

MEETING OF THE GENERAL FACULTY

Wednesday, November 3, 2021

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

Zoom conferencing [link](#)

Join Zoom Meeting

<https://us02web.zoom.us/j/89107053378?pwd=aW1HWElBUmpjOzhuaXlBOmpaY21TZz09>

Meeting ID: 891 0705 3378

Passcode: 318274

One tap mobile: +13126266799,,89107053378#,,, *318274# US (Chicago)

1. Call to Order Professor A. Shallue
2. Approval of the Minutes: [October 6, 2021 Faculty Meeting Minutes](#)
3. [CC Consent Agenda](#)
4. Committee Reports
 - a. CUPP ([written report](#)) Professor D. Bollivar
 - b. Curriculum Council ([written](#) and oral report) Professor A. Coles
 - i. CC Report [Addendum 1](#)
 - ii. CC Report [Addendum 2](#)
 - iii. CC Report [Motions 1 & 2](#)
 - iv. CC Report [Motion 3](#)
 - v. CC Report [Motion 4](#)
 - c. Promotion and Tenure Committee ([written report](#)) Professor Jason Themanson
 - d. Faculty Development Committee ([written report](#)) Professor K. Nielsen
 - e. Nominating Committee ([written report](#)) Professor S. Ferguson
 - i. [Proposal](#)
 - f. Assessment Committee (oral report) Professor J. Lowe
 - g. Undergraduate Research Advisory Committee ([written report](#)) Professor M. Evans
 - h. CETAL ([written report](#)) Professor B. Reissenweber
5. Old Business
6. New Business
7. Administrative Reports
 - a. President Report (oral report) President Nugent
 - b. Provost Report (oral report) Provost Mark Brodl
8. [Announcements](#)
9. Adjournment

MEETING OF THE IWU GENERAL FACULTY

Wednesday, October 6, 2021 over video conferencing. Voting was performed during the meeting.

Summary of business conducted:

- CUPP motion: faculty resolution recommending space for interdisciplinary students to have multiple advising meetings during first-year advising. Motion passes.
- Revise Women's, Gender, and Sexuality Studies Major. Also revise minor. Both motions pass.
- Academic certificates cannot have no-credit courses.
- CC Motion to change language pertaining to transferring classes for a major: sent back to committee.

Meeting minutes

1. **Call to order.** Meeting called to order at 11:13 am.
2. **Approval of the minutes** of the September 1, 2021 and September 22, 2021 Faculty Meetings. No corrections or additions. Minutes approved.
3. **CC Consent Agenda.** Nothing removed from the consent agenda.
4. **Committee Reports**
 - a. CUPP (written report), Prof. D. Bollivar.
Motion: First-Year Student Orientation at IWU ought to include prominently scheduled opportunities for multi-interested students to have interactions with faculty in areas of academic interest.
Rationale: Some first-year students may have interdisciplinary interests or declared double major. This formally expresses a desire by the faculty to make room in the schedule for students to be able to meet with multiple advisors.
Motion passes: 60 yes, 1 no.
 - b. Curriculum Council (written report), Prof. A. Coles
Certificates update (see report). Undertaking consideration of internships. Determined that current CC procedures are sufficient in case faculty want to create majors that rely on external course offerings through a consortium.

Information item: Change to records management policy. See addendum 1.

Notice of constitutional amendment: changing language in Chap 2 from "General Education" to "Shared Curriculum."

Notice of constitutional amendment: make Registrar a permanent ex-officio member of CC. Both amendments up for a vote in November.

Motion 1: Revise WGSS (Women's, Gender, and Sexuality Studies) Major. Summary: streamline major, add sexuality studies. Q: why list courses that may not be taught after this year, e.g. Anthropology? A: List of courses compiled from catalog, and will change as the catalog changes. More useful to reflect the catalog as it stands right now. Motion **passes**, 64 yes – 1 no.

Motion 2: Revise WGSS Minor. Motion **passes**, 65 yes – 0 no.

Motion 3: Academic certificates cannot have no-credit courses. Motion passes, 65 yes – 0 no.

Motion 4: Change language in the Catalog pertaining to transferring classes while currently enrolled at Illinois Wesleyan, in order to better reflect current practice.

Rationale: current language is “students will not ordinarily receive credit for major courses taken elsewhere,” which is not enforceable. After discussion of intent, new proposed language is “at least 50% of major courses must be taken at IWU.” This matches language in another part of the catalog. Note that enrolled students must still ask the registrar and department chairs for permission to transfer credit for the major.

Q: does the existing language only apply to transfer students? A: no, in a section about existing students.

A faculty member spoke against the motion. Without language around expectations, hard for department chairs to hold the line. Would prefer a higher percentage than 50%.

Motion to amend: after 50%, add parenthetical (individual departments may have stricter requirements. Discussion of added work versus benefit of flexibility. Motion to withdraw amendment – passed by consent.

Then **motion to send Motion 4 back to CC** for further discussion. Motion **passed**.

- c. **Promotion and Tenure Committee** (written report), Prof. I. Radoslavov
No questions.
- d. **Faculty Development Committee** (oral report), Prof. K. Nielsen
FDC accepting grants for Oct 11 deadline. Pre-tenure and sabbatical leave applications due November 1.
- e. **Nominating Committee** (oral report), Prof. S. Ferguson
Met twice, main topic has been filling vacancies. Have not received any nomination for Assessment Committee, have received one for Hearing Committee. With no objection expressed, that person was then elected.

Notice for a proposal to reclassify CETAL as an elected committee, would be additions to the faculty constitution.

Faculty brought up questions and issues not addressed in the proposed language. Who are the voting members? Why any ITS member instead of specifically instructional IT member? Should membership on CETAL preclude serving on other committees? Why are instructional staff excluded? With the council maintaining an archive until the end of the year, what happens after that? Destroyed? Note that language allows all members to be non-tenured, but then a chair could not be elected.

Some responses: for IT membership, good to have one software expert and one hardware expert. Regarding voting, wasn't addressed because no votes in the past. Regarding instructional staff, the intent was to include them.

Discussion of adding elected positions and the strain it would put on finding candidates. The chair of CETAL reported that CETAL has been working with 3 faculty, but need more faculty work to manage a budget and organize programming.

- f. **Assessment Committee** (oral report), Prof. J. Lowe
Thanks to those who submitted reports and plans. Feedback going out to those who submitted yearly reports. Will start reviewing strategic plans.
 - g. **Undergraduate Research Advisory Committee** (written report), Prof. M. Evans
No questions.
 - h. **CETAL** (written report), Prof. B. Reissenweber
No questions.
- 5. **Old business – none.**
 - 6. **New business – none.**
 - 7. **Administrative Reports**
 - a. **President Nugent**
Look for information about the President's innovation fund. On banked courses, the Associate Provost will be reaching out to faculty with banked courses.
Executive Committee of the board met. Most top of mind: in the last 10 years university has diminished by 400 students, with \$8 million loss in revenue (out of budget of \$50 million). Faculty have done good work, through mentorship, advising, and other tasks. But last few faculty meetings have not moved the university forward. Maintaining standards is important, but governance is about achieving objectives, not just following rules.
 - 8. **Announcements.** See link. Also, the information session for the IWU Freeman Asia internship program will be at CNS 101 on Thursday, Oct 21 at 4pm.
 - 9. **Adjournment.** The meeting adjourned at 12:43 pm.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

Curriculum Council Consent Agenda

Academic Year: 2021-22

November 3, 2021

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
SOC 240	015	The Profession of Social Work	The Profession of Social Work. Examines the norms and practices of the social work profession from a sociological perspective. Includes such topics as the history, functions, and current status of the profession; professional training; methods and programs of clinical intervention in the United States; and issues of professional ethics. Field experience acquired through field trips and volunteer opportunities. Offered each fall.	Add general education category	AV	NA
CS 387	016	Deep Learning	Deep Learning. Deep Learning (machine learning using large neural networks) has proven to be effective at a number of difficult tasks, with active research ongoing. Students will study mathematical foundations, implementation of neural network optimization in Python, and a number of applications of deep learning including machine vision and natural language processing. Prerequisites: CS 128 with a C- or above and CS/MATH 136 or CS 377. Offered in alternate years.	New Course	NA	NA
ENGL 303	017	Flash Fiction and Micro-Memoir	Flash Fiction and Micro-Memoir. In this course, students will examine and write concise literary fiction and essays. Writing with brevity, students will experiment with structure, concise imagery, and compressed language. While this form is short, it is not slight. As author Judith Kitchen writes, "the effect is a little sting." Prerequisite ENGL 201 or ENGL 206. The prerequisites may be waived by the instructor based on evaluation of the student's portfolio. Priority enrollment will be given to writing concentration majors when necessary. Offered occasionally.	Revise existing course (title, prerequisite, description)	NA	NA

INST 373	020	Education and International Development	Education and International Development. Throughout the world, enhanced educational opportunity has been viewed as an important means of improving people's lives. This assumption will be examined by analyzing educational policies in Asia, Latin America, and Africa. Specific topics that will be covered include literacy, student protest, and the educational treatment of girls, indigenous peoples, street children, child refugees, and child laborers. Offered in alternate years.	Change offering time	CSI	W, G
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CUPP Report

November 3, 2021

CUPP has met three times since the October 6 meeting.

We have discussed the following:

Provost Review: CUPP met with President Nugent to discuss the Provost review, providing more detail to the Committee while in executive session.

PETF and Working groups progress: President Nugent brought a summary of progress that has been made on implementing these recommendations to our meeting. The compiled evidence will be shared with faculty when our minutes from the October 11 meeting are distributed.

Faculty Meetings: CUPP discussed ways to improve faculty meetings with President Nugent and continue to have discussions within the Committee. We have discussed having information available earlier for review and ways to use the consent agenda more effectively. For example, might we put committee reports without action items on the consent agenda, in hopes of freeing up time to discuss long-term issues via a “Secretary’s Question” kind of discussion? We are hoping that faculty might bring forward other ideas. One idea that will be implemented at this meeting is to have President Nugent designate a faculty member to chair the meeting on a trial basis.

Associate Deans: CUPP discussed applications for the Associate Dean of Scholarly and Creative Work. CUPP made a recommendation to the Provost. CUPP also discussed changes that will need to be made to the Faculty Handbook so it is consistent with the new structure.

Consortial Agreements: CUPP asked President Nugent about these agreements. We did not have enough students enrolled in the LCMC program so there has been no trial of it yet. Some students are taking courses through the CIC consortium currently. A potentially disruptive development is a recent decision from the Department of Education that would require individual online courses be approved by our accreditor. This is true for any online course at any institution in the US.

Curriculum Council Report
Nov. 3, 2021

The CC has met five times since the Oct. 6 Faculty Meeting.

Announcements:

Internships: CC will have two public forums about our ideas to standardize the course levels for academic credit for internships and make High Impact Practices more visible. These meetings will be held virtually on **Tuesday, November 16th, 4-5 pm & Wednesday, Nov. 17th, 11 am-noon; they will cover the same proposals and be recorded for those who cannot attend both.** A Zoom link and the proposals will go out by Fri. Nov. 13. CC's goal is to bring the revised proposals to the December Faculty meeting. Neither of the proposals conflict with the [Guidelines for Internships for Academic Credit](#), passed by the faculty on April 21, 2014.

Addenda to the CC Report:

- Addendum 1: Updating Chp. III of the Faculty Handbook re: 'Shared Curriculum'
- Addendum 2: Updating Chp. III of the Faculty Handbook re: Assoc. Dean title

Motions:

- Motion 1 & 2: *Faculty Handbook Updates* re: Shared Curriculum (as announced in the materials for the Oct. 6, 2021 faculty meeting).
- Motion 3: *Faculty Handbook Update:* Add the Registrar, *ex officio* without voting privileges, to CC as a permanent member (as announced in the materials for the Oct. 6, 2021 faculty meeting).
- Motion 4: Catalog Revision: Clarifying transfer courses for enrolled IWU students (as updated from the Oct. 6 faculty meeting).

Respectfully submitted by Amy Coles, Chair of CC

CC Addendum 1: Updating Chp. III of the Faculty Handbook re: 'Shared Curriculum'

The Curriculum Council makes the following change to Faculty Handbook III-14:

~~Strikethrough language~~ will be removed and **bold language** added.

"May Term courses that are exempt from the review process procedure include both special topics courses (typically numbered 170, 270, or 370) and explicitly experimental courses (typically numbered 175, 275, or 375) that are not requesting ~~General Education~~ **Shared Curriculum** credit ~~or a flag~~."

Faculty Handbook II-17 stipulates that a change to this section of the handbook can be made from the approval of CC alone.

This change reflects that the General Education Program is now only part of the overall Shared Curriculum, so the term 'General Education' now excludes courses with a U or G flag, second languages, and physical education. The Faculty Handbook should reflect the new terminology of Shared Curriculum.

CC Addendum 2: Updating Chp. III of the Faculty Handbook re: Associate Dean title

The Curriculum Council makes the following change to Faculty Handbook III-14:

~~Strikethrough language~~ will be removed and **bold language** added.

CC Deadlines. All curricular proposals and student proposals for special interdisciplinary or contract majors and minors must be submitted to the Associate Dean ~~of Curricular & Faculty Development~~ **for Curriculum and Instruction** on forms provided by the Curriculum Council and published in the Curriculum Development Handbook. Curricular proposals submitted by academic units must be signed by the appropriate administrator of all academic units affected by the proposal. May Term proposals shall be submitted to the Associate Dean ~~of Curricular & Faculty Development~~ **for Curriculum and Instruction** for the same review process as applies to fall and spring courses. May Term courses that are exempt from the review process procedure include both special topics courses (typically numbered 170, 270, or 370) and explicitly experimental courses (typically numbered 175, 275, or 375) that are not requesting General Education credit or a flag. Proposals for special interdisciplinary majors/minors must be signed by the chairs of at least two departments or programs involved in the proposed program.

Changes to be included in the Spring Semester and May Term Program of Classes must be submitted by the second week in September since the last opportunity for approval by the faculty is the October faculty meeting.

Changes proposed to be included in the next year's University Catalog must be submitted by the first week of November since the last opportunity for approval by the faculty is the December Faculty Meeting.

Changes proposed to be included in the Fall Programs of Classes must be submitted by the third week of February since the last opportunity for approval by the faculty is the March Faculty Meeting.

Upon receipt of the completed forms, the Associate Dean ~~of Curricular & Faculty Development~~ **for Curriculum and Instruction** shall send copies of all requests to all members of the Council.

Rationale:

Faculty Handbook II-17 stipulates that a change to this section of the handbook can be made from the approval of CC alone.

This change reflects the split of the position of Associate Dean of Curricular & Faculty Development into two positions, with the new Associate Dean for Curriculum and Instruction working with the Curriculum Council.

CC brought these motions to the attention of the faculty at the October 6, 2021 Faculty Meeting.

All references below are to the Faculty Handbook (2020 version).

~~Strikethrough language~~ will be removed and **bold language** added.

CC Motion 1: Constitutional amendment to update the Faculty Handbook Chp. II re: 'Shared Curriculum'

The Curriculum Council moves that the faculty approve the following changes to Chapter II of the Faculty Handbook:

- II-9 (Functions of CC): "The Curriculum Council shall advise and make recommendations to the faculty or to the President on all matters concerning the curriculum (including The ~~General Education~~ **Shared Curriculum**)..."
- II-11 (Functions of the Assessment Committee): "Establish effective policies and practices for assessment of student learning by all departments, schools, interdisciplinary programs, and university-wide programs (including May term, study abroad, ~~general education~~ **the Shared Curriculum**, and internship)."

CC Motion 2: Updating the Faculty Handbook re: 'Shared Curriculum'

The Curriculum Council moves that the faculty approve the following changes to Chapter IV of the Faculty Handbook. Approval from the Provost and President is also required for this Chapter, as stipulated on p. II-17 of the Faculty Handbook.

- IV-9 (IV-B: on approving tenure-line positions): "all-university programs (including ~~General Education~~ **the Shared Curriculum**, May Term, Writing Program)"
- IV-34 (IV-C: coaching responsibilities): "Support the curriculum of the Physical Education Department and university's ~~general education~~ **Shared Curriculum** requirements"
- IV-64 (IV-H: reviewing dept. chairs): "reviewing and developing curriculum (for the majors and ~~General Education~~ **the Shared Curriculum**)"

Rationale: The General Education Program is now only part of the overall Shared Curriculum, so the term 'General Education' now excludes courses with a U or G flag, second languages, and physical education. The Faculty Handbook should reflect the new terminology of Shared Curriculum.

Addendum: In addition to approving the above changes to Chapter IV, CC also urges the President and Provost to update the following sections of Chapters I and V of the Faculty Handbook:

- I-13: "The Associate Dean of Curricular and Faculty Development will provide leadership in strengthening all curricular programs and assist in balancing the needs of particular academic programs with those of other disciplines and ~~general education~~ **the Shared Curriculum**."
- I-14: "Oversee the ~~general education program~~ **Shared Curriculum**"

- I-15: “Managing departmental course offerings and faculty teaching assignments to meet the needs of students in fulfilling programs and degree requirements in ~~General Education~~ **the Shared Curriculum**, major and minor programs, and interdisciplinary programs”
- V-20 (Sect. V-C): “Over the course of the first year, the FYA monitors the student’s degree progress, tracking the completion of ~~General Education~~ **Shared Curriculum** and major requirements.”

CC Report Motion 3: Registrar Added to CC in the Faculty Handbook

The Curriculum Council moves that the Registrar be added as a permanent member of the Curriculum Council, *ex officio* without voting privileges.

Rationale: The CC Handbook (p. 34 in the 2021-22 version) stipulates: "Each semester the CC votes on whether to invite the Registrar to attend meetings. If granted approval, the Registrar attends all meetings for the given semester." But for the last eight years at our changeover meeting in May, CC has consistently voted to invite the Registrar to sit on CC, after which the Registrar attends CC meetings for the whole of the following academic year. The Registrar brings expertise on the IWU Catalog, the Banner system, historical information on course numbers, *et al.*, which is invaluable for CC's deliberations on proposals and other curricular business. When CC votes to invite the Registrar to attend CC meetings, there is an understanding that the Registrar attends *ex officio* and will not vote on any actions during the meeting. The motion in question codifies CC's current practices and acknowledges the Registrar's important contribution to CC's ability to conduct our business in a timely manner.

Faculty Handbook Language (Chp. II, Article III, Section 7; p. II-9)

Current Language:

Organization. The Curriculum Council shall consist of one representative elected by each educational unit, the Associate Dean of Curriculum and Faculty Development (or a designee) *ex officio* without voting privileges, and two student members chosen by the Student Senate.

Proposed Language (in red):

Organization. The Curriculum Council shall consist of one representative elected by each educational unit, the Associate Dean of Curriculum and Faculty Development (or a designee) *ex officio* without voting privileges, **the Registrar *ex officio* without voting privileges**, and two student members chosen by the Student Senate.

This addition to the Faculty Handbook, if it passes, will also be added to the CC Handbook on p. 30 and the stipulation that CC votes to invite the Registrar removed on p. 34 and on the CC website.

Curriculum Council Motion 4:

The Curriculum Council moves to update language in the Catalog pertaining to transferring classes while currently enrolled at Illinois Wesleyan, in order to better reflect current practice.

Current Catalog Language

Page 57 ‘Major Field of Study’ (for the whole Catalog sections, see the end of this motion):

Once enrolled at Illinois Wesleyan, students are expected to complete their majors and minors here, and will not ordinarily receive credit for required courses in the major or minor department taken or retaken elsewhere. Petitions for exceptions will be considered: to be successful, they will need to show that taking a major or minor course elsewhere furthers some valid educational objective.

Page 82-83 ‘Course Credit Transfer for Currently Enrolled Students’: Once enrolled, students are expected to complete their coursework at Illinois Wesleyan. Accordingly, students will not ordinarily receive credit for required courses taken or retaken elsewhere. Currently enrolled students may not earn transfer credit except by request and approval from the Registrar. Course credits will be accepted only if those credits are judged by the Registrar to be Illinois Wesleyan University course equivalents.

Proposed Catalog Language

~~Page 57: Once enrolled at Illinois Wesleyan, students are expected to complete their majors and minors here, and will not ordinarily receive credit for required courses in the major or minor department taken or retaken elsewhere. Petitions for exceptions will be considered: to be successful, they will need to show that taking a major or minor course elsewhere furthers some valid educational objective.~~

Once enrolled at Illinois Wesleyan, students complete their majors and minors as described in the University Catalog. Currently enrolled students who need to take or retake a course elsewhere are encouraged to consult with their major advisor about their educational objectives and must petition the Registrar in advance of enrolling for the external course (see “Credit for Work External to Illinois Wesleyan”). Under no circumstance may more than 50% of a major course of study be taken at institutions other than Illinois Wesleyan, although schools, departments, and programs may have stricter requirements for their individual majors and minors.

~~Page 82-83: Once enrolled, students are expected to complete their coursework at Illinois Wesleyan. Accordingly, students will not ordinarily receive credit for required courses taken or retaken elsewhere. Currently enrolled students may not earn transfer credit except by request and approval from the Registrar. Course credits will be accepted only if those credits are judged by the Registrar, in consultation with faculty chairs and directors of programs/schools, to be Illinois Wesleyan University course equivalents.~~

Rationale

Updates to this motion after the 10-6-21 faculty meeting attempt to clarify that:

1. Students will take the IWU major/minor as described in the Catalog. This is an enforceable statement that still allows approved transfers.
2. Students should consult with their advisor to discuss academic objectives. There is no committee or office that evaluates a student's 'valid academic objectives' for taking an external course as it stands now. The [transfer petition form](#) only allows a brief statement about why the course can't be taken at IWU.
3. Students must petition the Registrar before taking an external course. Credit for external courses is approved as part of the TES process by chairs/directors of the department or program that originated the course, e.g. the History chair approves HIST course equivalents and the Environmental Studies director approves ENST course equivalents.
4. There is a 50% maximum for external credit toward the degree, but schools, departments, and programs may have stricter requirements.

Current language in the Course Catalog expresses a rather strong prohibition towards currently enrolled students transferring credit from other institutions. Specifically:

Page 57: "Once enrolled at Illinois Wesleyan, students are expected to complete their majors and minors here, and will not ordinarily receive credit for required courses in the major or minor department taken or retaken elsewhere."

Page 82 "Once enrolled, students are expected to complete their coursework at Illinois Wesleyan. Accordingly, students will not ordinarily receive credit for required courses taken or retaken elsewhere.)"

However, this language does not match with current practice at the university, which regularly allows transfer credit to be accepted for currently enrolled students, in accordance with faculty determination of course equivalencies. The following reasons support the removal and/or amendment of this language in order to better reflect current practices:

- As written, the language is not enforceable. For instance, if this rule is "ordinary", what exceptions exist and with what frequency can they be allowed? What weight does an "expectation" have when considering a transfer request?
- Existing rules elsewhere in the Catalog [page 80-83] are more clear and enforce the following conditions:
 - No more than 50% of a major program of study's courses may be external to IWU.
 - A minimum of 16 units must be taken at IWU.
 - No more than 16 course units total may be transferred from external institutions in total.
 - At least 8 of the most recent 10 course units must be taken at IWU.

These already existing rules work in tandem with more specific department and program restrictions and, therefore, are sufficient to govern transfers for currently enrolled students.

- The language as written results in a double-standard between incoming students and currently enrolled students, by implying a more prohibitive transfer process for currently-enrolled students. This is concerning, because first year students come to IWU from a variety of backgrounds and have had different opportunities for earning transfer credit prior to enrollment. This means that students who do not enroll with transfer credit are at a disadvantage in class standing (which determines registration times) and flexibility in course selection, and, furthermore, cannot “ordinarily” elect to change their status with transfer credit.
- Currently, acceptance of transfer courses is governed by chairs and directors, who respond to Registrar requests for the determination of course equivalencies. CC considers this mechanism robust in determining the question of equivalency of external credit, as it puts the discretion fully in the hands of the academic units accepting the credit.

Current Language

[page 57]

Major Field of Study

Students should select a major field of concentration before the end of their fourth semester, but this decision may be made earlier. Since applications from students desiring to enter the professional schools are considered separately and the applicants meet special requirements, it is not necessary for students accepted in these areas to make an additional declaration of major. Prior to the official selection of an academic major, each student is assigned to an academic adviser who is selected for general abilities in the area of advising and familiarity with academic regulations.

A student may officially declare a major field by completing the necessary forms in the Registrar's Office. At this time the department chairs or school director involved may become the student's advisor, or may assign this responsibility to another member of the faculty with expertise in that area. Students with special interests may design their own major from among two or more departmental curricula (see “Special Interdisciplinary Majors and Minors”).

Majors in the professional schools must necessarily specialize more intensely than do those in the liberal arts. Professional degrees in art, theatre arts, and nursing require from 16 to 22.25 units in the field of specialization. Professional degrees in music require a total of 34 to 36 course units of which 24 to 26 units must be in music, depending upon the degree sought. Liberal arts departments, with few exceptions, require no more than 10 courses in the major field and no more than 14 major courses may be counted toward the bachelor's degree, which requires a minimum total of 32 course units. Undergraduate degrees in all fields require study in the liberal arts disciplines and a writing intensive course in the students' major field of study.

Once enrolled at Illinois Wesleyan, students are expected to complete their majors and minors here, and will not ordinarily receive credit for required courses in the major or minor department taken or

retaken elsewhere. Petitions for exceptions will be considered: to be successful, they will need to show that taking a major or minor course elsewhere furthers some valid educational objective.

[page 82]

Course Credit Transfer for Currently Enrolled Students

Once enrolled, students are expected to complete their coursework at Illinois Wesleyan. Accordingly, students will not ordinarily receive credit for required courses taken or retaken elsewhere. Currently enrolled students may not earn transfer credit except by request and approval from the Registrar. Course credits will be accepted only if those credits are judged by the Registrar to be Illinois Wesleyan University course equivalents. For courses to be considered course equivalents, they must be offered by a regionally accredited institution and be acceptable for credit towards a degree at that institution and, regardless of method of delivery, they must be equivalent both in rigor and, when appropriate, in content to a corresponding course or course category, as articulated by IWU faculty. Although requests for exceptions will be considered, to be successful they will need to show that taking a course elsewhere furthers some valid educational objective.

Matriculated students at Illinois Wesleyan can earn no more than 4 units of Shared Curriculum credit through a combination of credit by examination and courses transferred from other institutions, except for courses in approved off-campus study programs. Online coursework may not be applied toward fulfillment of second language or science lab requirements. A student may not receive transfer credit for the Gateway Colloquium once he/she has enrolled at Illinois Wesleyan. The Registrar, the Associate Dean of Curricular and Faculty Development, department chairs/school directors shall evaluate all requests for transfer credit for Shared Curriculum courses and flags.

For courses to count toward a major or minor, approval must be given by the department chair or program/school director.

Students may also be required to provide course descriptions or additional information (for example, syllabi), as requested. Course credits with grades below a "C" will not transfer to Illinois Wesleyan University. Pass/fail graded courses will not be accepted.

PAT Written Report
IWU Faculty Meeting, November 3, 2021

Committee Members: Jason Themanson (Chair), Ilia Radoslavov (Vice Chair) Zahia Drici, Amanda Hopkins, Jean Kerr, James Plath, Mark Brodl (*ex-officio*)

PAT has met two times since the October 6 faculty meeting. The committee has been working on examining and finalizing revisions to the Faculty Handbook language as it pertains to the review and promotion of PE faculty, coaches, and athletic trainers in order to bring it more in line with the corresponding language for all other faculty.

PAT has begun reviewing promotion cases. No tenure cases this academic year.

Finally, PAT has updated its procedures in relation to the materials submitted to PAT for review. Below please find notice of these revisions. PAT will put forward a motion to update the Faculty Handbook with these revisions at the December faculty meeting. This revision exists in the Appendix (Supplemental Guidelines for Submissions to the Promotion and Tenure Committee) of Ch IV of the Faculty Handbook (page 50; Formatting Suggestions)

Old Handbook language:

- ~~When possible please place all written material in a 3-ring binder. Don't overstuff the binder; use a second binder if necessary.~~
- ~~Place text on white paper - it is difficult to read text that is on brightly colored paper.~~
- ~~Don't put pages into glossy cover sheets. The glare makes it very difficult to read.~~

New Handbook language:

- All written material must be submitted electronically to the Provost's Office as PDF files.

Faculty Development Committee Report

FDC has met three times since the last faculty meeting and is currently reviewing proposals from the second review period.

FDC has also been engaging in discussions about how the committee may be restructured to better support faculty scholarship through grant funding and development. October 27th, 2021, FDC and CETAL held a town hall to inform faculty of and receive feedback on the reorganization of the two committees.

Nominating Committee
Faculty Report
November 3, 2021

The Nominating Committee has met three times since the last faculty meeting. The main topics have been a potential electronic voting procedure that would yield in-meeting results, Faculty Handbook revisions, the proposal from the Council for Excellence in Teaching and Learning (CETAL) to move it from appointive- to elective-committee status, and action requests from various constituencies. We have also discussed other minor topics under the purview of the Committee.

At the November 3 faculty meeting we will bring a revised CETAL proposal (attached) for further discussion with the intent to hold a vote on it at the December 1 meeting.

Respectfully submitted,

Scott Ferguson, chair

Proposal from CETAL

October 28, 2021

Proposal

Reclassify CETAL from an administrative committee, in which the Provost appoints a chair and additional faculty members are appointed by Nominating Committee, to an elective committee.

Rationale

This proposal is in response to the recent changing and expanded role of CETAL, and was developed in consultation with the Provost. The main impetus for this change is to empower the faculty body with more leadership and control over faculty development efforts and the use of the council's increased resources.

Even before the pandemic, CETAL was at a point of transition and this proposal to become an elective committee has been on the council's agenda for a number of semesters. Many of CETAL's objectives and initiatives had been tied to a 2016 Mellon Grant, and as those had been fulfilled, new imperatives on campus necessitated a reconsideration of CETAL's structure and operations. Additionally, the development of related initiatives were underway, and there were significant questions about whether CETAL would continue to lead faculty development efforts. This time of transition affected CETAL's budget and leadership; in many recent years CETAL had no funds for programming. As of Summer 2020, the Provost has committed substantial funding to support CETAL, and this funding continues. This year's budget includes approximately \$17,000 for programming. With a more stable budget and increased responsibility regarding faculty development that comes with it, CETAL determined that more faculty involvement in electing membership and council leadership would better support the council's operations and efforts in carrying out its charge. This seems to CETAL all the more imperative given the reorganization of funding between FDC and CETAL.

CETAL understands voting privileges on elective committees is an important matter with complex and far-reaching implications. The council appreciated the opportunity to explore this issue in more depth as a result of concerns voiced at the last faculty meeting. After consulting with colleagues across campus and further discussion, CETAL proposes an organization that leverages and values the expertise of all members of the council, and supports elected members in leading faculty development efforts.

Current Handbook Language

Membership in CETAL in recent years has not been aligned with current handbook language. Two of the positions—the Writing Program Director and the Technology Fellow—are not currently filled/active. Also, the “pivot” online in March 2020 necessitated additions based on

the particulars of that experience. CETAL took into account all of this information, along with recent experience, particularly that of AY 20-21, when proposing membership, including the number of elected faculty.

Current Handbook Language

Council for Excellence in Teaching and Learning (CETAL)

a. Mission: The mission of the CETAL is to support teaching and learning at IWU by fostering the pedagogical development of IWU faculty. Its functions include

- identifying high impact teaching methods and best practices in teaching and learning, including best uses of technology
- organizing and coordinating workshops and faculty development initiatives pertaining to pedagogy
- advising the Associate Dean of Curricular and Faculty Development on matters related to teaching and learning

b. Membership:

- two faculty appointed by the Nominating Committee,
- the Chair of the CETAL, a faculty member appointed by the Provost in consultation with the Associate Dean and the CETAL.
- two students chosen by Student Senate
- the University Librarian, ex-officio
- one ITS staff member from the Thorpe Center
- the Technology Fellow (described below)
- the Writing Program Director, ex-officio
- the Associate Dean of Curricular and Faculty Development, ex-officio, non-voting
- other individuals or groups, depending on CETAL's focus for the year

The Chair of CETAL is to be a faculty member appointed by the Provost in consultation with the Associate Dean and the CETAL. The Chair of CETAL will serve a three-year term, and will receive one course release per year.

The CETAL replaces the Mellon Center Advisory Committee and absorbs the teaching and learning functions of the Teaching, Learning and Technology Roundtable (TLTR). The policy functions of the TLTR are absorbed by the University Technology Forum (UTF).

Proposed Handbook Language

Council for Excellence in Teaching and Learning (CETAL)

a. Organization. The Council for Excellence in Teaching and Learning shall consist of five faculty elected according to the procedures prescribed in Article V, with new elected members rotating on and off at the new calendar year. These members shall serve two-year staggered terms, and three of the members shall be tenured. 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 Center and Tutoring Service, 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 also 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. 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. The position of secretary shall rotate among the elected members (excluding the Chair). A majority of the elected membership shall constitute a quorum for the conduct of business. The Committee shall determine its own rules of procedure, which shall be published in the Faculty Handbook subject to the provisions of Article IV.

b. Functions. The Council for Excellence in Teaching and Learning serves to support teaching and learning at IWU by fostering the pedagogical development of faculty. Its functions include identifying high-impact teaching methods and best practices in teaching and learning, organizing and coordinating workshops and faculty development initiatives pertaining to pedagogy, coordinating with the Center for Engaged Learning leadership on matters related to student engagement and success, among other activities. CETAL will also advise the Associate Dean of Curriculum and Instruction on matters related to teaching and learning.

c. Reports and Records. The Council shall report to the General Faculty Meeting. The Council shall maintain a full archive of all minutes and actions taken. Following the changeover meeting, Chairs are responsible for disposing of the supplemental materials created during their calendar year.

URAC Faculty Meeting Report for November 3rd

URAC met on October 7th, October 20th, and October 21, 2021.

URAC hosted Research! Art! Travel!, a student workshop on October 20th. Two current students presented their research endeavors as Eckley scholars and two IWU alums zoomed in to discuss their post-graduation endeavors, including the impact of their Fulbright Fellowship on their personal and professional development. By featuring current and former IWU students, URAC hoped that students attending the workshop could see how faculty and staff can support them in turning their interests into a scholarly or artistic project. URAC also made progress on a 2-minute promotional video that features current IWU students describing the experience, challenges, and value of completing independent research or artistic projects. Finally, URAC also started discussions around the application process for JWP and logistical considerations for the upcoming student conference.

Respectfully submitted,
Maggie Evans(Chair)
Bill Hudson
Will Jaeckle
Tyler Schwend
Rebecca Roesner (*ex officio*)

CETAL Written Report
IWU Faculty Meeting, 3 November 2021
Brandi Reissenweber, Chair

CETAL has met three times since the October 6th faculty meeting.

CETAL's teaching circles on race, equity, and inclusion in the classroom began with an event on October 4th. Fourteen faculty are participating. CETAL has planned a closing discussion to take place November 23rd. A repository of resources created by some of the faculty involved in this program will be available to the full faculty early Spring semester. Additionally, plans are underway for a workshop in November. The Council has also discussed possibilities for Spring programming.

The council continued to deliberate on and refine the particulars of CETAL's proposed handbook language, taking into consideration feedback received during the October faculty meeting, and feedback received on a revision of the language sent out on October 22nd. The full proposal has been submitted to Nominating Committee.

Additionally, CETAL continued discussions regarding the reorganizing of duties and funds between FDC and CETAL, and shared a joint message on this matter with faculty on October 22nd. On October 27th FCD and CETAL held a town hall meeting and received feedback on this effort.

Faculty Announcements 11-3-2021

Accomplishments:

Franklin Larey, Professor and Director of the School of Music, has been appointed to the Board of Directors for the Illinois Symphony Orchestra.

In August Robert Irons' most recent book was published: [*The Preamble as Policy: A Guidebook for Governance and Civic Duty*](#). The book was co-authored with Dr. Jim Twombly, a presidential scholar from Elmira College, and it was published by Peter Lang Publishing. The premise of the book is that the Preamble to the Constitution is more than an introduction to the document, it is a list of objectives the framers felt were important enough to justify breaking away from England and forming a new nation. Therefore we should expect our elected representatives to provide those objectives for us in the form of laws and policies that can be tied directly to one of those six objectives. The book is intended to spark debate within political science classrooms about the role of government in the United States.

Due Dates:

Reminder of **IGS Small Grants** deadline, November 5 th by 4:00 pm

Funds: The IGS Program will offer four \$1000 grants in December 2021 for courses to be taught during the 2022 calendar year.

Description: The International and Global Studies Program (IGS) invites tenure-track faculty and instructional staff in all disciplines to apply for grants to develop or significantly modify a class assignment, project, or course module that examines issues of diversity, identity and inequity in a transnational setting or within a particular area of the world outside the US. We seek assignments, projects, and course modules that involve faculty/student collaboration, and/or develop community-based learning components to an existing course.

For more information, please see the IGS webpage where you can find the Call for Proposals and Application Form. If you have any questions, please email Carmela Ferradáns

cferrada@iwu.edu

Posse VI Mentor Applications Due November 22: Just a friendly reminder about the application deadline for the Posse VI mentor role. Please send your letter of interest and support from your department chair to the Dean of Students office (kcarneyh@iwu.edu) by November 22. Questions? Contact Karla Carney-Hall.

Events and Meetings:

2 Day Start up Event – A great opportunity for students of all majors to come together and learn about the innovation process from local business owners, various faculty members and other professionals. This fun-filled event will cover two days. No prior experience is necessary. Just come with an idea and we'll help you with the rest!

Friday - Nov. 12th 4 to 8 PM and Sat – Nov 13th 10 to 2 Pm

Location: IDEA Center

Up to \$3 K in funding

Free food, Raffle prizes

Mentorship Opportunities

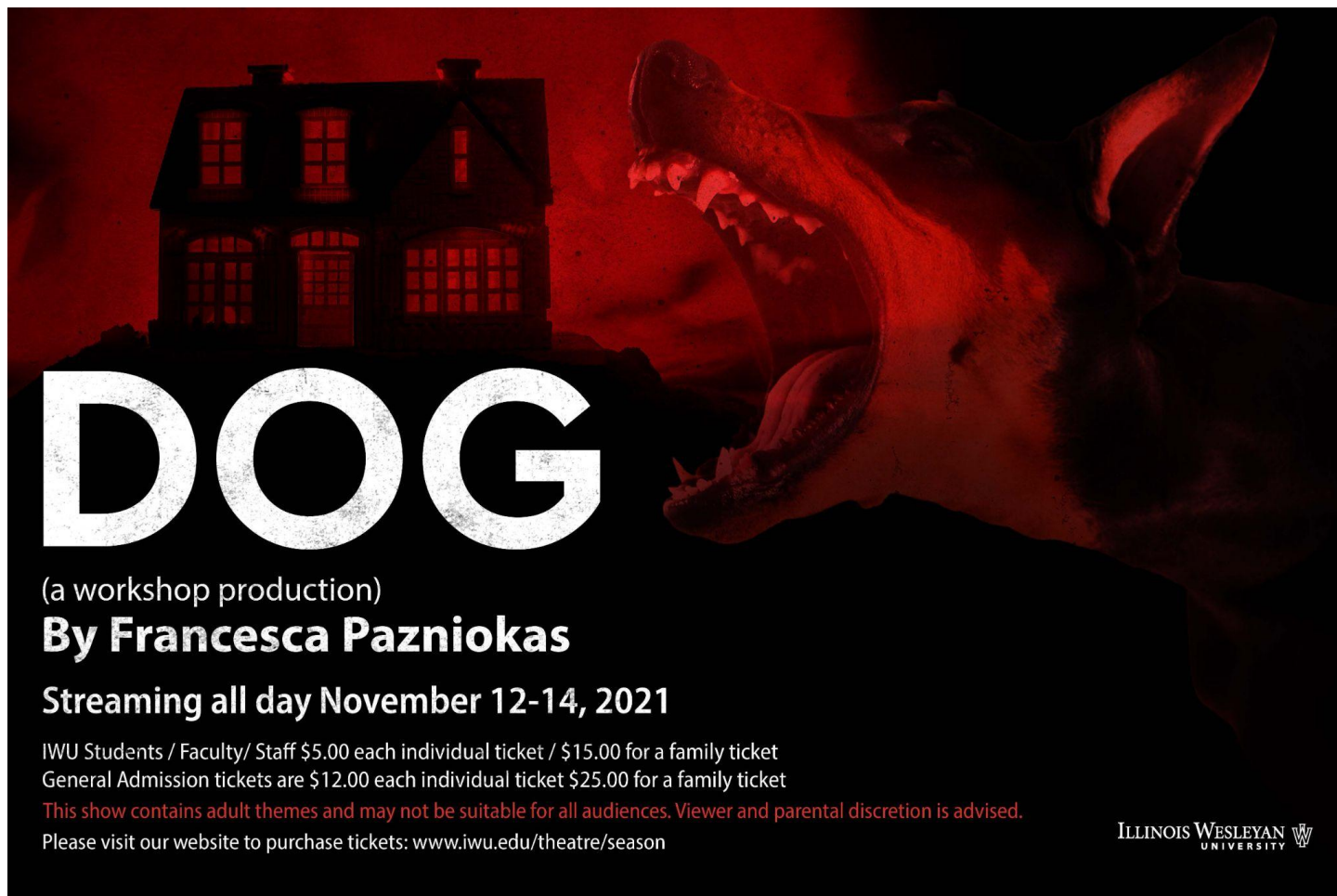
Please contact – gleach@iwu.edu for details.

Faculty Announcements 11-3-2021

Events and Meetings Continued:

Annual Theme Brainstorm Session: November 17, 4:00-5:00pm, Center for Engaged Learning/Ames Library -- Next year's annual theme, The Power of Place, will be another powerful opportunity to explore the way places shape our lives, work, and views. All faculty and staff are invited to help brainstorm courses, programs, and experiences that allow our community to engage with this dynamic theme. Join us for a fun "happy hour" provided by the Provost's office and the Dean of Students office and bring your creativity! We look forward to seeing you there! Questions? Contact Carmela Ferradans, Dan Roberts, Joanne Diaz, Stephanie Davis-Kahl, Deborah Halperin or Karla Carney-Hall.

Theatre Production:



DOG

(a workshop production)
By Francesca Pazniokas

Streaming all day November 12-14, 2021

IWU Students / Faculty/ Staff \$5.00 each individual ticket / \$15.00 for a family ticket
General Admission tickets are \$12.00 each individual ticket \$25.00 for a family ticket

This show contains adult themes and may not be suitable for all audiences. Viewer and parental discretion is advised.

Please visit our website to purchase tickets: www.iwu.edu/theatre/season

ILLINOIS WESLEYAN UNIVERSITY 