



2023-2024

2020-2030

9-27-2023

September 27, 2023

Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

September 27, 2023

11:10 p.m. - 12:40 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=VlptdkRBOXNaUE1ldTBRNXhUcDd6QT09>

1. Call to Order Professor D. Marvin
2. Approval of the [Minutes](#)
3. [Consent Agenda](#) Professor J. Williams
4. Committee Reports
 - a. CUPP ([report](#), motion noted in report) Professor A. Shallue
 - i. Motion 1: The faculty advocates for tenure for teaching track faculty
 - b. Curriculum Council ([report](#)) Professor J. Williams
 - i. Motion 1: [Change in Philosophy major and minor requirements](#)
 - ii. Motion 2: [Change in Catalog language regarding units/courses](#)
 - c. Promotion and Tenure Committee ([report](#)) Professor A. Ponce
 - d. Faculty Development Committee ([report](#)) Professor E. Lehr
 - e. Nominating Committee (oral and written [report](#)) Professor L. Moon
 - i. Special election
 - f. Assessment Committee ([report](#)) Professor C. Ferradáns
 - g. Undergraduate Research Advisory Committee ([report](#)) Professor G. Harper
 - h. Student Engagement Committee ([report](#)) Professor S. Davis-Kahl
 - i. CETAL ([report](#)) No Chair
 - i. Faculty members presentation ([slides](#))
 - j. Writing Program Committee ([report](#)) Professor P. Gray
5. Old Business
6. New Business
7. Administrative Reports
 - a. President Report ([report](#)) President G. Nugent
 - b. Provost Report ([report](#)) Provost M. Brodl
8. [Announcements](#)
9. Adjournment

MEETING OF THE GENERAL FACULTY

Wednesday, August 23, 2023; 11:00 a.m. - 12:30 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

August 23, 2023

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

CNS C101 - in person meeting

1. Call to Order 11:00 a.m. Professor D. Marvin
2. Request to amend agenda
 1. Motion: move New Business to after CUPP report, Introductions to after that.
 2. Action: motion seconded
 3. Explanation: it's important to welcome new faculty, but crucial work to address
 4. Point of Information: voting members are full time with faculty rank (including visitors) and instructional staff
 5. Point of information: quorum is 40% of all voting member; we have that and more
 6. Question: how long will introductions take?
 7. Answer: about 40 minutes
 8. Action: Motion Passes
3. Approval of the 4/26 Minutes
 1. Action: Friendly Amendment: change "11:15 p.m." to "11:15 a.m."
 2. Action: Approved
4. Consent Agenda Professor J. Williams
 1. Action: Approved
5. Committee Reports
 - a. CUPP (report) (addendum) Professor A. Shallue
 1. Information: CUPP has representatives across faculty. Broad brief: constituent concerns, CUPP concerns (represent faculty), administrative requests. Note that CUPP as whole has endorsed statements in report. Brief description of action items from first CUPP meeting: will have a messaging motion of faculty advocating for tenure-track teaching positions. This year, CUPP will focus on load balancing and Dean's model to offer concrete suggestions: note that sabbaticals are largely administrative concern and will not be the focus of CUPP. Reminder that faculty concerns and votes can shape/modify agenda.

2. Question: Thanks for orientation to CUPP. Can you offer orientation for the background on the non-tenure track teaching position: history and context, and reasoning for why CUPP is waiting until next meeting to bring motion forward given the provost's timeline?
3. Response: the summer work is listed in report: a whitepaper was written up by Academic Affairs, provost has distributed, teaching faculty will be on rotating contract, not tenured. CUPP chair tried to convince during summer meetings that it was not a good idea: unsuccessful. CUPP has agreed with the CUPP chair's stance. From a personal perspective: see these initiatives as already in motion, trying to put issues into record, modify if possible.
4. Question: last fall math department requested a tenure line, were given teaching position. What was role of CUPP? No information given of position, impact on department.
5. Answer (Stephanie Davis-Kahl, last year's CUPP chair): CUPP was not asked to weigh in on what positions would be designated teaching track. Would have declined invitation because no clarity of contract, evaluation, details.
6. Comment: this is a shocking event. A few years ago, Board of Trustees commandeered process of program review: again, Board of Trustees has commandeered an academic process, with CUPP and faculty input, in final stages. Are we as faculty going to collaborate with this? What's the limit to non-tenured teaching. Start of total dissemination of faculty at Illinois Wesleyan. We need to engage with the process, shape the process, change it to make sure we stand as a high quality university that respects and maintains tenure.
7. Comment: To put on the record: chairs and vice chairs of divisions were asked to meet with administration over summer, refused because it seems to suggest endorsement. To suggest that we can maintain academic freedom without tenure is, at best, naïve. Note difficulties of power differentials and historical issues with underrepresented groups on campus: racism is systemic, tenure is systemic response to protecting faculty. We have a problem with procedure, but also intention. Note that we hired a high level DEI director, undercutting these initiatives.
8. Comment: Appreciate overviews, wants to get granular with situation. Lost a talented graphic design professor to 2-2 load with \$25,000 raise. Many departments struggle to recruit already: not having tenure will make impossible. If this is a done deal, have to take recruitment, program building in to account. Need to call the right people into position to inform.
9. Point of Information: we still do need to get to new business.
10. Comment: note that opposite position prevails in disciplines with bad job prospects: will get excellent candidates, but we will exploit them because they will continue to do research and program building thinking of their future. Can't promise they'll stay. Notes that will run a search, but recognize the moral issues.
11. Thanks comment 7 and wants to build on points about future effects: essentially lost International studies and Asian studies; lost faculty in terms diversity: age, race, topics covered. If we are not going to care about diversity, international relations, remove from mission statement.
12. General applause.

b. New Business:

1. Comment: Drafted two motions to model what advocacy would look like.

- i. Motion 1. If teaching track found worthy of work by faculty committees, then hearing committee will be included in the list of committees that will be included in the list of committees that will work on details.
- ii. Explanation: hearing committee crucial in terms of rights of tenure. This is form of advocacy to support rights on non-tenure faculty. Notes the conditional statement: faculty can choose not to engage with the process at all.
- iii. Action: Motion Seconded
- iv. Question: clarification: is the current proposal about establishing a teaching track and it's going to be tenure track or not?
- v. Response: CUPP seems to suggest a teaching track that is not tenured is fait accompli. This motion does not address that, but consideration of how position is crafted
- vi. Request: clarification for work of hearing committee
- vii. Response: at the granular level, why only misconduct. More largely, hearing committee can weigh in on feasibility and constitutionality of this decision.
- viii. Action: Motion Passes
- ix. Motion 2: If the teaching track can be aligned with constitutional policies regarding protections of tenure, then the faculty will vote on the percentage of faculty (as measured by FTE) that will be teaching track faculty.
- x. Explanation: when we created instructional staff, we created guard-rails of what percentage of faculty can be instructional staff. Means of protecting make-up and face of university.
- xi. Action: motion seconded
- xii. Comment: tenure is not just job protection, but academic freedom: support the importance of this motion.
- xiii. Question: instructional staff is currently 15%: are we looking at staying in the same number, or adding?
- xiv. Response: did not put in a number: we as faculty determine by vote as to shape of university.
- xv. Comment: whole conversation is confusing: many may be processing this information. Why do we need another category of teaching? What might the unintended consequences of this be? There's not enough information; not sure this will do what people will think it will do.
- xvi. Clarification: concern is about teaching track, not the motion
- xvii. Comment (President Nugent): First, hopes new faculty will know there are other points of view not being expressed: hopes we will hear more of these voices. Notes that these positions will be longer term than visiting faculty and that the majority of universities have 50% or well more of their teaching faculty not tenured/on tenure track. Most of those employees get rehired, but leaves flexibility for performance, financial exigency. Acknowledges the importance of academic freedom.
- xviii. Comment: support of percentage and appreciates it applies whether teaching track tenured or not.
- xix. Comment: notes that with details, this is essentially a replacement for tenure with only the ability to fire at any time. The lack of research requirement may have deep effect on shape of programs.
- xx. Action: motion passes
- xxi. Comment: Don't like where things are going. Changes being made are putting us on path to mediocrity. I wonder where this goes politically:

actions being taken that contravene the constitution. There is possibility of vote of non-confidence: question of when it is constructive action. Another path is a faculty slowdown: that seems to be bubbling up de facto—could be a collective action. Option 3: form a faculty union. Not advocating anything: asks administration to consider if these are actions you would like us to be contemplating. If not, consider something else.

- xxii. Response: Mass Applause.
 - c. Introductions
 - d. Note: committee and administrative reports canceled due to time.
6. Announcements
 7. Adjournment at 12:30 p.m.

Respectfully Submitted,

Abigail Mann

Faculty Secretary

Curriculum Council Consent Agenda
Academic Year: 2023-24
September 27, 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
HLTH 200	002-23	Epidemiology	Epidemiology. Epidemiology is the branch of medicine which deals with the incidence, distribution, and control of diseases in populations. In this course, students will learn and apply key concepts of epidemiology to multiple domains of public health. Students will learn how to use epidemiology to better understand, characterize, and promote health at a population level.	Add Gen Ed for existing course	LSI	NONE
PHIL 222	004-23	Ethics, Values and Issues in Cybertechnology	Ethics, Values and Issues in Cybertechnology (AV, W) (Cross-listed with CS 222). An overview of the ethical issues which shape modern cybertechnology, including such topics as free expression and content control, intellectual property, privacy and information access, data bias, algorithmic transparency, and artificial intelligence. Theory and actual cases will be analyzed in readings, discussion, and written work. Will not count toward the Computer Science major or minor. No prerequisites. <i>Offered as needed.</i>	Change in course description	AV	W

UNIV 397	005-23	Supervised Internship	<p>Supervised Internship. A supervised experiential learning opportunity for students to apply skills in a professional setting. This course is designed for students desiring academic credit for an internship who do not have the option to earn internship credit through an academic department. Students may arrange internships for academic credit in consultation with a designated faculty supervisor and on-site internship supervisor.</p> <p>Prerequisite: Sophomore standing. Offered each semester. May also be taken in the summer for additional tuition charge. Maximum of 2 units of credit may be used to fulfill graduation requirements.</p>	Add variable unit .25 unit	None	None
INST 270	006-23	What is Modern?	<p>What is Modern? In this project-based travel course to Barcelona, we will explore different answers to the question "What is Modern?" We will focus on three intellectual traditions that have shaped European culture in the 20th Century: Antoni Gaudi and Catalan Modernisme; Pablo Picasso and Cubism, and Salvador Dali and Surrealism.</p>	Special Topics Course	IT	G
NURS 217	007-23	Pathophysiology and Pharmacology I	<p>Pathophysiology and Pharmacology I. Builds on knowledge from natural sciences to provide a foundation for nursing practice by examining the etiology and pathophysiology of illnesses across the lifespan. Pharmacodynamics and pharmacokinetics of medications as well as the nurse's role in administration are introduced. Selected pathophysiological disorders are presented. Prerequisites: BIOL 107, 108, 114, and CHEM 110, or consent of faculty. Students must receive a minimum grade of 'C' in BIOL 108 in order to enroll in this course. <i>Offered each fall.</i></p>	Change in Prerequisites	None	None
NURS 260	007-23	Nursing Foundations I: Health Assessment and Professional Communication	<p>Nursing Foundations I: Health Assessments and Professional Communications. Develops assessment techniques to examine the physical, psychosocial, and spiritual health of individuals from diverse populations across the lifespan. Introduces skills in interdisciplinary, multigenerational, and culturally sensitive professional communication. Principles of teaching-learning, stress and psychosocial theories are presented to promote the individual's health and prevent disease. Prerequisites: BIOL 107, 108, 114, CHEM 110, PSYC 253, and HLTH 230. Students must receive a minimum grade of 'C' in BIOL 108 in order to enroll in this course. <i>Offered each fall.</i></p>	Change in Prerequisites	None	None

Council on University Programs and Policies (CUPP) Report
September 27, 2023

CUPP has met regularly since the last faculty meeting. Our meetings take place 11 am - noon on Tuesdays and Thursdays.

Discussion has taken place on a number of topics, see minutes for details.

CUPP spent the most time working through details of the proposed "Dean's model." Suggestions for changes can be found in the minutes.

CUPP seeks faculty members willing to serve on an administratively-formed committee that will work on the details of the "load-balancing" initiative. It is important that the four faculty be broadly representative. Send nominations to CUPP chair by Sept 29, elections will be run if necessary.

CUPP brings a **motion** to the faculty: "The faculty advocates for tenure for teaching track faculty." Rationale can be found in the document below.

Respectfully submitted,
Andrew Shallue
Chair, CUPP

Teaching-track positions should be tenured

Introduction

This document was authored by Andrew Shallue over summer 2023, and endorsed by CUPP during fall 2023. Acknowledging that work needs to be done in defining these positions, we 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).

Our claim is that such positions should be tenured. The goal of 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. We 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.

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."

**Illinois Wesleyan University
Faculty Meeting September 27, 2023
Curriculum Council Report**

Curriculum Council (CC) has met three times since the last Faculty meeting.

CC spent the majority of its time discussing course proposals. CC also discussed items brought to CC, including 1) whether there should be a limit on the number of online courses accepted towards IWU graduation, 2) courses that that IWU does not currently accept for transfer credit, 3) current IWU policies on awarding IB credits and 4) correcting discrepancies between Catalog language regarding course units needed for graduation and current practice (which considers both course units and number of courses completed). A motion regarding #4 will be presented to Faculty for a vote at the September 27 meeting.

Respectfully Submitted,

Joe Williams
Chair of Curriculum Council

Motion: The Curriculum Council moves that the faculty approve a revised Philosophy major and minor.

I propose that PHIL 222 Ethics, Values and Issues in Cybertechnology will now count toward the major and minor. I further propose that it would satisfy the ethics requirement for the major.

This summer I received a CD grant to revise the course. I have revised it so that it will have significant philosophical content, on a par with other courses that count toward the major and minor. I updated its course description to better reflect the topics that I intend to cover and to indicate it will now count toward the Philosophy major and minor, but still not the Computer Science major and minor.

The proposed change does not affect staffing. I will teach the course as needed. The proposed change will allow me to offer the course, which is now required for the Data Science and Quantitative Finance majors, while at the same time offering a course that philosophy students could take toward the major and minor.

The Major Sequence:

A minimum of nine courses in philosophy to include:

- 1) PHIL 102, 308, 309
- 2) Six additional courses in philosophy to include:
 - a) One of the following: PHIL 103, 106, 107, 209, 232, 268, 307, 311, 340, 350, 351, 360
 - b) One of the following: PHIL 105, 204, 205, 213, 214, **222**, 224, 225, 230, 300, 301, 304, 305, 310, 356
 - c) Two upper-division courses in philosophy (but not including 397)
 - d) Two additional courses in philosophy

Minor Sequence in Philosophy: (no changes in catalog description)

A minimum of five courses to include:

- 1) Philosophy 102
- 2) Philosophy 308 or 309 (though the student may take both 308 and 309 for credit in the minor)
- 3) Two additional courses at the upper-division level (but not including 397)
- 4) One additional course in philosophy.

Current catalog course description:

222 Ethics, Values and Issues in Cybertechnology (AV, W) (Cross-listed with CS 222) An overview of the ethical issues which shape modern technology, including such topics as free expression and content control, intellectual property, privacy and information access, crime and security, and concepts, methodology, and codes of cyberethics. Theory and actual cases will be analyzed in readings, discussion, and written work. Will not count toward the major or minor. No prerequisites. Offered annually.

Proposed catalog course description:

222 Ethics, Values and Issues in Cybertechnology (AV, W) (Cross-listed with CS 222) An overview of the ethical issues which shape modern cybertechnology, including such topics as free expression and content control, intellectual property, privacy and information access, data bias, algorithmic transparency, and artificial intelligence. Theory and actual cases will be analyzed in readings, discussion, and written work. Will not count toward the Computer Science major or minor. No prerequisites. Offered as needed.

Curriculum Council moves to codify requiring an equal number of "courses" and "units" for graduation, as currently used by the Registrar's Office.

CURRENT LANGUAGE (pg. 58; The Academic Program: Graduation Requirements)

1. Completion of a minimum number of course units as specified by the degree program.

A minimum number of course units must be completed for each degree program offered by the University. The minimums are as follows:

- Bachelor of Arts 32 units
- Bachelor of Science 32 units
- Bachelor of Science in Nursing 32 units
- Bachelor of Fine Arts 32 units
- Bachelor of Music 35 units
- Bachelor of Music Education 36 units

The course unit system and equivalencies to other systems for awarding collegiate credit are described more fully on page 65 of this Catalog. The minimum course unit requirement must be met without counting the fractional portion in courses valued at 1.25 units—that is, courses valued at 1.25 units contribute one unit each toward the minimum number of course units. No more than two units of the minimum course unit requirement may be earned in courses receiving less than one full unit of credit (for example, no more than four courses receiving .5 units of credit can be used in meeting the minimum course unit requirement). Students majoring in Music and Theatre Arts are exempt from this limitation.

(pg. 70; The Academic Program: Course Units and Credits)

The University awards credit of two types: DEGREE credit, which counts toward the minimum academic course requirement for a degree, and NON-DEGREE credit, which is awarded in areas such as physical education and music ensembles (for non-music majors). As a general rule, all courses for degree credit are valued at one course unit of credit, unless specifically stated otherwise in the Catalog or Program of Classes, regardless of the level of instruction or the academic department where the course is offered. For comparative purposes a course unit earned prior to the fall semester 1995 was valued at 3.5 semester hours or 5.25 quarter hours; a course unit earned during or after the fall semester 1995 is equivalent to 4 semester hours or 6 quarter hours. Non-degree credits are recorded on the student's transcript and may be required for graduation (for example, physical education activity courses), but these do not affect the student's grade point average and do not count in the accumulation of the minimum course units required for a degree.

PROPOSED LANGUAGE (pg. 58; The Academic Program: Graduation Requirements)

Added words are in red, deleted words are struck through

1. Completion of a minimum number of course units as specified by the degree program.

A minimum number of course units must be completed for each degree program offered by the University. The minimums are as follows:

- Bachelor of Arts 32 units **and 32 courses***
- Bachelor of Science 32 units **and 32 courses**
- Bachelor of Science in Nursing 32 units **and 32 courses**
- Bachelor of Fine Arts 32 units **and 32 courses***
- Bachelor of Music 35 units
- Bachelor of Music Education 36 units

The course unit system and equivalencies to other systems for awarding collegiate credit are described more fully on page 65 of this Catalog. **Degrees that require an equal number of courses and units (e.g. Bachelor of Arts, Bachelor of Science, etc.) count these two totals separately. Any class of 0.66 units or more counts as 1 course for these purposes. Students may use fractional (<0.66 unit) courses to "add up" to a maximum of 2 whole courses to meet this requirement. For instance, four 0.5-unit classes can add up to 2 whole courses, but six 0.5-unit classes still only count as 2 courses for this requirement. No class can count as more than 1 course, regardless of its units. For instance, a class worth 1.25 units still counts as only 1 course. The minimum course unit requirement must be met without counting the fractional portion in courses valued at 1.25 units—that is, courses valued at 1.25 units contribute one unit each toward the minimum number of course units. No more than two units of the minimum course unit requirement may be earned in courses receiving less than one full unit of credit (for example, no more than four courses receiving .5 units of credit can be used in meeting the minimum course unit requirement).**

*** Students majoring in Music and Theatre Arts are exempt from this limitation are only required to complete the appropriate number of units, not units and courses.**

(pg. 70; The Academic Program: Course Units and Credits)

The University awards credit of two types: DEGREE credit, which counts toward the minimum academic course requirement for a degree, and NON-DEGREE credit, which is awarded in areas such as physical education and music ensembles (for non-music majors). As a general rule, all courses for degree credit are valued at one course unit of credit, unless specifically stated otherwise in the Catalog or Program of Classes, regardless of the level of instruction or the academic department where the course is offered. For comparative purposes a course unit earned prior to the fall semester 1995 was valued at 3.5 semester hours or 5.25 quarter hours; a course unit earned during or after the fall semester 1995 is equivalent to 4 semester hours or 6 quarter hours. Non-degree credits are recorded on the student's transcript and may be required for graduation (for example, physical education activity courses), but these do not affect the student's grade point average and do not count in the accumulation of the minimum course units **and courses** required for a degree.

RATIONALE

- As currently written, the rules in the Catalog for counting units towards graduation do not conform with the way in which they are administered in the Registrar's Office. The changes in the language merely codify the way in which this has been administered for many years.

- Having an implementation system that does not conform to the Catalog language is confusing for students and faculty as they learn graduation requirements. Changing this language can potentially help these constituencies learn a complex system.
- As originally written there is only one requirement called "course units" for graduation. However, some units would not be counted. This appears arbitrary and disadvantageous to certain students (e.g. students with many lab courses, students who take fractional courses, students who study abroad at institutions that offer classes in >1 unit sizes, etc.) The revision transforms this into two requirements that count courses in different ways. While preserving the same accounting, it makes that accounting feel more fair, in that units are no longer "thrown out".

PAT Written Report
Faculty meeting Sept. 27

PAT will have met six times by the time of our Faculty Meeting on Sept. 27. During those meetings, the committee has dealt with a number of issues on the carry-over agenda pertaining to Handbook language and is in the process of preparing several motions to bring to the faculty, in order to clarify and reorganize the language in question. The committee discussed the low rate of return of electronic student evaluations and decided to recommend that CUPP and/or CETAL form a task force to investigate the issue and recommend solutions. The committee also discussed a procedural difficulty that is not currently pressing but will emerge later this year: the increasing likelihood of a much lower rate of return on alumni letters for the tenure process as a result of IT cutting all inactive alumni accounts. PAT plans to sort out ways to piggyback on processes adopted by Advancement, an office whose work will also be greatly affected by the changes in question.

Submitted by Adriana Ponce (on behalf of PAT)

Faculty Development Committee
Committee Report
Faculty Meeting – September 27, 2023

FDC members:

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

FDC had four meetings since the last faculty meeting. We reviewed four ASD grants and one CD grant (CETAL asked FDC to review it), and the applicants received the decisions.

We are discussing a new grant proposal (Grant-Writing Incentive Program) to stimulate external grant applications and the format of the Scholarship Renewal Program (scheduled in May 2024). FDC and CETAL discussed reviving TGIF for faculty to meet and engage.

The Chair gave an informational session to new faculty about FDC funding opportunities on September 20.

Respectfully submitted,

Edgar Lehr

Nominating Committee
Faculty Report
September 27, 2023

The committee has met twice since the last faculty meeting. The committee has continued to discuss vacancies on both elective and appointive committees for the current year. The committee sent out a call for nominations on 8/31/23 and 9/5/23. We have been able to fill two appointive positions and will have a special election for an open seat on URAC at the September 27 faculty meeting. Many vacancies remain and the committee will continue to make calls for nominations. A list of vacancies is below.

Elective Committees

- Assessment
 - Need 1 full year - must be tenured
 - Need 1 spring 24
- CETAL
 - Need 1 - must be tenured
- BOT Rep for CUPP
 - Need 1 - must be tenured
- Hearing
 - Need 2 - 1 must be tenured (1 one-yr term, 1 two-yr term)
- URAC
 - Need 1 (nomination received - election on 9/27)

Appointive Committees

- AUJC
 - Need 1 fall 23
 - Need 1 full year
- Secretary
 - Need 1 spring 24
- Parliamentarian
 - Need 1 fall 23
- Writing Program
 - Need 1
- IRB
 - Need 1 (or 1 for fall 23 and 1 for spring 24)

Illinois Wesleyan University
Faculty Meeting September 27, 2023
Assessment Committee Written Report

The Assessment Committee met on September 13, its first meeting of the 2023/2024 academic year. Minutes from this meeting will be forthcoming.

New member and Chair of the Assessment Committee, Professor Carmela Ferradáns was welcomed.

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

- Yearly Updates: Music, International and Global Studies, Neuroscience, and Psychology
- Annual Reports: School of Theater Arts
- Shared Curriculum categories assessed in 2022-23: Arts, CHC, IT

The results of the committee reviews will be shared with the liaisons of the respective departments after our next meeting.

Shared Curriculum categories to be assessed in 2023-24: Contemporary Social Institutions, Second Language, Formal Reasoning.

The Assessment Committee meets every other week on Wednesday at 10:00 am. Please direct any question or concern regarding the assessment of student learning to assessment@iwu.edu or to Chair Ferradáns, cferrada@iwu.edu

Respectfully submitted,

Carmela Ferradáns

Chair of the Assessment Committee

URAC Written Report
27 September 2023

URAC has met twice this semester. We requested that the Nominating Committee fill a vacancy that was created when an elected member left the university. The committee learned that the 2023 URAC was unable to secure a keynote speaker for the 2024 JWP Research Conference, and we have submitted a call for keynote speaker nominations to the university community. After the 20 October 2023 nomination deadline, the committee will review nominations and make an announcement via email when we have confirmed the speaker.

The committee received an email from Associate Provost Roesner indicating that as part of the reorganization of faculty committees, the URAC is being integrated into the Student Engagement Committee (SEC). As noted by Professor Roesner, numerous details will need to be worked out during this transition.

The committee received information from Associate Provost Roesner regarding budget parameters for the JWP Research Conference, and for the Eckley Summer Scholars and Artists Endowment Fellowships.

Respectfully submitted,
Given Harper

Student Engagement Committee Report
September 27 2023

The Student Engagement Committee met for the first time on September 14. The group will focus on experiential learning opportunities for students including study abroad, community-based learning, academic internships, and undergraduate research. This group has the potential to improve communication, develop partnerships, and address common policy concerns for a wide variety of campus departments/centers. The group will meet monthly to define goals and set priorities moving forward.

Respectfully submitted,

Deborah Halperin, convenor

CETAL Report for Faculty Meeting on Sept. 27, 2023

CETAL has met 3 times since last faculty meeting. We are still without a chair and lack one elected member (tenured).

Motion: See the attached motion to update chp. 2 of the Faculty Handbook. We will vote at the next faculty meeting (Oct. 25, 2023).

CETAL has discussed website updates and how to coordinate programming with the Canvas training (launch in Spring 2024). CETAL members voted unanimously to invite the Lead Instructional Designer (Steph Guedet) as an *ex officio* member of CETAL. She will be one of the two ITS delegates to the committee.

CETAL has discussed a constituent concern among ourselves and with the Provost and Associate Provost. The elected faculty members will present on that concern at this meeting.

The elected members will take questions after their presentation.

Motion for vote on Oct. 25, 2023.

Added language in bold. Removed language struck through. (Note that the Writing Program Director had already been added to CETAL in Fall 2022, but the current Handbook did not reflect the changes.)

Handbook Ch 2, page 16. Council for Excellence in Teaching and Learning (CETAL)

a. Organization. The Council for Excellence in Teaching and Learning shall consist of five voting members elected according to the procedures prescribed in Article V. These members shall serve two-year staggered terms, and three of the members shall be tenured. Both faculty and instructional staff are eligible to serve on CETAL. The Committee will also include several non-voting members, including two colleagues from the Teaching, Learning, and Technology area of ITS and one or two students chosen by Student Senate. Additionally, the University Librarian, **Director of the Writing Program Center and Tutoring Services**, and a Director from an office that represents high impact practices or their designates will serve as non-voting ex-officio members. The Associate Dean for Curriculum and Instruction will be a non-voting, ex-officio member. Other individuals or groups may be invited as non-voting members depending on CETAL's focus for the year. Membership on the Curriculum Council, Council on University Programs and Policy, Promotion and Tenure Committee, Faculty Development Committee, Hearing Committee, or Assessment Committee precludes membership in CETAL except in the case of ex-officio members. **The committee shall elect a Chair and a Vice Chair from the elected members.** ~~The Chair shall be elected from the elected members who are tenured or on the tenure track. The Vice Chair shall be elected from all elected members.~~

Use of Racial Slurs in the College Classroom

- On 9/14 a constituent concern was raised to CETAL regarding the use of the N-word during class.
- 9/21, we met with Provost Brodl and Associate Provost Roesner to discuss
 - It became evident that this is ***not*** an isolated incident.
- Have notified and spoken over email with:
 - Dakesa Piña, VP for Diversity, Equity and Inclusion
 - Prince Robertson, Dean of Students Office
 - Sharla Brown-Ajayi, Office of Diversity and Inclusion
- CETAL is charged with fostering equitable and inclusive classroom practices, thus we have chosen to take up this concern.

Impact on Student Experience

- Our introductory research on this topic reveals this is national issue among higher education institutions
- We are generating a libguide to share out the data and resources we accumulate as we continue our work on racialized language in the classroom.
- Thus far, it seems there is overwhelming evidence on the harm the n-word and other slurs cause to students of color and classroom climate
- Classroom experiences impact campus climate, and vice versa
 - We intend to move forward with input from with ODI, Student Affairs, and Administration

Work on Racialized Language in the Classroom is On-going

- We will continue to plan professional development opportunities around Trauma-Informed Pedagogy
- Dakesa Piña, VP for Diversity, Equity and Inclusion, has agreed to help with development efforts around racialized language in the classroom to take place in October/November
- We will continue to update the [CETAL libguide](#) with resources
- We will work toward the development of guidelines for racialized language in the classroom
- Please email cetal@iwu.edu with questions, contributions, or concerns

Writing Program Committee Report September 27, 2023

Members: Pennie Gray (Writing Program Director), Steph Guedet (Lead Instructional Designer), Billie Jarvis-Freeman (Writing Center/Tutoring Services Director), Linda Kunce, Jim Simeone

The Writing Program Committee has finally found a meeting time and will begin regular meetings next week.

I. Gateway: Gateway courses are progressing well so far. Resources for Gateway instructors include a searchable [Gateway Handbook](#), a [Gateway Instructor Resources Moodle](#) page, and a series of summer workshops. Additionally, cohorts of Gateway instructors have been established for additional support, collaboration, and norming.

II. Summer Reading Program: The new configuration of the Summer Reading Program was launched this fall, and the initial response was positive. Helpful feedback and suggestions have been collected via a survey of facilitators and first-year students. More specific results from the surveys will be shared soon.

Also, the winner of the Summer Reading Essay Contest was Emma Kudelka for her essay entitled, *The Power of Place, and How it Helps to Shape Our Society*. This year's Summer Reading essay submissions were robust and thought-provoking. Many thanks to the Summer Reading Committee for their work to select the winner. The Summer Reading Committee included Zahia Drici, Amanda Hopkins, Wendy Kookan, and Jim Simeone.

III. Reading and Writing in the Disciplines: All departments and programs will soon be invited to examine how reading and writing are addressed in the major or discipline. A guide with suggested discussion prompts is forthcoming.

President's Faculty Meeting Report 9/27/23

A good deal has occurred since our August faculty meeting. First, I hope that you will all join me in thanking Mark Brodl for his 6 1/2 years of service as Provost and Dean of the Faculty. He has been an extraordinarily dedicated, conscientious, and creative colleague during difficult times for higher education and for IWU. I will miss his partnership greatly. Upon stepping down, Mark will take a leave and then return to the Biology classroom.

I have asked Abbie Kerr to assume the role of interim provost. Abbie was very effective when she served in faculty leadership roles, and she has continued to be so in her move to academic affairs. She and I will work together with faculty leadership to continue progress on initiatives Mark launched. I am heartened by collaborative efforts in recent weeks by CUPP and by Chairs and Directors to work together with the administration to reach compromises that will contribute to the long-term sustainability of the university.

In addition to Mark stepping down, as you know Leon Lewis, director of information technology, resigned his position. We are very fortunate that Rick Lindquist, a long-time and highly respected member of the IWU community, has agreed to serve as interim director, as we re-evaluate priorities for the IT department.

The Executive Committee of the Board of Trustees also met since our last faculty meeting. The Vice Presidents provided updates on every area of campus operations, largely bringing the trustees up-to-speed on accomplishments over the summer months.

LeAnn Hughes discussed our positive enrollment outcome this year, the processes already underway to enroll next year's class, and work that has taken place over the summer to model optimum enrollment for the future.

Mark Brodl reported on the new academic initiatives which are underway or in the planning phase. He also discussed the current status of the "Big 4" initiatives.

David Myron brought forward results for the end of the fiscal year, which included an excess draw on the endowment of \$8.9M. Both he and Karla Carney-Hall noted that next summer will see a great deal of building/ renovation activity—Ferguson Hall renovations, upgrades in Memorial Hall, and a number of infrastructure projects.

The EC received a detailed update on campaign planning from Gina Mandros, including a draft timeline. Today, it is typical for campaigns to stretch over 7 years, so there will be much more to come on this topic. We are finalizing the case study for support, forming the campaign leadership team, and continuing to speak with key donors about early gifts. There was also discussion of the fund raising for Petrick, progress to date, and the delay in groundbreaking resulting from the need to retain Gulick to house our larger class.

Dakesa Piña also reported briefly on her first months at IWU, as she has been building relationships and identifying strategic initiatives.

President's Faculty Meeting Report 9/27/23

Overall, the meeting was a very positive one, with trustees pleased with progress on many points but still expressing concern about the pace of change in addressing the excess draw on the endowment.

Faculty Meeting
27 September 2023

Provost Report

Deans Model

It has been decided that any changes in the academic administrative structure will not be implemented until the 2023-24 academic year. The September 11 Chairs and Directors (Cs & Ds) meeting included a productive discussion about considering alternative organizational models. Becky Roesner and I will be conducting meetings with the Cs & Ds throughout the fall semester to explore possible models. On October 2, there will be a special Cs & Ds meeting to determine how best to accomplish the various discussions that will need to take place and how best to reach a shared vision for a better model. The goals for the organizational model are to :

- Better support interdisciplinary programs for the benefit of our students who pursue study in those majors
- Offer a truly robust mechanism to advance proposals for hiring faculty that 1) teach broadly and 2) are able to support programs of study that may cross traditional departmental boundaries to reflect the continuities among academic disciplines
- Prevent costly duplication/redundancy in course offerings, facilities/equipment maintenance and acquisition, co-curricular initiatives, support staff, etc.
- Conserve University resources as measured by faculty deployed in teaching students and administrative budgets (costs for our current system: 39.5 units in course releases and \$165,900 in stipends ⇒ goal for new system not to exceed: 26 in course releases and \$109,000 in stipends)

In addition to creating the mechanism for sharing ideas, the meeting on October 2 will also be a forum to begin idea sharing.

The work done in the fall semester will inform the course releases that will be in place for the 2024-25 academic year and will have an impact on the course scheduling process. That process begins in early January with the draft course schedule, with final edits to that schedule in place by mid-February. So any modifications to the deans model must be worked out by the end of this fall semester.

Load Balancing

The same September 11 Cs & Ds meeting also included a conversation about how to build a teaching load accounting system that would be as equitable as possible while also being reasonably simple to manage. A one-size approach will not work. We also can't operate a system that is highly tailored to the peculiarities of each individual faculty member. Amy and Abbie will anchor conversations with four faculty members appointed by CUPP. These faculty members will be selected to be broadly representative of the faculty. The system will be

important in building the 2024-25 teaching schedule. In contrast to what had been previously announced, we will not be implementing any load increases for the spring 2024 semester.



Dates

- Faculty Colloquium Series & Reception: Dr. Adriana Ponce, Fri., Sept. 29 4-6pm
- Faculty Colloquium Proposals Due Sunday October 1, 4 pm
- IWU Homecoming & Family Weekend 2023, October 6 – 8, 2023
- Fall Open House I, Monday, October 9
- Chairs and Directors, Monday, October 9 4:00 – 5:30 pm, Beckman, Ames Library
- **Mid-semester grades due 4:00, Friday, October 13**
- ASD/CD/CPD grants round 2 applications are due Oct. 16 by 4pm
- IWU Board of Trustee Meetings, October 19 – 20, 2023
- Fall Break Day, Friday, October 20 (no classes)
- JWP Keynote Speaker Nominations due, Friday, October 20
- CPD grant applications due, Friday, October 20
- Last day to add or drop a 2nd 7 week class, Monday, October 23
- **Faculty Meeting, Wednesday, October 25 11:10am – 12:40pm**
- Academic Advising for Spring and May Term, October 25 – November 3, 2023

Getting Ready for Canvas! Workshop Series (Ames 129)

Session 1: Setting Up Canvas/Importing from Moodle

Wednesday, 10/4, 3:00 - 5:00 p.m.

Thursday, 10/5, 11:00 - 1:00 p.m.

Session 2: Applying the Template

Wednesday, 10/11, 3:00 - 5:00 p.m.

Thursday, 10/12, 11:00 - 1:00 p.m.

Session 3: Designing Modules

Monday, 10/16, 3:00 - 5:00 p.m.

Tuesday, 10/17, 11:00 - 1:00 p.m.

Session 4: Adding Content

Wednesday, 11/8, 11:00 - 1:00 p.m.

Thursday, 11/9, 3:00 - 5:00 p.m.

Session 5: Building Quizzes

Wednesday, 11/15, 3:00 - 5:00 p.m.

Thursday, 11/16, 11:00 - 1:00 p.m.

Session 6: Using the Gradebook

Tuesday, 11/28, 11 - 1:00 p.m.

Wednesday, 11/29, 3:00 - 5:00 p.m.

Canvas Crash Course (location TBA)

December 18-19, 1-4 p.m.

January Work Days (Thorpe Center, Ames 300)

January 8-9, 9:00 a.m. - 12:00 p.m./1:00 - 4:00 p.m.

Dates for Rising Titan 2024 (Summer Orientation/Course Registration):

1. June 6th (Transfer In-Person)
2. June 10th (FY/Parent In-Person)
3. June 13th (FY/Parent Virtual)
4. June 17th (FY/Parent In-Person)
5. June 20th (FY/Parent In-Person)
6. July 25th (FY/Parent Hybrid)
7. August 1st (Transfer/FY Hybrid)
8. Registration Open: Monday, March 4th, 2024

Notices:

Call for Campus News

Do you have a unique or inspiring story happening in your classroom or department? The IWU Office of Communications wants to hear from you!

Use [this form](#) to submit content to be considered for future stories in our weekly e-newsletter, news page, local media coverage, and/or social media posts.

-Kristen Buhrmann, Manager of Digital Strategy

International Film Series (IFS) call for movies - Carmela Ferradáns

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,
-



Please participate in our **Power of Place** events & activities. Connect your course to this engaging theme in 2023-2024. Contact Deborah Halperin (dhalperi@iwu.edu). Some highlights:

Power of Place: Discussion with Dr Michele Gibbs: The Duchess of Malfi
Wednesday, October 4 · 9:30 – 10:30am, Beckman Auditorium

Faculty Announcements 9-2023

The **IWU MakerGirl Academy** is hosting a special workshop during Homecoming 2023, and we would like to invite you to register your young aspiring MakerGirls.

This workshop promises to be a fun and educational experience for children aged 7 to 14, where they will:

- Explore 3D Printing: Gain insights into how 3D printing is used across various industries, with themes spanning over 20 different topics.
- Discover CAD: Learn the basics of computer-aided design, a valuable skill in today's tech-driven world.
- Meet STEM Role Models: Be inspired by stories of famous women in STEM who have paved the way for future generations.
- Showcase Creativity: Participants will have the opportunity to present their creations to the class, fostering confidence and communication skills.

Session Details:

Date: Saturday, October 7th, 2023

Time: 1:00 PM (CT)

Location: IWU IDEA Center, 104 E University Ave, Bloomington, IL 61701

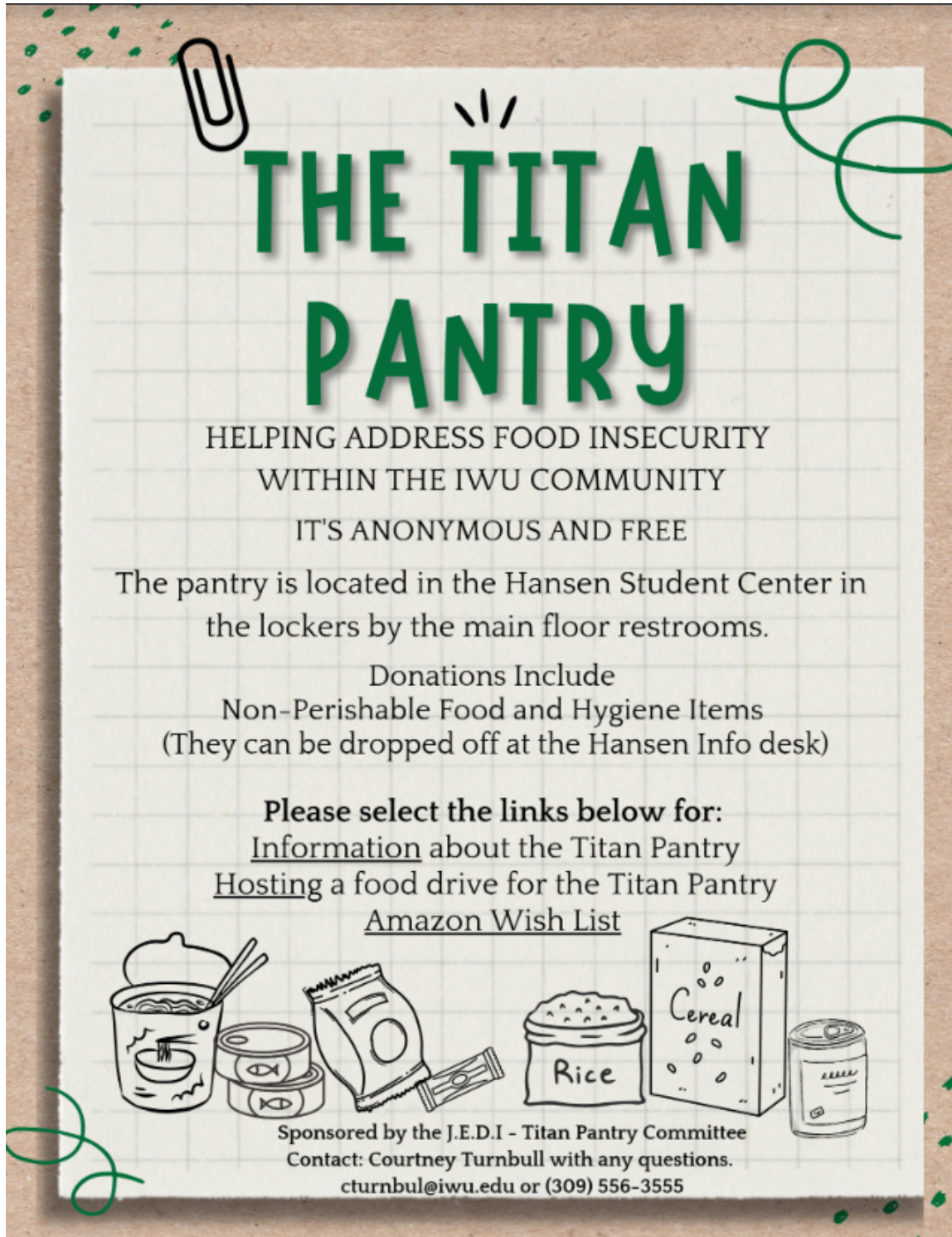
The poster features a dark red background with a rusted metal fence in the foreground. In the background, a figure in a red dress is visible against a fiery, orange-red glow. The title 'Carrie' is written in a large, stylized, dripping red font across the center. Text at the top left lists the creative team: 'MUSIC BY MICHAEL GORE', 'LYRICS BY DEAN PITCHFORD', and 'BOOK BY LAWRENCE D. COHEN'. Text at the top right says 'BASED ON THE NOVEL BY STEPHEN KING' and 'October 11-15, 2023'. At the bottom, four portraits of the production team are shown with their roles: 'DIRECTOR Scott Susong', 'MUSIC DIRECTOR Charles Berggren', 'VOCAL DIRECTOR Nole Jones', and 'CHOREOGRAPHER Anna Corvera'.

MUSIC BY MICHAEL GORE
LYRICS BY DEAN PITCHFORD
BOOK BY LAWRENCE D. COHEN

BASED ON THE NOVEL BY STEPHEN KING
October 11-15, 2023

Carrie

DIRECTOR Scott Susong
MUSIC DIRECTOR Charles Berggren
VOCAL DIRECTOR Nole Jones
CHOREOGRAPHER Anna Corvera



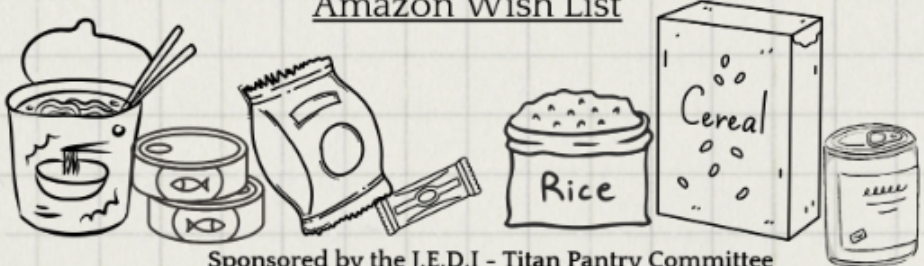
THE TITAN PANTRY

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

**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

**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.

**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

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

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.
