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Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

Wednesday, November 4, 2020

11:00 AM via [Zoom](#)

Meeting ID: 878 2343 8466

Passcode: 924684

1. Call to Order
2. Approval of the [September 30, 2020 Faculty Meeting Minutes](#)
3. [Curriculum Council Consent Agenda](#)
4. Committee Reports
 - a. [CUPP \(written report\)](#) Professor A. Eckhardt
 - b. Curriculum Council (oral report) Professor D. Marvin
 - i. [Motion 1: Revised concentration in music composition](#)
 - ii. [Motion 2: Revised catalog description and major sequence in History](#)
 - iii. [Motion 3: Revised minor sequence in History](#)
 - iv. [Motion 4: New academic certificates](#)
 - v. [Motion 5: New certificate in Data Analytics](#)
 - c. [Promotion and Tenure Committee \(written report\)](#) Professor M. Perera
 - i. [PAT report addendum](#)
 - ii. [PAT motion 3: Strengthening the language regarding referee letters](#)
 - iii. [PAT response letter to Board of Trustees](#)
 - d. [Faculty Development Committee \(written report\)](#) Professor L. Nillas
 - e. [Nominating Committee \(written report\)](#) Professor D. Roberts
 - f. [Assessment Committee \(written report\)](#) Professor L. Nelson
 - g. [Undergraduate Research Advisory Committee \(written report\)](#) Professor T. Fuist
 - h. [Council for Excellence in Teaching and Learning \(written report\)](#) Professor S. Sheridan
5. Old Business
6. New Business
 - a. [School of Art motion to expand degree offerings in the School of Art](#)
7. Administrative Reports
8. [Announcements](#)
9. Adjournment

MEETING OF THE IWU GENERAL FACULTY

Wednesday, September 30, 2020 over video conferencing. Voting was performed after the meeting via electronic ballot.

Summary of business conducted:

- CC Motion: Approve revision of the Entrepreneurship Minor – **motion passed.**
- PAT Motion 1: PAT record keeping policy update – **motion passed.**
- PAT Motion 2: Clarifying the number of alumni letters needed for tenure cases – **motion passed.**
- Endowed Professorships Committee Motion: adopt the changes reflected in the written report, regarding appointment and re-appointment of endowed professors and chairs – **motion passed.**

Meeting minutes:

1. **Call to Order:** President Nugent called the meeting to order at 11:05 am. The President noted that IWU is doing well right now with regard to Covid; for example, contact tracing shows 0 Covid infections from staff and academic environments
2. **Approval of the Minutes** of the September 2, 2020 faculty meeting. An amendment was made to add the list of faculty introduced at the meeting. The amendment passed, and then the minutes were approved by consent.
3. **Curriculum Council Consent Agenda.** It was noted by the chair of CC that Music 266 has a U flag. The agenda passed by consent.
4. **Discussion of programmatic transformation.** Secretary's note: the discussion was freeform and lasted about 40 minutes.

5. Committee Reports

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

The council has been working on revitalizing the Resource Advisor Group. Currently it is just a mechanism to bring people together; the group has no formal power. The council would like to add such formality, and the faculty should expect a motion at a future meeting.

Motion 1: Approve revision of the Entrepreneurship Minor. Some changes to the upper level electives. Removal of the opening sentence; the minor is now designed to be valuable for Business, Accounting, Finance, and Marketing majors where it wasn't before. Note the change to social entrepreneurship, namely that "business and social problems" is being changed to business problems. While social entrepreneurship will still appear in some courses, it is being taken out of the description because not all students will take the courses where it appears.

A faculty member in Theatre Arts commented that lots of theatre students are interested in entrepreneurship, and asked why there wasn't specific language as there is for other programs. Answer: this is because of existing courses. All students are welcome to take the minor, and the Director is happy to collaborate with Theatre Arts to develop a new course.

b. **CUPP** (written report), Prof. A. Eckhardt

The Provost review is currently ongoing, please complete the survey. Also, Illinois Board of Higher Education is looking at the future of higher education in Illinois. Send ideas to Dean Sullivan or Prof. Gray.

A member asked if information on the Provost review questionnaire could be combined to identify individuals, say department plus yes to department chair. The chair noted that there is no direct question on department, and that emails are not being gathered through that survey.

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

A faculty member requested that PAT mention constituent concerns in more detail in the written report. The chair noted that one concern from this past month was regarding whether a particular non-tenure-track line should be converted to the tenure track (look for more details later), and another was whether PAT discussed the 9 terminal contracts (and PAT did discuss some pieces of that issue).

Motion 1: PAT record keeping policy update. The update is to Chapter 4 of the faculty handbook, namely the table of record keeping for PAT will now include a line for instructional staff.

Motion 2: Clarifying the number of alumni letters needed for tenure cases. There was some confusion whether the number of alumni letters was 15 or 20. The new language clarifies that it is 15. There is also new language on what to do for faculty on tenure clocks that are fewer than 6 years.

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

The committee is reviewing the first round of proposals. The deadline for the second round is October 1. A faculty member noted that the current handbook is not yet out. The chair responded that it is a priority and is being worked on.

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

Thanks to all those who stepped up to fill vacant positions.

f. **Assessment Committee** (written report), Prof. L. Nelson.

If your unit has not turned in 19-20 reports, please do so as soon as possible.

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

Please submit your stories of research performed during Covid. Committee has started planning for John Wesley Powell.

h. **Council for Excellence in Teaching and Learning** (written report), Prof. S. Sheridan

Tomorrow is the start of the lunch and learn series. Melissa Wong will present on group assignments as an alternative to exams.

i. **Endowed Professorships and Chairs Committee** (written report), Prof. R. Kearney

Motion: adopt the changes reflected in the written report, regarding appointment and re-appointment of endowed professors and chairs.

Rationale: committee wants every candidate to be in a position to succeed, and for decisions to have a firm footing. Along these lines, the proposed changes the requirements to more closely match the traditional evaluation of teaching, research, and service.

6. **Old Business** – none.

7. **New Business** – none.

8. Administrative Reports

President Nugent

The President noted that some evidence has been gathered from students that their perception is that workload has increased in an online environment.

Provost Brodl

On midterm grades, 478 were submitted, compared to 403 in the Fall 2019 semester. Of these, 7 students are on probation (compared to 15 last year and 4 in 2018). This refers to midterm grades of D or F. Students who received one must meet with their academic advisor, while two or more means they must meet with someone in Academic Advising or their academic advisor. Note this isn't necessarily a bad thing, because grades motivate students, warnings are important so that students can improve, and any signal we can send to students improves retention.

The drafts for spring course offerings are being compiled by the Registrar's Office. Recall that classes for the Spring semester will be January 13 through Wednesday, April 21 and that there will be no spring break.

Summer sessions will be 15 class days with morning, afternoon, and evening sessions. The hope for evening sessions is that it will provide opportunities for students who have work during the day. More generally, the hope for summer sessions is to enroll students who would otherwise take classes at a community college. Full summer classes count towards the teaching load, while shorter sessions are on the stipend model. To make, courses require 10 registered students. The three courses offered during June 2020 were revenue positive, so this looks like a plan worth expanding.

The Provost, Associate Provost, and Dean are meeting in pairs with programs recommended for transformation. At this point they have met with half of the 19+ programs. The goal is to understand what initiatives are being considered and to identify potential collaborations with other academic programs or administrative units

9. Announcements

Flu shots on October 7. Spring book adoptions due to Follette by October 15. There is an entrepreneurial fellowship. Theatre Arts has tickets to watch the current play online.

10. **Adjournment.** The meeting adjourned at 12:45 pm.

Appendix A – vote totals.

- CC Motion: Approve revision of the Entrepreneurship Minor – **motion passed**. Yes – 82, No – 5.
- PAT Motion 1: PAT record keeping policy update – **motion passed**. Yes – 85, No – 2.
- PAT Motion 2: Clarifying the number of alumni letters needed for tenure cases – **motion passed**. Yes – 85, No – 3.
- Endowed Professorships Committee Motion: adopt the changes reflected in the written report, regarding appointment and re-appointment of endowed professors and chairs – **motion passed**. Yes – 75, No – 8.

Curriculum Council Consent Agenda

Academic Year: 2020-21

November 4, 2020

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	Requested Action(s)	Gen Ed Cat	Gen Ed Flag
DS 225	016	Data Analytics with Visualization	This course introduces advanced concepts and tools relevant to data cleaning, organization, and transformation. It further develops skills and knowledge about identifying and applying appropriate statistical tools to answer data-driven questions and provides advanced treatment of ethical issues involved in data analytic work. Students are also exposed to specific software commonly used in data analytics, such as databases for storing and retrieving data and software for creating static and interactive reports from analytic results. Prerequisites: CS/DS 125; BIO 209; ECON 227; MATH 141; MATH 325; OR PSYC 227. Offered every other year.	New course	NONE	NONE
HIST 290	011	Theory and Crafting of History	<p>Previous: An introduction to philosophical and methodological debates in the profession of history, paying particular attention to the critical skills of the historian – including the analysis of primary sources, historiography, historical research and writing, critique, and historical argument. The course will also introduce students to the various genres of history available in the Signature Experience Pathways. Open only to History majors. Offered annually.</p> <p>Proposed revision: An introduction to the philosophical and methodological debates in the profession of history, paying particular attention to the critical skills of the historian -- including the analysis of primary sources, historiography, historical research and writing, critique and historical argument. Open to History majors, minors, and pre-law students with consent of the department chair. Offered Annually.</p>	Title change to "Theories, Methods, Crafting of History"; Change in prerequisites to "Open to history majors, history minors, and pre-law students with consent of the department chair"; Revise course description	NONE	W

Course #	CC #	Course Title	Course Description	Requested Action(s)	Gen Ed Cat	Gen Ed Flag
HIST 397	012	Internship in Public History	<p>Previous: A work experience intended as an introduction to the field of public history. The exact activities will vary, depending on the abilities and interests of the intern and the needs of the organization. Possibilities include accessioning and cataloging artifacts; making calendars and inventories; preparing exhibits; conducting outreach programs; researching and writing; and collecting oral histories. This course is limited to students seriously interested in careers in public history. Internships offered only on a credit/no credit basis. Prerequisites: HIST 290, and consent of departmental internship supervisor. Offered as needed.</p> <p>Proposed revision: A work experience intended as an introduction to the field of public history. The exact activities will vary, depending on the abilities and interests of the intern and the needs of the organization. Possibilities include accessioning and cataloging artifacts; making calendars and inventories; preparing exhibits; conducting outreach programs; researching and writing; and collecting oral histories. This course is limited to students seriously interested in careers in public history. Course may be repeated for credit but only one unit of credit may count for fulfilling the requirements of the major. Prerequisites: HIST 290, and consent of departmental internship supervisor. Offered as needed.</p>	Revise course description	NONE	NONE
HIST 450	013	Special Project	<p>Previous: A research project under the supervision of a member of the department on a topic mutually agreed upon. Students seeking research honors in History must take two consecutive semesters of HIST 450. The first taken pass/fail, the second for a letter grade. Prerequisites: HIST 290 and consent of instructor. May be repeated for a maximum of two course units. Offered as needed.</p> <p>Proposed revision: A research project under the supervision of a member of the department on a topic mutually agreed upon. Prerequisites: HIST 290 and consent of instructor. May be repeated for a maximum of two course units. Offered as needed.</p>	Revise course description	NONE	NONE
HIST 451	015	Media and the Arts Signature Experience		Course deletion	NONE	NONE

Course #	CC #	Course Title	Course Description	Requested Action(s)	Gen Ed Cat	Gen Ed Flag
HIST 452	015	Public History Pathways Signature Experience Seminar		Course deletion	NONE	NONE
HIST 453	015	History Research Pathways Signature Experience Seminar		Course deletion	NONE	NONE
HIST 454	015	Secondary Education Pathways Signature Experience Seminar		Course deletion	NONE	NONE
HIST 490	014	Capstone Seminar in History	<p>Previous: Students review principles and methods of historical scholarship, and examine their application to the variety of forms of historical expression represented in the seminar members' multimodal projects, begun in the 451-454 seminars. Course assignments allow students to demonstrate their mastery of the key elements of historical endeavor: reading, research, writing, critique, and oral presentation. Open to History majors and minors, or by permission of instructor. Offered annually.</p> <p>Proposed revision: Students review principles and methods of historical scholarship, producing a substantial original research project. Course assignments allow students to demonstrate their mastery of the key elements of historical endeavor: reading, research, writing, critique, and oral presentation. Open to History majors and minors, or by permission of the instructor. Offered annually.</p>	Revise course description	NONE	W
PSYC 322	008	What does Fido Know?	How did dogs become dogs? What do dogs see, hear, and smell? What is your dog telling you when she looks into your eyes? In this course we will explore these questions and more as we explore the psychology of the domestic dog. Offered in alternate years.	New course	LSI	NONE
SOC 370	007	Emotions and Society	Emotions can seem deeply personal and individualistic but social norms and institutions shape what people feel, when they feel, and how they express their feelings. The course explores the social organization of emotions by exploring what feeling rules reveal about power and identity in American society.	Add Gen Ed Flag "U" (U will be at the course schedule level due to special topics course)	NONE	U

CUPP Report 11.4.20

CUPP has met four times since the 9.30.20 faculty meeting. Thank you to Freya Jennison who served as the student representative to CUPP. Her term as President of Student Senate ended this week and CUPP will welcome Daniel Maisch at our next meeting.

Provost Review. Thanks to everyone who completed the Provost Review Survey. CUPP is working on analyzing the responses.

Resource Advisory Group Workgroup. The CUPP-CC joint task force is meeting weekly to develop a comprehensive and collaborative process to determine overall merits of approving curricular changes.

Strategic Initiatives. CUPP recognizes the financial situation of the university and the importance of identifying strategic priorities. The goals of strategic priorities are to increase enrollment and identify new revenue streams. Five priority initiatives include new majors in Public Health and Communications; creation of a School of Business; an expansion of the Center for Human Rights and Social Justice, which may have donor interest; the Idea Center, which already has significant donor money; the continued evolution of the Ames School of Art into a School of Art and Design. CUPP has discussed how to best engage faculty in these initiatives and will make recommendations to the administration. CUPP anticipates a service opportunity in strategic initiatives will be forthcoming.

Transformations. While identifying new priorities is important, CUPP is also interested in transformations of current majors. Nineteen departments are undergoing transformation and each department has different priorities. CUPP will continue to monitor transformations for parity.

Administrative Review. CUPP reviewed two proposals for the administrative review. One proposal was comprehensive (and more expensive) while the other seemed focused on finances. CUPP recommended the more comprehensive proposal with the recognition that any review should focus on identifying efficiencies and cost savings.

Motion 1

Revised concentration in Music Composition

Current catalog language (pp. 254-255):

Concentration in Music Composition:

For music majors who have a strong interest in composing but are not pursuing the Bachelor of Music in Composition, the School of Music offers the Concentration in Music Composition. Composition concentrations are available to students pursuing a BM, BME, or a BA in Music.

Course requirements (Six unit minimum):

- 1) Composition: One and one-half unit minimum
 - a) Introduction to Music Composition 111 (.5 units)
- 2) Fundamentals of Conducting 227 (.5 units)
- 3) Orchestration 309
- 4) Tonal Counterpoint 301 or Advanced Analysis MUS 302
- 5) Electroacoustic Music 313
- 6) History of Musical Style VI: Post-World-War II to the Present 358 or 358w

Proposed catalog language:

Concentration in Music Composition:

For music majors who have a strong interest in composing but are not pursuing the Bachelor of Music in Composition, the School of Music offers the Concentration in Music Composition. Composition concentrations are available to students pursuing a BM, BME, or a BA in Music.

Course requirements (Six unit minimum):

- 1) Composition: One and one-half unit minimum
 - a) Introduction to Music Composition 111 (.5 units)
 - b) Free composition (MUS 100) (.25 units) (Can be repeated for credit)**
- 2) Fundamentals of Conducting 227 (.5 units)
- 3) Orchestration 309
- 4) Tonal Counterpoint 301 or Advanced Analysis MUS 302
- 5) Electroacoustic Music 313
- 6) History of Musical Style VI: Post-World-War II to the Present 358 or 358w

Rationale:

The 2019-2020 Catalog offered students in the Concentration the option to fulfill the 1.5 course units required in composition through MUS 111 and MUS 307 (the latter of which could—and had—to be repeated for credit.) Last year the School of Music faculty brought this degree in line with minors and with the study of a second instrument and decided that students should fulfill their composition requirement with lessons at the 100 level (rather than start at a 300 level.) That change was approved; we eliminated MUS 307 and created MUS 100. However, we neglected to adjust the

description of the requirement and the Concentration accordingly. (The Registrar contacted us when they got rid of MUS 307 asking whether we had a course replacing it but, for a number of reasons, we did not manage until now.

Motion 2

Revised catalog description and Major Sequence in History

Current catalog language (pp. 202-203):

History is by nature interdisciplinary. It attempts to understand all facets of the past, both for their own sake and for the light they shed on our present condition. The study of history consequently develops the capacity to see matters from different points of view. It also cultivates the more specific skills of re- searching, analyzing, and writing.

At Illinois Wesleyan, history majors often combine their love of history with study in other compelling fields from political science to foreign languages to business. Many of our history majors complete a second major or minor in these and other Liberal Arts disciplines. Moreover, our history majors are encouraged to follow their passions by combining knowledge from their majors, minors, general education experiences, and lifetime pursuits into a Signature Experience that is meaningful for their lives. Students can follow Pathways in Media & the Arts, Public History, Collaborative Projects, Historical Research, Secondary Education, or even create their own unique pathway. See the History Signature Experience Handbook for details on these Pathways.

All history majors take a sophomore Seminar in the Theory and Crafting of History (290) and a Capstone Seminar in Historical Research (490). These History courses are about the tools of the trade. They emphasize researching, analyzing, and writing. Students will build their Signature Experience by choosing courses from one or more of the Pathways, completing an e-Portfolio chronicling their journey in four advisor-led ARCHES sessions (390, .25 credit units each session), and taking a Pathways Signature Experience Seminar (451-454) to work on a project of their own devising. Students are free to choose any other eight courses in history to complete the major, as long as at least three of the eight are upper level courses; one covers pre-1800 history; and three are courses in each of these geographical areas: The U.S., Europe, and Asia/Latin America. For a particularly meaningful scholarly experience, history students may undertake an honors research project in any of the Pathways in close consultation with faculty members.

History majors can continue in the historical profession after graduation as teachers and "public historians" at historical sites and agencies. But the broad content and transferable skills of the history major more often lead to careers in other areas such as journalism, law, government, and business. Or students might use their Signature Experience as a stepping stone into careers in creative non-fiction, documentary filmmaking, professional editing, dramaturgy, or digital history.

Students pursuing teacher licensure to teach high school history/social studies major in history and secondary education. For details, please contact the chairs of both History and Educational Studies, and refer to the Educational Studies section in this Catalog, as well as the Teacher Education Handbook posted to the Educational Studies website (<http://www.iwu.edu/edstudies/handbooks/>).

Current:

Major Sequence in History:

A minimum of 11 course units in History to include:

1. HIST 290: Theory and Crafting of History (W)
2. HIST 390: ARCHES: Archiving and Reflecting on Your History Education and Signature Experience (taken as four .25 credit units to add to 1 full unit by senior year)
3. 3. One course unit from:
 - HIST 451: Media and the Arts Pathway Signature Experience Seminar
 - HIST 452: Public History Pathway Signature Experience Seminar
 - HIST 453: History Research Pathway Signature Experience Seminar
 - HIST 454: Secondary Education Pathway Signature Experience Seminar
4. HIST 490: Capstone Seminar in History (W)
5. One course in pre-1800 history
6. One course in each of three geographic areas: U.S., Europe, and Asia/ Latin America
7. At least three more courses at the 300-level or above for a total of 11 units.

*Only one unit of History 397 may count toward the major.

Proposed catalog language:

History is by necessity interdisciplinary as historians seek to analyze and understand the diversity of human experience across time and space; to communicate clearly and accessibly about the past, which is an act of informing and preserving collective memory; and to develop the capacity to see matters from multiple points of view. As a discipline, History is unique, because it requires a sophisticated use of a variety of types of evidence and argumentation, with special attention to the contingency of human knowledge.

At Illinois Wesleyan, History majors often combine their love of history with study in a variety of other fields. Many of our history majors complete a second major or minor in one of the other Liberal Arts disciplines or in one of the professional schools or programs. Our History majors are encouraged to follow their passions by combining knowledge from their majors, minors, General Education experiences, and, where

relevant, professional interests into a research-based Senior Capstone Project that is meaningful for their lives and purposeful for their professional interests.

Students, in consultation with their advisors, chart their own paths through the curriculum, which culminates in a senior capstone project. This seminar (HIST 490) and the department's sophomore seminar (HIST 290) emphasize researching, analyzing, writing and verbal communication skills. These are indispensable skills required in many 21st-century professions, and they are essential for understanding the complex and changing world we live in. For these reasons, Historical studies at IWU emphasize the analytical and communication skills that help prepare students for diverse careers in private US and international businesses; US and international non-profit organizations; law; journalism; state, local and federal governments; private and public education; the military; the ministry; and as entrepreneurs in fields such as entertainment, publishing, commerce and more. Although a majority of our graduates seek careers in fields beyond history, they maintain a passion for history throughout their lives. IWU History majors also successfully pursue careers as professional historians in education and in public history at museums and historical sites and agencies, and at state and federal historical societies, as well as at private auction houses like Sotheby's that deal in historical artifacts. Others may pursue careers as professional historians for businesses and private and non-profit organizations that hire historians to manage their records, publish monthly or quarterly bulletins, and write books about the company or organization. Regardless of the IWU History graduate's career path, many pursue MA degrees in museum studies, public history, and education, while others continue their studies to become documentary filmmakers, and some seek PhDs to become college professors and independent writers.

Public and Applied History Concentration. The History Department at IWU offers a Public and Applied History Pathway (PAH) for students interested in careers that bring history to life for a public audience. Students focus on debates in public history, including questions of history, memory, commemoration, and identity in the public sphere, as well as issues related to the presentation of public narratives of history (e.g., in textbooks, museums, documentaries, online). Within specifically designated courses, listed in the History Student Handbook, PAH students will apply their skills of historical analysis on the practice of public history - e.g., by curating physical and/or digital museum exhibits, by creating public history websites or blogs, by creating short documentary films, and/or by interning at historical sites and in museums and archives. In doing so, students will apply historical knowledge to address issues of contemporary relevance and will demonstrate, to those outside of academia, the importance of historical thinking for understanding issues in the contemporary world, as well as the nature of history as a process of continual re-interpretation. For students interested in documentary film-making, we strongly encourage a minor in Film Studies, or at a

minimum FLM 330: Digital Videography. Students following this option may choose to create a senior project in Public and Applied History or in History 490.

Secondary Education. Students who pursue teacher licensure to teach high school history/social studies courses double major in History and Secondary Education. For details, refer to the Educational Studies section of this Catalog, as well as the Teacher Education Handbook on the Educational Studies website (<http://www.iwu.edu/edstudies?handbooks/>). If you have any questions that are not answered in these sources, please contact the chairs of History and Educational Studies.

Pre-Law. Students interested in the law should consult the IWU pre-law website: <https://www.iwu.edu/majors/pre-law.html>

Proposed:

Major Sequence in History:

A minimum of 10 courses in History to include:

1. HIST 290: Theory, Methods, Crafting of History
2. HIST 490: Capstone Senior Seminar in History
3. Minimum of three (3) electives in History at the 300-level*
4. One of the 10 courses must have a primary focus on history prior to 1800
5. No more than six courses may be focused on a single geographic region (e.g., US, Europe)
6. A non-credit bearing ARCHES ePortfolio that will be checked each semester during advising, and will be graded in History 290 and History 490.

*Only one unit of HIST 397 (Internship in Public History) may count toward the major.

Motion 3

Current catalog language (p. 203):

Minor Sequence in History:

Six course units to include:

1. At least two course units selected at the 100-200 level*
2. At least three courses at the 300-level or above*

*History 250, 397, and 450 may not count toward the minor

Proposed:

Minor Sequence in History:

A minimum of five (5) courses in History:

1. HIST 290;
2. Two History courses at the 300 level;
3. Two additional History courses at the 100, 200 or 300 level*

*HIST 250, 397 and 450 may not count toward the minor.

*History minors may take HIST 490 as a sixth course in consultation with their advisor.

Rationale for Motions 2 and 3:

First, the current major requirement is 11 course units in History. The History major always had a 10-unit requirement prior to the recent increase to 11. The eleventh unit was four .25 units of History 390 in which students worked on ePortfolios; students earned .25 units of credit four times in each of their four years at IWU, and the ePortfolios were graded each year. That grading now-occurs only twice, as part of the sophomore (290) and the senior (490) seminars, so there is no need for an eleventh unit of credit. The requirement will go back to 10 courses once the new criteria are adopted. Please note that we are not yet deleting History 390. We worked with the Registrar to come up with the following options for current students.

2020-21 first-year students, sophomores, and transfer students will adopt the 2021-22 Catalog next fall; therefore, they will not sign up for History 390 in spring of 2021. The ePortfolios will still be required for spring reflective advising and for evaluation in History 290 and History 490.

2020-2021 Juniors will be given the choice of either taking History 390 in the spring terms of 2021 and 2022 or taking an additional History elective to replace History 390. In either case, they will need to complete an ePortfolio that will be evaluated in History 490.

Second, area distribution. The current language notes that students must take at least one course in three different geographic areas, including Europe, the US, Asia, and Latin America. That language has changed because it is possible that first-year students may no longer be able to meet the requirement due to staffing reductions (our Asianist and Latin Americanist are retiring), and also because we are accepting more transfer students who may spend only two years at IWU. For these reasons, we now make it mandatory that students do not take more than six courses in one area concentration (Europe, for example), for some students may not be able to take one or more courses in a third area.

Basis for these changes. The changes reflect the necessities of adjusting our curriculum to meet the realities of declining student enrollment at IWU and the reduction in History faculty due to the retirements of Professors Young and Weis, and the scheduled retirement of Professor Lutze (2021). Furthermore, the recent revisions that History made during the Jensen regime and reflected in the current Catalog language cannot be funded due to IWU's declining revenue and the current redistribution of resources from traditional Liberal Arts disciplines to the professional schools and programs. We outlined these proposed changes in our PETF Report.

Student learning outcomes. These changes will not impact student learning outcomes other than some students may not be able to take at least one course in a third area.

Impact of staffing. These changes have no impact on staffing. However, the reverse is true: Our staffing reductions due to an opportunistic moment for IWU to cut costs by not replacing one or more of the three retirements we have experienced, causes History to be unable to guarantee that our majors can take at least one course in a third area. Our staffing reduction impacts our ability to offer some courses on a regular basis, or even periodically, by hiring adjuncts, which is by no means certain.

No courses are required outside of the department. We will recommend, but not require, some courses taught in other departments for students pursuing the Applied and Public History Concentration. These courses would not count towards the major. As in our most recent Pathways curriculum, we will follow the model of Educational Studies and provide a handbook that lists recommended courses outside the major. We will continue to list courses from Anthropology, Art, English, Environmental Studies and Theater that have been listed in our Handbook for two years.

Technology and library resources remain the same.

Motion 4

New Academic Certificates (p. 58, after Minor Field of Study)

Academic Certificates

An optional certificate provides students with competence in a specific, real-world applicable skill or set of skills. Some certificates are available as stand-alone options for non-degree seeking individuals, including qualified working professionals and high school students, who wish to expand their competence in a particular subject area. Other certificates may be earned as part of the completion of a major or minor field of study. Specific requirements for certificates can be found in the respective department, program and/or school listings. The following general guidelines also apply:

1. A certificate consists of 3-4 course units designated by one or more departments, schools, and program areas.
2. A minimum grade point average of 2.0 with no units of "D" work is required in the certificate.
3. A minimum of one course unit numbered 200 or higher is required for the certificate.
4. No courses taken under the credit/no credit option (see pages 72-73) may count toward a certificate.

Motion 5

New Certificate in Data Analytics (p.163)

Data is central to the natural and social sciences, accounting, business, marketing, and economics. As information technology grows in power and ubiquity, the amount of data collected is growing commensurately. Data Analytics refers to knowledge and skills associated with exploring, analyzing, and visualizing data to aid decision making.

The core topics addressed by the certificate are:

- Algorithmic/ computational thinking
- Communication (written and verbal)
- Data curation / management
- Ethics (privacy, informed consent, data security)
- Statistics/ statistical inference
- Visualization

Specific skills developed through this certificate include:

- data preparation skills using coding, including data cleaning, organization, and transformation
- statistical analysis including descriptive statistics, exploratory analyses, inferential statistics, and modeling up through simple linear regression
- data aggregation techniques including contingency tables (cross-tabs) and pivot tables
- analysis and visualization for data-informed decision making
- use of 'business intelligence' software (e.g. Tableau)
- use of databases for retrieving data (database queries)

Three courses to include:

1. Computer Science/Data Science 125: Introduction to Computer and Data Sciences
 2. One of the following courses: Biology 323, Biostatistics and Experimental Design; Economics 227, Statistics for Business and Economics; Mathematics 141, Math Modeling: Statistics*, Psychology 227, Statistics
 3. DS 225, Data Analytics with Visualization
- *Math majors may replace Mathematics 141 with Mathematics 325, Mathematical Statistics

The following approved substitutions may count toward the certificate if any of the courses are counted toward a student's major:

- CS 314: Database Systems
- DS 377: Applied Data Analysis
- ECON 328: Applied Econometrics
- ECON 338: Time Series Analysis
- MATH 215: Linear Algebra

- MATH 303: Regression and Time Series

Rationale:

Proposal for Data Analytics Certificate

The Data Analytics certificate would be awarded to students who successfully complete a three-course sequence including an introductory computer and data science course at the 100-level, a statistics course, and a 200-level intermediate data analytics course. The Data Analytics certificate would be attractive to students across a broad range of majors that work with data. The Data Analytics certificate may also be attractive to non-degree-seeking students looking for professional development.

Introduction and Background

Data is central to the natural and social sciences, accounting, business, marketing, and economics. As information technology grows in power and ubiquity, the amount of data collected is growing commensurately. Data Analytics refers to knowledge and skills associated with exploring, analyzing, and visualizing data to aid decision making. Data Analytics is distinct from Data Science, in that there is less emphasis on complex computational approaches to data modeling. It is also distinct from traditional statistics in that, while it includes statistics, it also involves data organization, curation, and visualization. Many of our graduates will move on to careers where they are working with data and would benefit from formal training in Data Analytic techniques.

The core topics addressed by the certificate are:

- Algorithmic/ computational thinking
- Communication (written and verbal)
- Data curation / management
- Ethics (privacy, informed consent, data security)
- Statistics / statistical inference
- Visualization

Specific skills developed through this certificate include:

- data preparation skills using coding, including data cleaning, organization, and transformation
- statistical analysis including descriptive statistics, exploratory analyses, inferential statistics, and modeling up through simple linear regression
- data aggregation techniques including contingency tables (cross-tabs) and pivot tables
- analysis and visualization for data-informed decision making
- use of 'business intelligence' software (e.g. Tableau)
- use of databases for retrieving data (database queries)

Summary of the Certificate Requirements

The three courses to be required for the certificate are as follows:

- CS/DS 125- Introduction to Computer and Data Sciences
Rationale: This is an existing course that introduces the fundamentals of programming and data science. In addition to serving as an introductory course for the Data Science minor, this course currently serves as an introductory course for the Computer Science major and contributes to the general education program in the Formal Reasoning category. This course provides an introduction to all of the following: algorithmic/computational thinking, communicating results of analyses, data curation/management, ethics (privacy, informed consent), reproducibility of analyses, statistics/statistical inference, data visualization, coding.
- One statistics course from the list:
 - BIOL 323: Biostatistics and Experimental Design
 - ECON 227: Statistics for Business and Economics
 - MATH 141: Math Modeling: Statistics
 - note that Math majors may replace MATH 141 with MATH 325: Mathematical Statistics
 - PSYC 227: StatisticsRationale: The concepts and tools of statistics are central to the analysis portion of data analyzing work. Any of these existing statistics courses will give students the fundamental understanding of statistics needed to begin applying these tools to computationally analyzing and exploring data sets.
- DS 225 - Data Analytics with Visualization (Prerequisites: CS/DS 125 and one of the required statistics courses)
Rationale: This is a new course that builds on CS/DS 125 and Statistics to develop intermediate and advanced data analytic skills. In particular this course would introduce advanced concepts and tools relevant to data cleaning, organization, and transformation. It would further develop skills and knowledge about identifying and applying appropriate statistical tools to answer data-driven questions. It would provide advanced treatment of the ethical issues involved in data analytic work. It would also teach students the use of specific software commonly used in data analytics, such as databases for storing and retrieving data and 'business intelligence' software such as Tableau for creating reports from analysis results.
- Successful completion of the certificate would also require:
 - Minimum 2.0 GPA across all required courses
 - No coursework earning a D or below

Rationale for Certificate Requirements

Upon what are your program requirements based? (Are they recommended by external evaluators, supported by a survey of similar programs, externally mandated, etc.?)

The field of Data Analytics is often housed in varying departments within universities or exists as an interdisciplinary program. Consequently, there are a wide variety of curricular approaches for different certificate programs many of which involve multiple paths through the certificate. For example, the certificate program offered by the University of Illinois requires two courses on the fundamentals of data, sampling, statistics and machine learning (students may select two courses from five options), one course on data structure, programming and visualization (from six options), and one course on interdisciplinary data science (from ten options offered from a variety of departments). We have focused our certificate curriculum around core skills and knowledge areas that appear common to most programs.

Staffing

Is staffing sufficient? What staffing will be needed to cycle through all the required courses?

No additional staffing will be required to implement the certificate. Longer term staffing for each course is discussed below:

- CS/DS 125 Introduction to Computer and Data Science: We have taught two sections of this course per year since its introduction. We will offer three sections in the 2020-2021 academic year. We believe three sections will likely be sufficient to meet demand. If the certificate is approved, seats will be reserved in one section specifically for students pursuing the certificate.
- Introductory Statistics: It is likely that the majority of students interested in the certificate will already be required to take a statistics course to satisfy major or minor requirements. Consequently, it is unlikely that additional staffing will be required to meet demands from our full-time students. If the certificate proves popular for non-degree-seeking students or for students in majors that do not require statistics, additional resources may be required to offer additional sections of statistics classes. Given that statistics is common to many disciplines, existing faculty from many different departments may potentially contribute.
- DS 225, Data Analytics with Visualization Initially, this course will be offered once a year or every other year with a course cap of 25 (room capacity). Brad Sheese will be teaching OS 225 instead of a 300-level seminar in Psychology. With the current psychology enrollment, staffing in Psychology is sufficient so that no additional resources, including adjuncts or visitors, will be required to address the reduction in Psychology seminars.

Student Interest

Is there sufficient student interest, how do you know?

We believe there is sufficient student interest to support the establishment of a Data Analytics certificate at IWU. Faculty in Accounting, Business, and Finance have expressed an interest in establishing this certification and feel it would be beneficial for their majors. In addition, meetings with alumni who work in industries involving data analysis have expressed strong support for a

certificate and feel it would make our students more attractive to a range of potential employers. The alumni who expressed this support represent a firm that estimates it hires 25% of all of our accounting graduates. Finally, a stand-alone certificate will stand out on a transcript or in job application materials, and our current students find additional credentials to be attractive.

Campus Resources

Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)

Current library, computer and media resources are adequate. The Data Analytics certificate will only require the use of existing computer labs.

Curricular Overlap

Does the new program overlap with existing programs?

The Data Analytics certificate does overlap with the Data Science minor, but it does not involve advanced programming and computational modelling. The certificate is geared towards a different student population, one for which an introduction to coding and modelling is sufficient. It is possible that some students who begin the certificate may be inspired to continue onward to complete the minor.

Consultation with Departments

Are any courses required or recommended outside your department? (If so, has the other department been consulted and do these colleagues agree?)

Yes, courses from Computer Science, Psychology, Math, Economics, and Biology are required or recommended. All of these Departments have been consulted, have reviewed this proposal, and have approved it.

Promotion and Tenure Committee Report
October 29, 2020

Members: Manori Perera (Chair), Zahia Drici (Vice Chair), James Plath, Kristine Nielsen, Ilia Radoslavov, Mark Brodl (*ex officio*)

Since the last faculty meeting report we had 6 meetings.

The committee worked on following items

- 1) Bookkeeping
 - a) Motion 3 - modified the wording to avoid any confusion regarding “close connection” in external letter writers for tenure case
 - b) Updated PAT membership in chapter III to be consistent with chapter II and III. A faculty cannot serve on PAT if they are going for tenure or up for promotion during that particular year.
- 2) PAT wrote a letter, see attached, to the board showing our disappointment in their disregard to tenure when it came to their decision on all 9 faculty who were considered for termination.
- 3) PAT has started discussion on some of carryover items from the last years committee but tabled these concerns until later
 - a) Adding details to promotion and tenure of PE faculty/trainers/coaches so that section is consistent with faculty/librarian
 - b) Should the Supervisor’s Letter be converted into a Composite Letter?
 - c) Should student evaluation collection be digitized?
- 4) We have started our executive sessions to discuss tenure and promotion cases starting 10/15.

New changes:

ChIII.B.2 says, under Conduct of Business: Any Committee member under consideration for annual review, ~~tenure, or advancement~~ will be excused from the meeting when his/her file is presented and discussed."

Rational:

There seems to be a discrepancy on the possibility of faculty going up for tenure while serving on PAT. The concern was brought to PAT by the Nominating Committee.

CHII.D.5.a says "Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which the case is under consideration."

ChIII.B.2 says, under Conduct of Business: Any Committee member under consideration for annual review, tenure, or advancement will be excused from the meeting when his/her file is presented and discussed."

PAT decided to keep Chapter II as is and change Chapter III to align with Chapter II. Chapter III revisions require the approval only of the committee involved. PAT is sharing this change with the Faculty as an informational item and does not require faculty vote.

Motion 3: Strengthening the language to make it clear of any ambiguity regarding the external referee letter.

Location in the FHB IV under “Tenure/Promotion Materials” for “Effective Librarianship (page 41)” and “Teaching (page 22)”

Proposed language:

Interpretation and evaluation of the faculty member’s achievements from two colleagues of the faculty member’s choice outside the University. Faculty members should choose external evaluators who have demonstrable standing in the field. If an academic is selected, under most circumstances the evaluator should be at or above the rank to which the candidate is seeking promotion. Reviewers ~~should~~ **must** be in a position to give independent judgment about the candidate, free from conflict of interest. ~~Letters from reviewers with some closer connection to the candidate, such as dissertation advisors or research collaborators, are best used to supplement rather than replace the []~~ **Because candidates must demonstrate that their work is respected in their field, letters from dissertation directors and reviewers with a close personal connection to the candidate are not appropriate.** Faculty members should forward names of external evaluators to the Provost’s Office in accordance with the Evaluation Calendar for Tenure and Advancement.

Location in the FHB IV page 47 under “Supplemental Guidelines for Submissions to the Promotion and Tenure Committee (page 3)”

Note: Formatting section

Provide some biographical information about your external reviewers and the context in which you know them (if any). **[Note: External letters are not required for annual reviews and major pre-tenure review.]**

~~Letters from external reviewers who are close collaborators or former professors may be less useful than letters from independent reviewers. Provide some biographical information about your external reviewers and the context in which you know them (if any). [Note: External letters are required only for tenure and promotion cases.]~~



October 23, 2020

Dear Chair Szerlong and Board of Trustees,

The Promotion and Tenure Committee typically only addresses the board with recommendations for tenure and promotion. Today, our committee is writing to express our disappointment in the apparent lack of respect or understanding shown for tenure through the board's recent decision to terminate two tenured full professors.

We acknowledge that the board has to make difficult decisions concerning the long-term educational mission and financial stability of the institution. It is our understanding that the rationale for the difficult decision to terminate certain programs, and therefore program faculty, was based on "educational considerations and long-range judgment that the educational mission of the University as a whole" must take into account, as stated by President Nugent. These are valid concerns, but there are other, equally important, considerations.

If the main "educational reasons" the board considered were student-faculty ratios and numbers of majors, then the board may have overlooked the importance of faculty contributions to the university's general education courses, which are the foundation of a liberal arts education. Half of an average student's courses at IWU are general education courses outside of their major, and all faculty members teach those courses.

In addition, there's the issue of an individual's long-term value to the institution. PAT recommends tenure based on three components:

- Mastery of effective teaching and the ability to stimulate students' intellectual development in and out the classroom.
- Active contributions to the university and intellectual/artistic community through visible engagement and efforts to extend the bounds of knowledge through scholarship beyond IWU.
- Significant service to the university through contributions to the department, university, and greater community.

The overall consideration in awarding tenure is an individual's long-term value IWU. Tenure not only protects a professor's academic freedom, but constitutes a contract between the individual and the university that acknowledges the individual's worth to the institution and a commitment made by both parties.

All nine professors who were alerted of potential terminal contracts have indeed been of long-term value to the institution and have honored their part of the contract. They have excelled beyond what was asked of them and have been role models for other faculty and for students.

After being vetted by PAT so thoroughly and with some serving the University over a quarter century, these faculty members have contributed immensely to general education courses, to student academic and intellectual life on campus through various programs not related directly to the curriculum, and also to the university's commitment to diversity. Their contributions have been integral in diversifying the campus and engaging students with the community through social justice issues and advocacy. Such work is more important now than ever. These faculty members also bring a broader perspective to IWU through their work in interdisciplinary programs, travel and May Term courses, and international film festivals. These faculty members have embraced the university's commitment to diversity, to a vibrant education, and to mentoring our students through signature work and classroom-to-community projects. We are incredibly fortunate to have these colleagues of diverse backgrounds on campus with us as this provides an opportunity for students of similarly various backgrounds to identify with them, relate to and interact with them, and, equally importantly, increase their confidence in being heard and understood. Diversity aside, these faculty are viewed as leaders in the campus community, and eliminating them would create a void. Our students don't just come to Illinois Wesleyan for a major. Every significant self-study the university has conducted has shown that they come, first, for the opportunity to work closely with faculty, and the opportunity to obtain a liberal arts education while pursuing a degree.

Although the programs of these faculty have been closed, our committee cannot help but ask, have these professors been given the chance to propose how they might continue as professors at Illinois Wesleyan University, prior to the terminal contracts being sent out? Given the AAUP definition of tenure, it would seem a courtesy that should have been afforded them. The university's recent action not only ignores the commitment faculty make when they accept tenure, but also demonstrates blatant disregard for the long-term service that is provided by these faculty.

When we evaluate faculty for tenure, we ask whether the "University will benefit from entering into a binding commitment to that person, a commitment potentially lasting for a professional lifetime?" Tenure goes both ways. The University commits to the faculty member, but the faculty member also makes a lifelong commitment to the university with the awarding of tenure. During the time that these two faculty have served the university, we have had three presidents, several acting presidents, many provosts, and a rotation of other administrators. Dedicated faculty at an institution typically outlast administrators, and therefore help to stabilize the university and its reputation. Issuing terminal contracts to tenured faculty due to no fault of their own undermines not just the principle of tenure in the university system, but also the university itself.

For all of the above reasons, PAT cannot support the decision to force retirement or terminate tenured faculty with or without a severance package. While we understand the severity of the institution's financial situation, PAT wants to remind the Board of Trustees that cutting faculty and programs isn't trimming fat; it's cutting out the heart of the university's academic life. The board's action calls into question the university's commitments: to faculty, to students, and to the university's own mission.

Sincerely,

A handwritten signature in black ink, appearing to be 'Manori Perera', with a stylized, cursive script.

Manori Perera, Chair

Zahia Drici, Vice Chair

Kristine Nielsen

James Plath

Ilia Radoslavov

cc: President Georgia Nugent

Faculty Development Committee Report

04 November 2020

Prepared by: Leah Nillas

We have met four times since our last meeting. We completed our review of the first and second rounds of grant proposals: ASD (8), CD (6), and ID (1). Letters will be distributed both electronically and via mail. We are scheduled to review leave proposals.

If you are preparing your first FDC proposal or planning to submit a grant proposal, send all questions and submissions to fdc@iwu.edu. You will receive an automatic reply that your email is received after you hit send. All communications pertaining to your submission will be sent out using this email address.

The next due date for the third round of grant proposals is **February 15, 2021**. Please refer to the updated [Mellon Center website](#) for the FDC forms and application instructions.

We responded to a request for action regarding the termination of faculty contracts and approved the following at our September 30 meeting:

In our judgment, proper procedure has not been followed and the Board of Trustees has failed to demonstrate how this action will benefit the educational mission of the university now or in the long-term.

Furthermore, previous FDCs made numerous investments in the nine tenured faculty affected by this decision. Their Artistic & Scholarly Development grants enabled them to become noted contributors to their fields and enhanced our institutional identity elsewhere. Their Curricular Development grants resulted in numerous curricular offerings and introduced vibrant student-centered experiences to our community that extended beyond the majors enrolled in their particular disciplines. We also wish to recognize that these faculty served our community through leadership in governing committees and programmatic initiatives--contributions that were not accounted for in the Board's deliberations. We assert that our educational mission as well as the atmosphere of collegiality in our community suffer from these losses.

Report from the Nominating Committee to the Faculty
November 4, 2020 faculty meeting

The Nominating Committee has met twice since the last faculty meeting. There are currently three vacant committee positions: full-year replacements on IFC and FCD, and a spring 2021 replacement on URAC. Anyone interested in submitting a nomination for the URAC position, please contact any member of the Nominating Committee. We will run an election next week.

We explored the possibility of appointing or electing retired faculty into faculty positions on committees. It was discovered that this is not possible due to how our constitution defines a faculty member (full-time appointment and academic rank).

The process of updating handbook descriptions of appointive committees is nearly at the “approval of the committees” phase. We will send the respective descriptions to committee chairs soon.

Submitted by Dan Roberts, chair

Report from the Assessment Committee
November 4, 2020 Faculty Meeting

The Guidelines for the Assessment of Student Learning (online at <https://www.iwu.edu/institutional-research/assessment-guidelines-10222020.pdf>) has been revised to include questions and reflection on student learning across various modes of instruction. The Assessment Committee was tasked with answering three questions for IWU's HLC Substantive Change Application, which prompted an accounting for the different ways that online, hybrid, and hyflex courses may be assessed. The committee adjusted the language in such a way that it will also apply to any online courses IWU might offer in the post-pandemic future.

The Assessment Committee has begun planning for the General Education assessment of CSI (Contemporary Social Institutions), LA (Language), and FR (Formal Reasoning) courses during the spring of 2021. If you are teaching a CSI, FR, and LA course next semester, you have received or will soon be receiving an email from a committee member requesting assistance in assessing one of the four category goals. Faculty have the flexibility to develop their own assessment tool and assessment rubric, with a summary of the results due at the end of the semester. Please email assessment@iwu.edu if you can participate.

Submitted by Lisa Nelson, chair

URAC Report, October 23

Members Present:

Kate Browne (guest)

Todd Fuist (Chair)

Maggie Evans

Given Harper

Will Jaeckle

Amy Jo Perez (visitor)

Ray Martinez (guest)

Rebecca Roesner (*ex officio*)

The meeting was called to order at 3:30 pm.

The entire meeting was dedicated to discussing options for a virtual JWP conference in the Spring. For this reason, Kate Browne and Ray Martinez graciously agreed to join us to discuss possibilities.

We agreed that having some synchronous panels where students could present research alongside of recorded presentations where students pre-recorded their presentations might make for the best option. We also discussed the possibility of some tactile presentations arranged around campus for people to visit in a socially distanced way (for example, art projects or students doing costume design). We also discussed the possibility of message boards for students to comment and ask questions on, synchronous Q&A sessions, and extending the timing of the conference to several days, given the virtual format.

We are planning to look into how some other virtual conferences at about this level were undertaken to see some ideas and possibilities.

The meeting was adjourned at 4:30 pm.

CETAL Written Report
IWU Faculty Meeting, 4 November 2020
Scott Sheridan, Chair (fall 2020)

As the fall 2020 semester quickly draws to a close, please keep in mind the following CETAL-sponsored opportunities:

1. CETAL Lunch and Learn Mini-workshop III

Date: Thursday 5 November, 2020

Time: 12:15-1:00 pm

CETAL Zoom Meeting Room: <https://us02web.zoom.us/j/7370291728>

Presenter: Melissa Wong

Title: “Accessibility Starts with the Syllabus: Applying Universal Design to Course Policies”

Description: *As you begin to think about planning for your spring 2021 courses, this Lunch and Learn will be very useful!* Following Universal Design for Learning, many instructors take a proactive approach to accessible course design, creating accessible instructional materials and using varied and inclusive pedagogical strategies. However, instructors may overlook the central role course policies play in accessibility and only a fraction of students with disabilities will seek accommodations. This talk explores how to apply universal design to course policies, identifying those that create barriers and adopting flexible alternatives that support inclusion and student success without requiring formal accommodations. *There’s no need to RSVP. Recordings will be available for colleagues who cannot attend the virtual sessions.*

2. Professional Instructional Development Opportunity

With the continued financial support of the IWU Academic Affairs administration, CETAL has arranged for the possibility of another IWU cohort to participate in the UW-Madison *Fundamentals of Online Teaching* 6-week workshop. To accommodate the rhythm of the academic calendar and the holiday break, the proposed workshop session will run from 12.1.20 to 12.21.20 and 1.5.21-1.25.21. The minimum number of participants required is 10, with a maximum of 25. The application, *due at 4:00 pm on 4 November*, may be found here:

<https://docs.google.com/forms/d/e/1FAIpQLSd0tsCNWiim009qu5stlL9DFgjX3SqzOPsZ44Oest--eAmTkA/viewform>

As always, feel free to contact us via email at cetal@iwu.edu with questions about your instructional needs.

Faculty Meeting November 4, 2020

The School of Art is bringing forward a motion to expand degree offerings in the School of Art. In July, the Board of Trustees voted to eliminate all degree programs in the School of Art except the BFA in Graphic Design. While this was the original motion passed by the Board, subsequent analysis led to the understanding that additional degrees should and could be offered at no additional cost. We are currently in the middle of the recruitment cycle for the 2021-22 academic year, and the Admissions Office needs clarity in degree offerings as they talk to prospective students. At their October board meeting, the trustees voted to provide authority to the faculty to expand the offerings in the School of Art. Although this is not the normal order of our approval process, the timing of the board and faculty meetings combined with the urgency of our recruiting effort has necessitated this approach. The board approved to allow the following programs, subject to the approval of the faculty:

Majors

- Bachelor of Fine Arts--Graphic Design
- Bachelor of Fine Arts--Studio Art
- Bachelor of Art--Graphic Design
- Bachelor of Art--Studio Art

Minors

- Art History
- Graphic Design
- Studio Art

Graphic Design Rationale:

For the 2021-22 academic year, the School of Art is approved to offer one degree, the Bachelor of Fine Arts with a concentration in Graphic Design. The BFA curriculum includes all of the courses required for the BA and the Minor. The BA is preferred by students seeking a broad education or double major, and athletes. There are no additional costs associated with these degrees and the enrollment generated provides a necessary foundation for the BFA.

Studio Art Rationale:

For the 2021-22 academic year, the School of Art is approved to offer courses in two-dimensional and three-dimensional studio art to support The General Education Program. All courses in studio art are stacked, which means students at all levels meet together at the same time. The practice of stacked courses, common among smaller institutions, makes it

possible for students to earn a BFA, BA, or Minor by meeting with the introductory courses at no additional cost.

Motion:

The faculty approve the addition of the following degrees and minor programs of study in the School of Art:

Majors

- Bachelor of Fine Arts--Studio Art
- Bachelor of Art--Graphic Design
- Bachelor of Art--Studio Art

Minors

- Art History
- Graphic Design
- Studio Art

Faculty Meeting Announcements – November 4, 2020

A reminder that applications for the December 2020-January 2021 FoOT cohort are due on Wednesday 4 November at 4 pm!

Based on the overwhelming feedback and success from colleagues who participated in the University of Wisconsin-Madison “Fundamentals of Online Teaching” opportunity this past summer, the Council for Excellence in Teaching and Learning (CETAL) is pleased to offer this opportunity to another cohort of IWU colleagues.

We have arranged for this 6-week, 30-hour online course to align roughly with our winter break, taking place from December 1-21, 2020 and January 5-25, 2021. This course is largely asynchronous and participants can expect to spend approximately 3-5 hours per week on coursework. The “Fundamentals of Online Teaching” (FoOT) certificate includes six modules, which will serve as an excellent comprehensive introduction to the theories and practices of delivering online courses. See this link for details:

<https://continuingstudies.wisc.edu/classes/fundamentals-of-online-teaching-foot/>

Given that IWU will be covering the cost of the workshop and a stipend will be provided, faculty who apply and are selected to enroll will be expected to 1) complete the online workshop, and 2) possibly serve as a peer mentor for the coming year to assist other colleagues on campus. Peer mentoring may include: assisting colleagues within their departments, programs, schools, or divisions; leading a teaching circle; helping to organize a training workshop.

Faculty who wish to participate must submit a brief online application. The deadline for application is Wednesday, November 4, at 4:00 pm (Central Time). Applicants will be notified of their placement into the workshop by Friday, November 6. [The application may be found here](#). A minimum of 10 IWU colleagues must participate for this workshop to be offered.

Please contact us at cetal@iwu.edu if you have any questions.

Opening the door to lesser taught languages

Dear colleagues,

This fall students are stepping up to share their heritage language and culture with others at IWU. On Nov 6th at 4:00 pm, we will kick off the series with Macy Michorczyk ('24) who will share some introductory Polish language and insights into Polish culture with our community.

We hope you will consider attending (either live in the Global Library [Buck 203] or [via zoom](#)). Please RSVP (cnadeau@iwu.edu) so we can reserve 10 spots in the Global library if you plan to attend live and also that way we can also let Macy know how many she can plan on addressing via zoom.

Faculty Meeting Announcements – November 4, 2020

We also encourage you to spread the word to students in your classes (or with whom you work) and other students, staff and faculty you think may be interested. Also, if you know of any students who are interested in sharing their language and culture, please have them contact WLLC and the LRC at cnadeau@iwu.edu.

In the spring we are planning sessions on Urdu, Yoruba, Hebrew and Gujarati. Stay tuned for more details!



POLISH
BY MACY MICHORCZYK

INTERESTED IN LEARNING
OTHER LANGUAGES AND CULTURES?
JOIN US FRIDAY NOVEMBER 6TH, 4:00
PM

SOCIALLY
DISTANCED IN BUCK
203 AND ON ZOOM

TUNE INTO OUR STUDENT SPEAKERS
**EVERY FIRST FRIDAY
OF THE MONTH**

PLEASE RSVP FOR THE ZOOM ADDRESS TO DR. NADEAU (CNADEAU@IWU.EDU)