [this link](#) (also found on the Thorpe Center's website, left hand sidebar). This form will serve as your one stop shop for informing campus constituencies about the wonderful work you are doing, as all information collected here will be shared with the Academic Affairs, Ames Library, and Communications as well as included in the Thorpe Center monthly newsletter.

Abbie Kerr
Associate Dean for Scholarly and Creative Work

Faculty Colloquium Series - Dr. Rick Alvey

As we kick off the new semester, I wanted to remind you that we will continue the Faculty Colloquium Series this year. Our first talk, on Friday, September 16, will feature Dr. Rick Alvey. His talk, "Studying Virus Evolution using Infectious Agents Acquired by IWU Students," will take place in Beckman Auditorium (lower level of the Ames Library) at 4pm. A reception in Rick's honor will take place immediately following the talk in the lower level rotunda of Ames Library. This event is sponsored by the Provost's Office. See poster [here](#).

Abbie Kerr
Associate Dean for Scholarly and Creative Work

Hart Career Center

Fall Internship & Job Fair

The Fall Internship & Job Fair is scheduled for **Monday, October 3rd from 4pm to 7pm** in the Shirk Center. Please encourage your students to join us for this important opportunity to explore positions of interest and talk directly with employers.

Classroom Presentations

If you would like a Hart Career Center staff member to address your class regarding Center services or a specific topic of interest, please use the [Presentation Request Form](#), contact our office directly at 556-3071, or email HCC staff at ccenter@iwu.edu. Don't cancel class! Reach out to us.

Division Open House

If you would like to arrange for your faculty to visit our office to share information, please schedule an open house by contacting HCC staff at 556-3071 or ccenter@iwu.edu.

Warren Kistner
Director Hart Career Center

Center for Engaged Learning

Join us for IWU's first Engaged Learning Expo on Friday, September 23 from 1-5pm in the Center for Engaged Learning (1st floor of Ames Library). This poster presentation will feature the transformative learning experiences students enjoyed during the summer of 2022 including internships, the Digital Humanities Fellowship, the Summer Enrichment Program, research with faculty, and Eckley Artists & Scholars. From 1-2pm, the Freeman-Asia Interns will be available to answer questions about their work and travels abroad. Contact Deborah Halperin (dhalperi@iwu.edu) with questions.

Peers & Pathways is a new program to encourage peer-to-peer connections within academic departments. Departments can be reimbursed up to \$75 for an event where the seniors and juniors in the major host the first years, sophomores, and new majors. These events must happen in early October before academic advising begins and include some connection to the Pathways program (www.iwu.edu/pathways). More information coming to Department Chairs. Contact Deborah Halperin (dhalperi@iwu.edu) with questions.

SoTA is pleased to announce:



Appropriate

By Branden Jacobs-Jenkins

Guest director Ashley H. White directs Branden Jacobs-Jenkins' "gut-punchingly honest work" (Time Out Chicago) about three adult siblings sorting through their late father's mementos at the family's run-down Arkansas homestead. After an unsettling discovery among their father's possessions, the gathering erupts into an explosive turn of events. Winner of the 2014-15 Obie Award for Best New American Play, *Appropriate* delves into the fractured dynamics of a dysfunctional white family coming to terms with the patriarch's disturbing past.

Presented by special arrangement with Broadway Licensing, LLC, servicing the [Dramatists Play Service collection](#).

Content disclosure: This play involves loaded language including topics of racism; emotional, physical and substance abuse; as well as sexual assault. This production includes choreographed physical intimacy and physical violence.



Power of Place Fall Events:

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 Public Talk and Gallery Walk: [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 Driesch '23, 4pm (for more information, please contact Jim Simeone jsimeone@iwu.edu)

September 24 Saturday Homecoming reception 9/24, 4-6PM in the art galleries

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 drobert1@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 Committee Report

Faculty Meeting

Wednesday, September 14, 2022

Members: Pennie Gray (Writing Program Director), Billie Jarvis-Freeman (Writing Center Interim Director), Linda Kunce, Allison Serraes, and Jim Simeone

The Writing Program Committee has been constituted and will begin meeting in the next week or two. In the meantime, here are a few updates:

1. The Writing Program Director (WPD) is in the process of meeting with departments and schools to discuss specific disciplinary writing and reading needs. Any program or department lead person who has not yet set up a time for these brief discussions and would like to, please email the WPD (pgray1@iwu.edu) or sign up for a time here: <https://pgray1.youcanbook.me>
2. A re-examination of the Gateway program began via an initial brainstorming session with an ad hoc group of individuals from across campus who had expressed an interest in considering ways to improve the program. Two goals that have emerged so far: ensuring consistency across all Gateway sections, and creating a more seamless and integrated introduction to the academic community of Illinois Wesleyan. Anyone interested in joining the conversation is welcome.
3. A proposal for re-envisioning our Summer Reading Program has been drafted by the Writing Program Director and shared informally with interested parties. The proposal will be shared more widely in the near future, but anyone interested in contributing to the discussion of the program is warmly invited.
4. A brief, ten-question survey was administered to all first-year students after the first week of classes to gauge their preparation for college reading and writing. One hundred ten students responded to the survey. Among the more interesting findings were:

Regarding preparation for college writing:

- 70% of respondents indicated they felt prepared for college writing, and 10% indicated feeling very well prepared
- 48% of respondents reported having written at least one research-based paper each year during high school (i.e., three to five research-based papers over four years)
- 7.3% stated that they were rarely required to write papers in high school
- 36.4% felt well prepared to produce writing that is free from errors
- 44% felt well prepared to craft a thesis and cite sources appropriately

Regarding preparation for college reading:

- 67.3% of respondents felt well prepared for college reading, and 14.5% felt very well prepared
- 51.8% reported reading ten to 50 pages of assigned text per week in high school

- 28.2% reported reading zero to ten pages of assigned text per week in high school
- Respondents indicated feeling most confident understanding readings in the areas of social sciences (67.6%) and literature (63.9%)

Study Skills and Support

- 58.5% indicated that they would struggle asking for help from a professor
- 56.6% felt they would struggle to both manage their time well and study for tests

A more thorough analysis of the narrative comments is forthcoming.