

MEETING OF THE GENERAL FACULTY

Monday, October 3, 2022

4:00 p.m. - 6:00 p.m

CNS C101 - in person meeting

Please attend the faculty meeting in person; the below Zoom link is provided for those who are unable to attend in person.

<https://us02web.zoom.us/j/85886594382?pwd=YTU3VTBqeEVpSS9HRW0xdmZaUmxkQT09>

Meeting ID: 858 8659 4382

Passcode: 766374, see page 2 for phone in information

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|---|-----------------------|
| 1. Call to Order | Professor D. Marvin |
| 2. Approval of the Minutes | |
| 3. Consent Agenda | Professor J. Williams |
| 4. Committee Reports | |
| a. CUPP (report) | Professor B. Hudson |
| b. Curriculum Council (report) | Professor J. Williams |
| i. Motion 1 Registrar Equivalencies | |
| 1. Transfer Policy TF Summer 2022 Final Report | |
| c. Promotion and Tenure Committee (report) | Professor Z. Drici |
| d. Faculty Development Committee (report) | Professor K. Nielsen |
| e. Nominating Committee (oral report) | Professor R. Alvey |
| f. Assessment Committee (report) | Professor F. Larey |
| g. Undergraduate Research Advisory Committee (report) | Professor B. Hudson |
| h. CETAL (oral report) | Professor W. Kooken |
| i. Writing Committee (report) | Professor P. Gray |
| 5. Old Business | |
| 6. New Business | |
| 7. Administrative Reports | |
| a. President Report (report) | President G. Nugent |
| b. Provost Report (report) | Provost M. Brodl |
| i. Assoc. Dean of Curriculum and Instruction (report) | Dean A. Coles |
| ii. Assoc. Dean of Scholarly and Creative Work (report) | Dean A. Kerr |
| 1. Addendum to report | Dean A. Kerr |
| 8. Announcements | |
| 9. Adjournment | Professor D. Marvin |

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MEETING OF THE GENERAL FACULTY

Wednesday, September 14, 2022 11:10 a.m. - 12:40 p.m.-CNS C101 - in person meeting

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

1. **Call to Order:** Meeting called to order by Interim Presiding Officer at 11:10 AM.
2. **Approval of the Minutes:** of the August 24, 2022 Faculty Meeting. Minutes approved by consent.
3. **CC Consent Agenda**
 1. **Action:** Univ 202 pulled for discussion.
 2. **Action:** 1st item approved by consent.
4. **Committee Reports**
 - a. **Change of order:** Motion 1 shifted to first in order. Approved by consent.
 1. **Motion 1**
 1. **Background:** Members with accommodations able to attend virtually. CUPP has discussed how it will happen.
 2. **Question:** how will voting work?
 3. **Response:** (Bill Hudson): Chat function, unless secret ballot requested, then google form.
 4. **Question:** who will count?
 5. **Response:** Professor Hudson will count, with assistance of Professor Hall.
 6. **Clarification:** only those approved will attend: no extra votes.
 7. **Clarification:** vote will be recorded for whole body, protect anonymity.
 8. **Question:** available for others besides those with accommodations?
 9. **Response:** CUPP discussed, only for those with accommodations to increase community.
 10. **Question:** does this out those with accommodations?
 11. **Response:** just that they have accommodations to teach online, nothing about why.
 12. **Action:** Motion passed
 - b. **Discussion of Faculty Question** Professor S. Davis-Kahl
 1. **Background:** Following up on space for questions announced at all faculty meeting
 2. **No questions**
 - c. **CUPP** (written report and Mental Health Progress Report) Professor S. Davis-Kahl
 1. **Oral report:** continue to work on proposal for the School of Professional and Continuing Studies; following up with PAT changes; handbook changes address work expected of CUPP chair during summer and appropriate compensation, how to deal with tie for leadership in CUPP elections (outgoing chair is tie-breaker). Student mental health initiative: progress report being presented to student senate for feedback.
 2. **Motion 2**
 1. **Background:** clarity for expectations of Kemp Award winner: discussed necessity and CUPP agreed lack of clarity. Some discussion has occurred since distributed as to whether this is the right place, does it lock us in.
 2. **Questions:** is spring convocation the right term? Is this founder's day? Honor's convocation? Second question: compensation and if this is 2 separate talks.

3. **Response:** named in Spring, speak the following year, get \$1000 added to base pay going forward in the next year.
4. **Comment:** by removing honors day component, seems ironic we are not including students. Need to find ways to increase student attendance.
5. **Comment by President Nugent:** seems like there should be more clarity about expectations, that should take place in letter.
6. **Comment by Provost Brodl:** letter is same as has been for a long time, we should think about ways to highlight students.
7. **Comment:** handbook could be about intent (including students) vs actual mechanism
8. **Motion:** language change to “spring convocation or ceremony”
 1. **Motion seconded**
 2. **Question:** will CUPP decide format?
 3. **Response:** CUPP can be involved in discussion, but it is a university event
 4. **Reminder:** University Archives is resource for how this has been done
 5. **Question from President Nugent:** what was original intent of the award from donors?
 6. **Comment:** tone feels a bit adversarial—this is not about honoring students vs faculty—this is a way for students to see faculty and their accomplishments—honors convocation for whole community
 7. **Response:** the conversations have been about students and faculty
 8. **Comment:** seeing faculty process in regalia is also an important element for students.
 9. **Question:** based on President Nugent’s comment, should we hold off on this amendment?
 10. **Action:** amendment passes
9. **Comment [President Nugent]:** seems odd to enshrine these particularities in an amendment
10. **Motion:** CUPP withdraws motion
11. **Action:** Motion Seconded
12. **Action:** Motion Passes
3. **Motion 3**
 1. **Background:** following up with Mental Health Task Force recommendations, putting in specific place in handbook, updating practices
 2. **Question:** will the mental health action plan be linked?
 3. **Response:** not sure about policy for sharing out plan, if it lives somewhere. Administration agrees it could live somewhere.
 4. **Action:** motion passes
4. **Motion 4**
 1. **Background:** following up with Mental Health Task Force: attendance, responsibility to make up work if possible. CUPP discussed how prescriptive this language should be, changed “sponsored” to “approved,” added mention to student of concern form.
 2. **Question:** does “if possible” leave that unclear if that is determined by faculty (ie, this assignment can be made up) vs student (I find this possible)
 3. **Suggestion:** “if permitted by the instructor”
 4. **Further suggestion:** use “instructor” throughout

5. **Discussion:** faculty vs instructor-where it matters and why. Would “instructor of record” cover this?
6. **Motion:** Section 1, paragraph 1 “if permitted”
 1. **Question:** does this take this too far to faculty and leave intent of motion, which was to encourage policies that allow work to be made up if possible?
 2. **Response:** it takes it to the faculty
 3. **Comment:** that is purview of the faculty
 4. **Action:** motion passes
7. **Motion:** cut language on page 2 “to arrange accommodations”
 1. **Action:** seconded
 2. **Discussion:** arrange accommodations offers another avenue. Move this to the parentheses, make it an e.g.
 3. **Response (Associate Provost Roesner):** agree, accommodations not best language, need to be in parentheses
 4. **Comment:** Originator wants to Withdraw motion
 5. **Action:** motion fails
8. **Motion:** change language: add “if the absence continues;” replace “will meet” with “may choose” “i.e.” to “e.g.” and add at “arrange accommodations” to parentheses
 1. **Action: seconded**
 1. **Suggested Motion:** change “accommodations” to “flexibility” bc accommodations is legal language
 2. **Motion:** not seconded
 2. **Action: Motion Fails**
9. **Motion: take back to committee**
10. **Action: Motion passes**
5. **Motion 5**
 1. **Background:** we have a retention issue. Currently at 1512 before census. After December graduation, may be below 1500. 104 students did not return: that is 1.97 million dollars in revenue. Feedback matters, students are less prepared, and students need to know they belong here. In light of these factors, CUPP changed handbook language to make midterm reports a requirement.
 2. **Comment:** We don’t have evidence the students who left over summer would have been effected by getting midterm grades. Massive amount of new work for faculty without clear evidence. This motion has made its way to faculty through strange channels: seemed to come straight from Academic Affairs, should have been a faculty vote. Mental Health report did not discuss grades. Reemphasize that there is lack of evidence.
 3. **Response:** anecdotal –students come in for advising with a large amount of uncertainty about how they are doing in classes. Often “heartbreaking” to not be able to help students. See it as a common courtesy, in line with learning names and pronouns
 4. **Response:** anecdotal: midterm grades don’t seem to help—students continue to struggle. Putting in faculty handbook is a blunt instrument: often based on one quiz. Doesn’t help students to speed up assessments.
 5. **Comment:** as a first year advisor, echo point that students don’t have information about classes. Would support even if there was not a retention issue. Incredibly important tool for advising students.

6. **Comment:** fully support, but banner does not allow for code to indicate reason for low midterm grade. Request look into whether we could use coding system. Could faculty advisors be identified in course roster so faculty can contact them? Request attention to process and faculty communicating useful information.
7. **Comment:** agree to utility of midterm grades, feedback. Question: how will this information be used? Might it effect untenured faculty and high D/F rates?
8. **Suggestion:** if amount of evaluations is an issue—could there be blanket email to student stressing what percentage of work it reflects?
9. **Comment:** from task force perspective, student survey responses stressed that they did not have information, midterm reports were useful
10. **Question:** is there any evidence that constant visibility of grades in LMS/through class structure is of value to students?
11. **Comment (Associate Provost Roesner):** we know that this is a practice in high school—this is a student expectation: this is a move toward that.
12. **Comment:** getting this so soon before semester started did create a burden in terms of grading load. Additional comment: would there be a way to contextualize the overall information a midterm grade report offers—does this tell students they don't belong—is there a way to roll out in a way that is supportive?
13. **Comment (President Nugent):** the research could not be more clear that feedback is vital. This can be low stakes feedback. Simple, non time consuming ways to offer students feedback.
14. **Response (CUPP chair):** we could do a better job supporting students as to how to use midterms, see them as start of conversation
15. **Response (Provost Brodl):** in previous institutions, mid-term grades for all first years is the rule: this is not a radical practice. Opens a culture of discussion. In terms of data, students are more candid about some things than others, form asks for main reason: those don't capture full suite of reasons they leave.
16. **Comment:** support contextualization. Maybe call it progress/feedback vs grade, which might contribute to demoralization.
17. **Comment:** it's not grades/feedback that help: it's good feedback. Have had a B- student drop—for first year students everything feels high stakes. Putting this in handbook it becomes required work. Takes away faculty choice. Discuss trade-off between work and discretion.
18. **Comment:** progress report is good suggestion—what if we just had a color coding system green/red/yellow, CUPP can provide.
19. **Motion:** end discussion, call to question.
20. **Request:** secret ballot.
21. **Action** passed 38-16.

d) Curriculum Council (written report) Professor J. Williams:

1. **Question:** UNIV courses are generally pretty broad: this seems pretty specific content, disciplinary content: who will teach?
2. **Response:** Courtney Irby responded it is her, part of Presidential Innovation Fund, to offer formal training to be mentors. Equitable with other peer mentoring programs on campus.
3. **Clarification:** it is a C/NC .5 course, equitable with other courses
4. **Action:** motion passes

5. **Reminder:** proposals now to Thorpe, not Mellon Center

e) **Action: Change of Order**

(1) **President Report (oral report) President G Nugent**

(a) **Title IV Funding & Student Academic Progress**

(b) **Background:** if student is enrolled in courses not clearly in progress toward degree, they may not be eligible for Title IV funding—suggests advisors may need to make sure students stay enrolled in at least some class that is progress toward degree—can't do all electives.

(c) **Clarification (Provost Brodl):** minors don't count for progress towards degree. Student can declare a second major with intent to drop.

(d) **Question:** why not in writing?

(e) **Response:** we're still exploring; if it's in writing, we could have issues for funding

(f) **Question:** what is take home for advisees?

(g) **Response:** save a major class for senior year.

(h) **Question:** what about sun downed programs and needing to take classes asap?

(i) **Response:** still exploring.

(j) **Clarification:** we will put in writing if it does not endanger students. Will meet with faculty about it.

(2) **Provost Report (oral report) Provost Mark Brodl**

(i) HLC evaluation(October 24-25): upcoming

f) **Action: Presiding Officer asked that further reports be shared in writing**

g) **Action:** Meeting Adjourned: 12: 36

h) Promotion and Tenure Committee (written report) Professor Z. Drici

(1) **No report/discussion due to meeting adjournment**

i) Faculty Development Committee (oral report) Professor K. Nielsen

(1) **No report/discussion due to meeting adjournment**

j) Nominating Committee (oral report) Professor R. Alvey

(1) **No report/discussion due to meeting adjournment**

k) Assessment Committee (no report) Professor F. Larey

(1) **No report/discussion due to meeting adjournment**

(2) **Note: See Appendix 1: Written Report submitted after the meeting due to lack of time for reports**

l) Undergraduate Research Advisory Committee (written report) Professor B. Hudson

(1) **No report/discussion due to meeting adjournment**

m) CETAL (written report) Professor W. Kookan

(1) **No report/discussion due to meeting adjournment**

n) Writing Committee (written report) Professor P. Gray

(1) **No report/discussion due to meeting adjournment**

5) **Old Business**

(1) **none due to meeting adjournment**

6) **New Business**

(1) **none due to meeting adjournment**

7) **Announcements**

(1) **none due to meeting adjournment**

(2) Petrick Idea Center Planning John Quarton: **did not occur due to meeting adjournment**

Appendix 1

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

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

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

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

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

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

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

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

Respectfully submitted,

Franklin Larey

Chair of the Assessment Committee

Curriculum Council Consent Agenda

Academic Year: 2022-23

October 3, 2022

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

Course#	CC #	Course Title	Course Description(s)	Requested Action	GenEd Cat	GenEd Flag
INST 330	03-22	The Legacy of the Spanish Civil War	The Legacy of the Spanish Civil War. This class explores the legacy of the Spanish Civil War (1936-39) analyzing the complex and nuanced relationship between history and memory, and how contemporary Spanish society has dealt with the historical trauma of the civil war, the dictatorship that ensued, and the negotiated transition to democracy in the late 1970s. <i>Offered occasionally.</i>	New Course (please note that this course is cross-listed with SPAN 330).	IT	G
SPAN 330	03-22	The Legacy of the Spanish Civil War	The Legacy of the Spanish Civil War. This class explores the legacy of the Spanish Civil War (1936-39) analyzing the complex and nuanced relationship between history and memory, and how contemporary Spanish society has dealt with the historical trauma of the civil war, the dictatorship that ensued, and the negotiated transition to democracy in the late 1970s. Prerequisite: Span 307. <i>Offered occasionally.</i>	New Course (please note that this course is cross-listed with INST 330)	IT	G

NURS 217	04-22	Pathophysiology and Pharmacology I	Pathophysiology and Pharmacology I (1 unit). Builds on knowledge from natural sciences to provide a foundation for nursing practice by examining the etiology and pathophysiology of illnesses across the lifespan. Pharmacodynamics and pharmacokinetics of medications as well as the nurse's role in administration are introduced. Selected pathophysiological disorders are presented. Prerequisites: BIOL 107, 108, 114, and CHEM 110, or consent of faculty. Students must receive a minimum grade of C in BIOL 107 and BIOL 108 in order to enroll in this course. <i>Offered each fall.</i>	The School of Nursing faculty would like to add a prerequisite: students must receive a minimum grade of C in BIOL 107 and BIOL 108 in order to enroll in this course.		
NURS 260	04-22	Nursing Foundations I: Health Assessment and Professional Communication	Nursing Foundations I: Health Assessment and Professional Communication (1.25 units). Develops assessment techniques to examine the physical, psychosocial, and spiritual health of individuals from diverse populations across the lifespan. Introduces skills in interdisciplinary, multigenerational, and culturally sensitive professional communication. Principles of teaching-learning, stress and psychosocial theories are presented to promote the individual's health and prevent disease. Prerequisites: BIOL 107, 108, 114, CHEM 110, PSYC 253, and HLTH 230. Students must receive a minimum grade of C in BIOL 107 and BIOL 108 in order to enroll in this course. <i>Offered each fall.</i>	The School of Nursing faculty would like to add a prerequisite: students must receive a minimum grade of C in BIOL 107 and BIOL 108 in order to enroll in this course.		
HIST 270	05-22	Asia's Revolutions	Asia's Revolutions. In this course, we undertake a comparative study of modern revolutionary movements borne of struggles across East and Southeast Asia. We will study twentieth-century political economic thought, cultural experiments, and social movements to remake the modern world. <i>Offered occasionally.</i>	New course	CHC	G
HIST 270	06-22	Documenting Difference in Asian Cinema	Documenting Difference in Asian Cinema. This course interrogates the role of photography and cinema in fashioning and contesting historical understandings of difference. We will engage with materials in comparative, historical frameworks on ethnic and religious differences in Japan, Taiwan, and Vietnam, as well as regions of the People's Republic of China, including Tibet and Xinjiang. <i>Offered occasionally.</i>	New course	CHC	G

Council on University Programs and Policies (CUPP) Report
October 3 2022

CUPP has met twice since the last faculty meeting. We have continued discussions about building community; ideas that resonated with CUPP members included reviving our Non-Org tradition, reserving the Turfler Room for faculty/staff lunches, and holding town hall-type meetings for faculty/staff around shared issues.

CUPP also met with Associate Dean Abbie Kerr to provide feedback on two documents: the proposal for establishing a School of Professional and Continuing Studies, and the IWU Quality Assurance Program for Higher Education to allow online learning to continue after emergency pandemic permission ends. We are in the process of reviewing several draft policies provided by Mark Liffiton, faculty representative on the ITS Governance Committee, and we plan to bring a revised version of Motion 4: Student Class Attendance to the faculty in November.

Respectfully submitted,
Stephanie Davis-Kahl
CUPP Chair

**Illinois Wesleyan University
Faculty Meeting October 3, 2022
Curriculum Council Report**

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

CC discussed six course proposals, recommending the six course proposals (two of the courses are cross-listed with one another) for placement on the consent agenda. Other than discussing course proposals, CC spent most of our two meetings discussing a motion to empower the Registrar to decide on course transfer equivalencies at the 100 and 200 level. CC encouraged Associate Dean Coles to first discuss the motion at the upcoming Chairs/Directors meeting to obtain feedback before CC more fully deliberated on the motion. Based on feedback from the Chairs/Directors meeting, the motion was edited to make it more clear that Chairs/Directors could remove courses from this process and have the Registrar instead contact the department/school for approval and/or to meet with the department/school for more specific guidelines for course transfer equivalencies. CC voted (6 yes, 1 abstention) to present the motion at the October 3, 2022 Faculty meeting for a vote

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

Respectfully Submitted,

Joe Williams
Chair of Curriculum Council

Overview:

The current process to transfer any course into IWU is fairly complicated: (1) a student presents their transcript or proposed external course to the Registrar's Office; (2) a staff member enters the course into the Transfer Equivalency System (TES), suggests a possible equivalent IWU course, and assigns the approval to a department/program chair or director; (3) the department/program chair or director has a two-day window to approve, make changes, or suggest someone else approve the class. Not only is this process cumbersome, with requests passing through many (virtual) hands, but it is also slow. Many transfer requests come at the busiest times of the semester or during the summer, when faculty are away from their offices, making it difficult for chairs and directors to respond within the required two-day window. If a chair or director feels that someone else should be included in the conversation, additional days of delay are added onto the process. All of these delays can lead to prospective transfer students not getting their equivalencies in a timely manner. To streamline this process, CC proposes to empower the Registrar's Office to make lower-level course equivalencies (100 and 200 level). Chairs and directors will continue to evaluate equivalencies for upper-level courses (300 and 400 level) and may provide guidance to the Registrar about courses of concern.

Motion:

The Curriculum Council moves to assign to the Registrar's Office the task of determining lower-level (100- and 200-level) course equivalencies and assigning Shared Curriculum credit to transfer courses based on the criteria in the University Catalog. Chairs and directors are encouraged to identify key lower-level courses that the Registrar's Office should send to the department for approval and/or to provide guidelines for creating lower-level equivalencies for courses of concern.

This motion does not change language in the University Catalog; rather it realigns IWU processes around existing language:

2022-23 Catalog p.83: The Registrar, in consultation with the Associate Dean of Curricular and Faculty Development, shall evaluate all requests for transfer and Advanced Placement credit for Shared Curriculum courses and flags.¹

p.84: 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.

Rationale / Q & A:

Q: How does empowering the Registrar's Office to establish lower-level course equivalencies help the transfer process?

Students transfer between institutions in their first year or two of college, especially because many institutions have a one or two-year residency requirement to earn a degree. We, for example, require that students complete at least 16 IWU credit units (50%) to earn their IWU BA (except in cases where their home institution closed). Thus, most of the courses that incoming students seek to transfer are lower-level general knowledge courses. Allowing the Registrar's Office to create course equivalencies for these basic knowledge courses streamlines the transfer process and reduces the time it takes to help transfer students understand how their

¹ The title of the Associate Dean is updated in another motion.

credits will transfer. Often prospective students will make a final decision whether to attend IWU based on what credits they can apply to their degree.

Moreover, the Registrar's Office can also build basic equivalencies with new institutions to boost our rating in [Transferology](#), a credit transfer tool that prospective students use to research which schools would be the best transfer fit for their credits. Over the past three years, including the push during Summer of 2022, Chairs and Directors have made 5,826 course equivalencies in TES. Most small schools usually have between 10,000 and 19,000 equivalencies before they launch Transferology, so that they rank well for a larger number of prospective students. Nonetheless, IWU has launched Transferology in Fall 2022 to take advantage of recruiting tools on the platform. Empowering the Registrar's Office to create lower-level course equivalencies will significantly increase the impact of our use of Transferology to recruit transfer students from 4-year institutions especially.

Simply put, by removing a "rate limiting step" in the equivalency approval process, the Registrar's Office can more quickly and efficiently create equivalencies for courses. This means that prospective transfer students will know more about how their courses will transfer before depositing, and enrolled students will have a more rapid response time for courses that they wish to transfer.

Q: How is allowing the Registrar's Office to establish lower-level course equivalencies mission and student-centered?

Transfer students face a number of challenges that result from moving between institutions. One stressor is not knowing the degree to which their courses transfer towards their new degree program. This question determines how many courses students have to take at IWU, and therefore how many additional general semester courses, and in some instances, May Term and/or summer courses they will need. It also determines courses that they can register for based on prerequisites. This makes the degree to which courses transfer a major component of both the academic and financial considerations that transfer students face. Providing students with this information upfront via Transferology, or at least in a timely manner, will give them reassurance that their hard work in previous institutions will be recognized and they will not have unpleasant surprises as they continue their work at IWU.

A 2022 survey of transfer students at IWU (39% response rate), found that issues with credits transferring represented the largest complaint students had with their transfer experience. Out of nine positive statements about their transfer experience, IWU students responded the most negatively to the statement, "I am satisfied with how my credits transferred." 26% of respondents strongly disagreed with this statement, while 23% disagreed. Only 13% strongly agreed. For context, students responded to the second-most negatively received statement ("I am satisfied with the new student orientation that I received"), with only 21% in disagreement and 10% in strong disagreement, while 18% were in strong agreement. These responses were echoed in open-ended questions throughout the survey. As the report on this survey states, "Students were frustrated by the [transfer] process, which they found difficult to navigate due to lack of information and lack of support." Although it does not address all reasons why students may be disappointed with their transfer credits, providing students with more robust information upfront is one way to demystify the transfer process, reducing student stress and eventual dissatisfaction with their transfer credits.

This proposal is also Mission focused. Part of the Wesleyan Mission is to create a "supportive university community", a fact that is not lost on transfer students, who largely agreed with the statement, "There are faculty and staff here that I can count on for help" (51% strongly agreed, 41% agreed, none strongly disagreeing). Many of these people that students can count on reside in the Registrar's Office, a fact students repeatedly mentioned in the same survey.

However, some students felt that their faculty advisors did not give strong guidance with respect to ensuring that courses would transfer. This proposal empowers the Registrar's Office to provide transfer students with support, in the form of transfer equivalencies, at the point where they need it most, as they are first considering and enrolling in IWU.

Q: How do our peer, aspirant, and cross-admit institutions create course equivalencies?

Responses from our peer, aspirant, and cross-admit institutions can be found in the ["Registrar Equivalencies" tab in this spreadsheet](#). 19 institutions of our 30 peer/aspirant/cross-admit pool responded to a query about how they establish which external courses are equivalent to their institution's courses. 11 institutions (of which 7 are peer/aspirant, 4 are cross-admit) empower staff in their Registrar or Admissions offices to set the course equivalencies, especially for lower-level courses.² Most of these institutions consult with faculty if there is any question about the content of a proposed equivalent course. 7 institutions (of which 4 are peer/aspirant and 3 are cross-admit) push all new course equivalency requests to department chairs or faculty, but 2 of these have designated General Education Directors as approvers.³ Macalester (a peer/aspirant) allows no 1:1 course equivalencies.

Q: Does this take control over majors and minors away from Chairs and Directors?

No. Chairs and Directors can provide the Registrar's Office with clear guidelines for how to set equivalencies for their discipline's lower-level courses, for example which topics must be present in the transfer course, whether an in-person lab is essential, etc. Chairs and directors who feel strongly that they must evaluate certain lower-level courses may inform the registrar that they will continue to do so. Furthermore, chairs and directors will continue to create all equivalencies for upper-level courses, unless they ask the Registrar's Office to do so for them.

Q: What about courses that are prerequisites for major/minor courses?

Under this motion, the Registrar's Office could make transfer equivalencies for any lower-level course, unless the chair or director has indicated otherwise. If you are concerned about whether students will be prepared for later courses in a sequence, you can provide the Registrar's Office with guidance on what content is necessary for a lower-level course to be considered a sufficient prerequisite for the sequence, i.e. an appropriate equivalency for the introductory course at IWU.

Q: What if a transfer course doesn't contain all of the content in my course?

AACRAO's *A Guide to Best Practices: Awarding Transfer and Prior Learning Credit* (p. 12) establishes the best practices of "using 70% matching of content to determine equivalency, unless otherwise needed for specific accreditation, discipline content, or other written requirement" as determined by a comparison of syllabi, course textbooks, or other materials identified as appropriate. This best practice leaves room for chairs and directors to write guidelines for what content is essential for accreditation or disciplinary progress.

Q: Who has worked on this motion? Where did the idea originate?

This motion was drafted by the Transfer Policy Task Force (Summer 2022): Amy Coles (Task Force Chair, Associate Dean for Curriculum and Instruction), Aaron Wilson (elected Faculty Representative, outgoing CC Chair), Chris Schumacher (elected Faculty Representative,

² Three of these (Luther, UIUC, UI Springfield) allow registration or admissions staff to set lower-level course equivalencies but send upper-level equivalencies to the major faculty to decide.

³ One of these, Loyola, follows a complicated process where some departments set all of their own equivalencies, the GenEd director sets all GenEd equivalencies, and otherwise the Registrar's Office pushes batches of approvals to faculty periodically.

CC Proposal re: Registrar Equivalencies

Athletics), Leslie Betz (Registrar), Becky Roesner (Associate Provost), Mark Brodl (Provost), and Abbie Kerr (Associate Dean for Scholarly and Creative Work). CC discussed it on Sept. 15, made edits, and asked Assoc. Dean Coles to present it to the Chairs and Directors meeting on Sept. 19. CC discussed the Chairs' and Directors' feedback on Sept. 22 and updated the motion again.

Task Force Charge:

In February 2022, the Board of Trustees and President Nugent reaffirmed potential transfer students as a critical area for enrollment growth and set a deadline of 2023-24 to demonstrate measurable improvement (BoT Meeting, Feb. 24-25, 2022). In response, a workgroup from Academic Affairs, Admissions, Student Affairs, and Financial Aid drafted a Transfer Strategic Plan, which we are refining and carrying out over the next two years. A key academic objective in the Transfer Strategic Plan is to review IWU policies, as described in our University Catalog, and address barriers to transfer (see the [Joint Statement on the Transfer and Award of Credit](#) for the guiding principles of such policy review).

By the end of the summer (8/15/22) the task force will make recommendations to CC and CUPP, as appropriate, about which policies could be updated to best foster the recruitment and retention of transfer students. CC and CUPP will then evaluate the suggested updated policies and, if they endorse the updates, move them forward for a faculty vote in Fall 2022.

Members:

- Aaron Wilson (Faculty Representative, outgoing CC Chair)
- Chris Schumacher (Faculty Representative, Athletics)
- Leslie Betz (Registrar)
- Becky Roesner (Associate Provost)
- Mark Brodl (Provost)
- Amy Coles (Task Force Chair, Associate Dean for Curriculum and Instruction)
- Abbie Kerr (Associate Dean for Scholarly and Creative Work)

Meetings:

The task force met seven times between May 26 and Aug. 9, 2022, with readings, research, and document writing continuing on the weeks we did not meet.

Motions Produced:

The task force relied on the [Best Practices](#) recommended by the American Association of Collegiate Registrars and Admissions Officers, [Reimagining Transfer](#) by the American Council on Education, the [Joint Statement on the Transfer and Award of Credit](#), and the [IWU Transfer Student Survey from Spring 2022](#) to inform our policy review. We focused on attainable policy changes that would have the highest overall impact on our ability to recruit more transfer students and equitably apply their credits toward their degree program.

The Curriculum Council (CC) will review these motions in Fall 2022. The Task Force respectfully requests that CC evaluate, improve, and bring each motion forward for a faculty vote (with a statement of endorsement or non-endorsement as appropriate). It is valuable to have a record of the faculty's will on each of the following motions:

- A motion to empower the Registrar's Office to make lower-level (100- and 200-level) course equivalencies and assign Shared Curriculum credit to transfer courses based on the criteria in the University Catalog and guidance from chairs and directors. This motion streamlines the process by which potential transfer students know how their credits will transfer, which will help them decide to deposit sooner. Empowering the Registrar's Office to create lower-level course equivalencies will also significantly reduce the time it will take to launch Transferology, a valuable recruiting tool for transfer students from 4-year institutions.
- A motion to remove the limit on the amount of credit earned prior to matriculation that IWU will accept, as long as no student transfers in more than 16 credit hours. This

motion simplifies how first year students transfer credits in and therefore helps recruit highly-motivated and dedicated students to IWU.

- A motion to offer some sort of credit toward graduation for examination scores equivalent to C-level and better work. This motion brings equity to grade expectations for courses transferred from other institutions (C or better) and examination scores. It also aligns IWU policy with Illinois state law that public schools award credit toward graduation for AP Exam scores of 3, which even UIUC now does. If passed, this motion would make IWU competitive in this regard with our in-state cross-admit schools.
- A motion to clarify how credit by examination counts toward major, minor, and certificate requirements. Students receiving credit by exam are currently required to replace the major, minor, or certificate course with an elective within the major, minor, or certificate. This motion opens the option for departments to waive such a replacement course, which streamlines transfer students' ability to complete their graduation requirements.
- A motion to grant credit for academic coursework on military science. IWU and ISU signed an agreement to share military science courses decades ago. IWU students take these courses as non-credit overloads; they do not count in the GPA or as progress toward the degree. ISU grants 1 to 3 semester hours to their students for these courses (12 semester hours is a full load). This motion assigns the military science courses in IWU's catalog commensurate credit towards graduation, which will also allow the transfer of military science courses.
- A motion to clarify the IWU catalog language on transfer credits, including what sorts of credits will or will not transfer. This motion brings our overall catalog language in line with AACRAO's best practices and adds transparency of what we currently do and do not accept for credit external to IWU.

Suggestions for future action:

Other improvements emerged from AACRAO's [best practices](#) and the task force's discussions, but were not within the scope and time limitations of the task force's summer work. The task force suggests that IWU's faculty:

- Continue to develop robust advising for transfer students at IWU and with Articulation Agreement partner institutions to foster clearer communication and a stronger sense of belonging for incoming transfer students (AACRAO best practice #4)
- Individual departments should assess whether they meet the AACRAO best practice #3 that "policies should aim to maximize the amount of credit applied to fulfill requirements on the path to a student's chosen degree or credential," i.e. not merely for IWU electives.
- Establish a guaranteed admission promise for all transfer students from Illinois community colleges (e.g. with 8 credit units at a 3.0 GPA). This promise requires that the Registrar's Office has the ability to confirm equivalencies quickly.
- Consider accepting Prior Learning Assessments (PLAs), which is an important consideration if we build a School of Professional and Continuing Studies.
- Assess how we apply the AACRAO best practice #1 that "the award of credit also needs to be independent of the learning modality by which it was acquired."
- Assess how we apply the AACRAO best practice #6 that "the award of credit should not be denied based on the type of accreditation of the sending institution, provided that the institution's accreditor is, and remains, recognized by the Council for Higher Education Accreditation or the U.S. Department of Education."

Items not pursued:

Finally, the task force discussed the following measures, but determined that more research into their mission centrality and potential impact on the curriculum was required.

- Students at IWU are allowed four Ds to count toward their degree, one toward their major, and two toward the Shared Curriculum (Catalog p. 56). We do not, however, accept transfer courses with grades below C, even when the student's GPA meets minimum IWU standards. On face value, this is an equity issue where we allow our students leeway that we do not allow for transfer students' prior to matriculation. There is concern about whether students who earned Ds could be successful at IWU without retaking the courses in question. Would removing this inequity make enough of an impact on recruitment without setting the transfer students up for failure?
- We are currently an IAI receiving institution, although we evaluate reverse transfer requests on a case-by-case basis, e.g., when a transfer student wishes to transfer an IWU course back to a community college to finish their AA degree requirements. Becoming an IAI sending institution would be a massive undertaking and would require adherence to policies outside of IWU. It might be a helpful step, however, as we evaluate Professional and Continuing Studies or forms of dual-enrollment with community colleges.
- Anecdotally, IWU's third semester language requirement, when combined with other credits that do not transfer, presents a challenge for transfer students wishing to graduate in two years after coming to IWU. For example, in a Summer 2022 [survey of athletics](#) faculty and transfer students, the 6 responses listed the following barriers to recruitment and/or successful completion in 2 years: losing 2-3 credits completely or classes not counting toward majors or GenEd (3 comments), the residence requirement (1 comment), and language requirement (2 comments).

The Transfer Policy Task Force assessed which actions would have the biggest impact on transfer and would be most achievable in the Fall 2022 semester as our first focus. Getting prospective students answers on their transfer credits more quickly, accepting more types of transfer work, and being more transparent about what credits we do or do not accept followed the best practices for removing barriers to transfer. As yet, there is no concrete evidence that removing or reducing the language requirement would gain IWU a significant number of transfer students.

While removing a language requirement was not among the AACRAO best practices for addressing barriers to transfer, adding robust advising was recommended. Creating a more robust advising model for our transfer articulation partners is part of IWU's Transfer Strategic Plan. Another reason not to directly cut the language requirement is that a minimum knowledge of a second language is a cornerstone of a liberal arts education: of [39 peer and aspirant liberal arts schools, only 11](#) do not require second language courses specifically. Of those, 5 institutions include second language acquisition as an option in one of their GenEd categories. Some future considerations to assist transfer students with the language requirement might include evaluating when our language sequences are offered, including other options for transfer students to catch up on their language, e.g. summer session offerings or dedicated sections for upperclassmen or transfer students.

- Similarly, the PE requirement is anecdotally cited as a barrier to transfer or at least to finishing in a timely manner. In May 2020, however, this was already addressed for transfer students: the Physical Education graduation requirement was amended specifically for transfer students (if the student has 7 units at time of transfer, they need only complete 1 X or 2 Y (including fitness); with 15 units, they are exempt from PE). The task force discussed adding wellness courses or a university-wide revision of PE credits, but this needs to wait until the School of Nursing and Health Sciences is established to move forward.

**Promotion and Tenure Committee
Committee Report
Faculty Meeting October 3, 2022**

PAT membership - Fall 2022:

Zahia Drici (Chair - continuing), Carmela Ferradáns (sabbatical replacement), Amanda Hopkins (continuing), Jean Kerr (continuing), Marie Nebel-Schwalm (sabbatical replacement), Jim Simeone (Vice Chair - new), Mark Brodl (ex-officio).

PAT met once since the September faculty meeting. The committee started to work on the carry-over matters and also discussed deadlines related to the letters from external reviewers.

Criteria for PAT membership to avoid any issues with visitors or adjuncts serving on PAT.

The Committee is working on a motion to clarify the criteria for PAT membership. Also, in response to difficulties filling committee seats due to a reduced number of faculty, which might be the reason a visiting faculty was on the PAT ballot last spring, the committee is preparing a second motion reducing by one the faculty membership on PAT. Both motions will be presented to the faculty at the November faculty meeting.

Instructional staff promotions and/or ranks to better ensure retention of instructional staff at IWU. The Chair and Vice-Chair of PAT met with the Chair of CUPP. The meeting focused on going over the motions related to instructional staff, presented by CUPP and PAT in Fall and Spring 2019 and approved by the faculty. The current Faculty Handbook does not include those motions. In view of the clarifications and additional information obtained during and after that meeting, PAT will continue to discuss this issue and bring its recommendations to CUPP and Provost Brodl.

Updating the coach and athletic trainer language in the Faculty Handbook.

The committee will finalize the proposed language at its next meeting and will present it to the faculty at the November faculty meeting.

External Reviewer Deadlines.

Provost Brodl reported to PAT difficulties with deadlines not being met regarding the submission of external reviewer names. The current language in the Faculty Handbook is vague about when a candidate must provide this information (i.e., "May or early June"). The committee is considering the merits of specifying a "June 15th" deadline to submit names of external reviewers to the Provost's Office. Also under review by the committee are the related practices, e.g., candidates reviewing and responding to external letters, the timing and appropriateness of this process, and whether it is an established practice or a recent change, and also whether it is desirable to provide faculty the chance to waive their right to view external letters.

Reminder of upcoming dates:

For tenure and/or promotion candidates, self-evaluations are due to the supervisor September 8, 2022. The supervisor's letter is due to the candidate October 10, 2022 for review and discussion. Materials are due in the provost's office October 15, 2022.

Respectfully submitted,
Zahia Drici.

Faculty Development Committee Report
Faculty Meeting, October 3, 2022

FDC members 2022-23: Scott Ferguson, Jennifer Rushlow, Gabe Spalding, Ilia Radoslavov, Kristine Nielsen (chair), and Abbie Kerr (*ex-officio*)

FDC has met twice since the last faculty meeting. The committee has reviewed ASD grants from the first review period and letters have been sent out. FDC has also discussed carryover items, such as opening CPD grants to Instructional Staff. The discussion is ongoing.

Please note that the deadline for the second review period of ASD and CPD proposals is **October 17 by 4 P.M.**

Respectfully submitted,
Kristine Nielsen

**Illinois Wesleyan University
Assessment Committee Meeting Report**

The Assessment Committee met on Tuesday, September 27, 2022 at 1:30 pm.

Members of the committee reported on the reviews of:

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

The results of these reviews will be shared with the liaisons of the respective departments.

Members of the committee were assigned the following reports for review:

- GenEd reports: GW, LIT, WI
- Yearly Update: Education Studies
- Summarizing aggregated reports for: ARTS, CHC, IT

Respectfully submitted,

Franklin Larey

Chair of the Assessment Committee

URAC report for October 3, 2022 Faculty meeting

URAC has met once since the last faculty meeting. We have secured the CNS lobby and classrooms for the John Wesley Powell conference on April 15, 2023. Committee discussions include our larger role in undergraduate research beyond the Eckley Scholars and the JWP Research conference and promoting post-bacc research opportunities.

Respectfully submitted,
Bill Hudson
Chair, URAC

Writing Program Committee Report

Faculty Meeting

Monday, October 3, 2022

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

The Writing Program Committee met once since our last faculty meeting. The Writing Program Director shared updates regarding the Summer Reading Program, writing and reading across disciplines, and the Gateway program, and the committee shared valuable input and feedback.

1. Gateway: Two fora are slated to discuss the Gateway program and ensure consistency across Gateway sections. One forum will be held in person on Wednesday, October 12 at 11:00 am in SFH 201, and one will be held virtually on Thursday, October 13 at 4:00 pm (<https://us02web.zoom.us/j/85777984836>). Gateway instructors and those interested in teaching Gateway are especially encouraged to attend.
2. Summer Reading Program: A proposal for a re-envisioned Summer Reading Program was discussed, and suggestions were shared.
3. Writing Across the Disciplines: The Writing Program Director is continuing to meet with departments and schools to discuss specific disciplinary writing and reading needs. Any program or department lead person who has not yet set up a time for these brief discussions, please email the WPD (pgray1@iwu.edu) or sign up for a time here: <https://pgray1.youcanbook.me>

President's Report

Approximately one-third of American college students transfer from one institution to another. Yet, historically, liberal arts colleges—for the most part—have not been transfer-friendly, tending to serve more as gatekeepers than as gateways. This was certainly true of my own undergraduate institution, and it is true of Illinois Wesleyan. But today, around the country, practices are changing. As we and many of our peers seek to enhance enrollment, it seems wise to be welcoming to the transfer population. As well, expanding admission to these learners is a meaningful commitment to access and equity, offering a powerful learning experience for a more affordable investment.

Can transfer students achieve academic success, perhaps spending only two years of their studies in the university? Michael Thompson reports that the 4-year graduation rate for our traditional students is 72%, while for transfers it is 83%. The 6-year graduation rate is 77% for our traditional students; 86% for transfers. Average GPA is very slightly higher for transfers: 3.34 vs. 3.27. Moreover, our data does not appear to be anomalous. Multiple research studies, undertaken over decades, have shown that transfer students tend to equal or better the success rates of what the literature calls “native” students. Some faculty may recall our alumnus Juan Salgado, recipient of the MacArthur “genius award,” current Chancellor of the City Colleges of Chicago—and a transfer student to IWU.

We may note that, in light of my opening observations, much of the research—until recently—followed transfers to large, public universities. More recent studies, however, have tracked students transferring to liberal arts colleges. They indicate that transfer to liberal arts schools (especially from community college) is even more successful. This is perhaps not surprising, given that successful transfer outcomes are facilitated by personal attention to the learner—a hallmark of the small college environment. Particularly intriguing, however, is the finding that, in colleges with an “achievement gap” between white students and students of color, the transfer population does not seem to exhibit this gap.

Of course, we hope that the educational experience will entail more than grades alone. In the small, residential college sector, we place high value on the on-campus community experience. Implicitly or explicitly, it has been assumed that the 4-year experience is not only desirable but a *sine qua non*. Yet alternatives are not far to seek. On our own campus, we currently require only three years of on-campus residency; some of our students graduate in fewer than four years; and a three-year undergraduate degree is common in a number of other countries. The survey of our current transfer students undertaken last year by Deborah Halperin indicated that our students were pleased both with their academic experiences and with their transition to the IWU campus. While the sample was small, the satisfaction was high.

Given the data, what have been the barriers to transfer? On the institutional side, they are largely cultural, based on presuppositions or misperceptions about the likelihood of transfer being a successful pathway for students, whether academically or experientially. The data don't support that. On the student side, the major barrier is unavailability or uncertainty of transfer credits. The transfer student is a motivated student, looking for a clear path forward. Our current practices do not offer that. Over the past three years, faculty and administrative colleagues have taken many steps to facilitate transfer. More remains to be done. The majority of our peer institutions empower the Registrar to determine, in most cases, transfer credit, and they strive to provide a timely answer to the student. Our current process does not. I urge the faculty to pass the motion from the Curriculum Council that would enable this best practice.

Provost's Report

Mid-Term Grade Reports

At the September 14th Faculty Meeting, the proposal to require mid-term grades for all students (FY-Sr, all course grades) was passed. In the email I sent to faculty on August 27th, I had indicated that – since syllabi had already been set at that point – mid-term grades for all would be “expected” this fall semester (Fall 2022). So while that expectation still holds, Academic Affairs will not enforce mandatory mid-term grade reporting for all students until the spring semester.

School of Nursing and Health Sciences

We have initiated the building of the Health Sciences side of the SoNHS. Health Promotion and Fitness Management has “moved” to be under the SoNHS. Dr. Lindsey Kellar has been brought over into the SoNHS as the Interim Associate Director to assist in the development and building of health sciences programs (we will be searching for a new head coach for women’s lacrosse). Dr. David Remmert is working with Interim SoNHS Director Dr. Jerry Durham to bring a proposal to the Curriculum Council for a major in Public Health. Finally, we have hired a new Director for SoNHS. Details will be forthcoming.

Enrollments

Attached to this report you will find census data for the Fall 2022 semester. This fall we have a full-time enrollment of 1519 students. As we move from the fall to the spring semester of this year, we anticipate that 31 students will graduate in December. In a typical year, we usually experience the attrition of 5-6 students as the result of transfers to other institutions or academic disqualifications. It isn’t possible to predict how many students will leave for other institutions at the end of this fall semester. Academic disqualifications present a worrisome trend. This past summer, 20 students were academically disqualified. Normally that number is 5-6. These enrollment losses are countered by transfer student who join IWU in the spring semester. Last year we enrolled 5 transfer students.

The preliminary 2022-23 budget passed by the Board at their May meeting was built on a projected enrollment of 1580. That included a budgeted deficit of \$8.9M. This fall’s 62-student enrollment shortfall has created an additional ~\$2M deficit for FY 2022-23. Turning the tide will require a focused effort on 3 key areas where we ask your cooperation and collaboration:

- *Support Retention.* As noted above, we passed a policy requiring the reporting of midterm grades for all students. This is one step among many that we can do to increase retention. Here are other important steps we should be taking:
 - Implement Pathways. The Pathways program links students to the fabric of our institution. It serves to coordinate *the work we are already doing* into an easy-to-navigate collection of

opportunities and services. If your major(s) and associated advising do not already incorporate Pathways, work with Deborah Halperin to learn how to take advantage of it.

- Use the Student of Concern report. When you submit a Student of Concern form administrators in Academic Affairs and Student Affairs meet to discuss each case. If the matter is very urgent, the case is handled immediately. Otherwise, there are weekly meetings to consider students of concern. Students in academic difficulty speak with either Dr. Phyllis McCluskey-Titus or Dr. Mark Halx. They will work with students on a signed “contract” for the steps they commit to taking to turn around their performance. Academic advisors are also alerted. There are also ways that you, as an instructor or an advisor, can be part of their contract for performance improvement.
- Refer students struggling academically to support services. We have several avenues of support, including:
 - The Writing Center in the CEL (Dr. Billie Jarvis-Freeman)
 - General Study Skills Peer Tutoring Services in the CEL (both 1:1 and group opportunities) (Dr. Billie Jarvis-Freeman)
 - Departmental teaching assistants/peer tutors/course-embedded peer tutors (can vary by program) (chair/director or Dr. Billie Jarvis-Freeman)
 - Accessibility Services (for students coming forward with a learning disability) (Jasmine Howe)
 - Counseling Services (for students coming forward with mental health concerns) (www.iwu.edu/counseling/)
 - Office hours (vary by instructor)
- *Support Transfer Initiatives.* Over the summer Dr. Amy Coles, Associate Dean for Curriculum and Pedagogy, led a task force that took well-researched, important steps in bringing forward new policies that will make IWU a more transfer-friendly place. These are:
 - Empower the Registrar to approve of transfer equivalencies (a motion coming forward at the Oct 2 Faculty Meeting)
 - Raise the current limit on pre-matriculation credit transfer to 16 units
 - Recognize credit by examination for scores at or above C-level work
 - Allow credit by examination to count toward meeting major/minor/certificate requirements
 - Allow credit to be awarded for military science academic coursework
 - Bring clarity and transparency to language in our Catalog concerning transfers

None of these measures will be ground-breaking on the broader landscape of higher ed. They are established practices. Many of IWU’s peer and cross-applicant schools have had the policies outlined above in place for a long time (supported by the data in Transfer Policy Review Task Force report). Also, IWU transfer students outperform our traditional students by many measures, including GPA and time to graduation (see table at right). To bring some perspective on the potential impact, Elmhurst University exceeded their admissions goal this fall by over 60 students. Transfer students accounted for over 20% of their new enrollments (Provost Dean Pribbenow, personal communication).

Student	GPA*	Graduation Rates (%)		
		4-Year	6-Year	8-Year
Traditional	3.27	72	77	78
Transfer	3.34	83	86	86

*for returning students this fall

You can support the HCC-IWU articulation initiative by participating in a HCC-IWU Faculty Mixer that will be held at President Nugent’s house (time and date tbd). The goal is to build relationships among our faculties so that HCC faculty can speak to students with some authority about what IWU

offers. Strong faculty connections are the hallmark of successful articulation arrangements. We will provide details about the mixer soon.

- *Support the Development of New Programs of Study.* This fall, Curriculum Council will bring forward proposals from the School of Business and Economics and the School of Nursing and Health Sciences for new majors. The majors are targeted to be of high interest among prospective college students (data analytics provided by [UQ Solutions](#)), and they make sense as growth opportunities for SoBE and SoNHS as well as IWU as a whole. To build these majors, we will leverage 3 or 4 online course offerings through [LCMC](#) and/or [Acadeum](#) to provide key disciplinary courses in topics for which we don't currently have expertise among our existing faculty. We do, however, have the other foundational and upper-level courses to round out a robust program. This will permit us to determine whether a given program has the student draw to sustain a faculty hire in the subdiscipline, making them good low risk/high reward initiatives. These consortial arrangements offer their courses on a price-per-seat basis, so after enrollments cross a threshold, it becomes more cost effective to hire a permanent faculty line.

Dr. Abbie Kerr, Associate Dean for Scholarly and Creative Work, will be presenting the result of another summer task force that was focused on developing a School of Continuing and Professional Studies. She has shared the task force's report with CUPP members and incorporated their feedback. The feasibility of this potential initiative is still being explored. If implemented, the first courses of the program would likely begin in the fall of 2024 or later.

In order to launch and build new programs and also sustain our summer course offerings, it will be essential to secure "Level-3" authorization for online instruction from HLC. Level-3 would permit us to offer any and all courses and programs in an online format. (During the pandemic, the Department of Education temporarily extended this authorization to all institutions, but that authorization is expected to expire with the start of the 2023-24 academic year). We are currently filing for "Level-2" online instruction authorization. This would permit us to offer all courses and three programs (majors) in online formats. We are currently authorized at "Level-1" – individual courses but no programs. We will seek Level-3 authorization in the 2023-24 academic year to secure full online opportunities in 2024-25.

There are two essential components we need to have in place for Levels-2 and -3 authorization: 1) we must put in place a program to prepare faculty to teach online and then sustain that teaching with faculty development opportunities for constant improvement, and 2) we must deploy a learning management system (LMS) that robustly supports online instruction. Moodle, our current LMS, is not capable of fully supporting all that we must accomplish (particularly tracking student engagement online but also working well with third party apps that many of our faculty rely upon). Associate Deans Coles and Kerr are working to implement an online instruction faculty development program. They along with Rick Lindquist are exploring the best alternative LMS options. It should be noted that Moodle is no longer the bargain-priced LMS it had been, and extending Moodle's capabilities to adequately support online instruction will make Moodle as or more expensive than the competition (and Moodle is demonstrably "clunkier"). Rick is confident that Moodle course shells can be transported to a new LMS with minimal or no disruption. I stress that no one will be required to teach online. But to support and make it possible for those who choose to do so, we need to have an HLC-approved online learning faculty development program and online-supportive LMS in place. This whole process will, undoubtedly, be somewhat stressful. I ask for your cooperation, collaboration, and patience as we continue our important work in developing our

online capabilities. I also stress that we will remain primarily a residential institution – online will support our summer program, the development of some new programs of study, and a potential program in continuing and professional studies.

Illinois Wesleyan University

Fall 2022 (202210)

Management Information Report

Registrar's Office

Classification	Liberal Arts		Nursing		Art		Theatre Arts		Musio		Musio-Theatre		Class Totals
Classification	M	F	M	F	M	F	M	F	M	F	M	F	
Freshman	213	136	5	29	2	2		4	5	4	2	5	407
Sophomore	181	120	9	33	1	2	1	2	9	5	2	3	368
Junior	176	143	4	41		1	5	9	3	2	7	5	396
Senior	123	135	10	37		5	4	15	9	5	8	4	355
School/College Totals:	693	534	28	140	3	10	10	30	26	16	19	17	1526

FT/PT Enrollment	Liberal Arts		Nursing		Art		Theatre Arts		Musio		Musio-Theatre		Class Totals
Classification	M	F	M	F	M	F	M	F	M	F	M	F	
Full-Time													
Freshman	213	136	5	29	2	2		4	5	4	2	5	407
Sophomore	181	120	9	33	1	2	1	2	9	5	2	3	368
Junior	176	143	4	41		1	5	9	3	2	7	5	396
Senior	120	132	10	37		5	4	15	9	5	8	3	348
Enrollment Totals:	690	531	28	140	3	10	10	30	26	16	19	16	1519
Part-Time													
Senior	3	3										1	7
Enrollment Totals:	3	3										1	7
School/College Totals:	693	534	28	140	3	10	10	30	26	16	19	17	1526

Gender (Full-Time Only)				Class Totals
Classification	M	F	N	
Freshman	227	180	2	409
Sophomore	203	165	1	369
Junior	195	201		396
Senior	151	197	1	349
Gender Totals:	776	743	4	1523

Full-Time Equivalency	
Enrollment Type	Count
Full-Time	1523
Part-Time	7
FT & PT Enrollment Total:	1530
FTE:	1527

Ethnicity by Gender			Ethn. Totals
Ethnicity	M	F	
African-American	45	68	113
American Indian/Alaskan	2		2
Asian	58	49	108
Hispanic	62	48	110
Native Hawaiian/Other Pacific	2		2
Non-Resident Alien	35	34	71
White Non-Hispanic	550	526	1077
Multi Racial	20	15	35
Unknown	5	7	12
Gender Totals:	779	747	1526

Classification by Residence (FT & PT)				Class Totals
Classification	Illinois	National	International	
Freshman	303	66	40	409
Sophomore	290	66	13	369
Junior	320	68	8	396
Senior	281	63	12	356
Residence Totals:	1194	263	73	1530

202210 Student by Major

Monday, September 19, 2022

MAJOR	FR	SO	JR	SR	Total
Accounting	15	19	14	12	60
Acting	4	2	12	13	31
Anthropology			1	4	5
Art	8	10	5	7	30
Biochemistry	11	4	8	5	28
Biology	38	31	27	26	122
Business	52	55	44	28	179
Chemistry	5	3	4	4	16
Computer Science	34	17	18	13	82
Data Analytics Certificate			1	4	5
Data Science	2				2
Design Tech & Entrepreneurship			2	6	8
Economics	11	6	4	3	24
Elementary Education	10	13	14	13	50
English - Literature	5	4	7	7	23
English - Writing	9	10	8	12	39
Entrepreneurship	3	2	1	1	7
Environmental Studies	10	8	11	6	35
Finance	13	20	22	21	76
French & Francophone Studies			1	1	2
Greek and Roman Studies				1	1
Health Promo & Fit Mgmt	19	18	14	7	58
Hispanic Studies	1	3	3	7	14
History	4	9	11	4	28
Instrumental Performance	1	2		1	4
Interdisciplinary Educ Studies	1	2	2	5	10
International and Global Std	5	3	1	2	11
International Business			1		1
International Studies			2	1	3
Marketing	8	8	13	14	43
Mathematics	9	13	10	5	37
Music		1	1	1	3
Music Composition			1	2	3
Music Education	6	11	1	8	26
Music Theatre	6	5	12	12	35
Neuroscience	8	10	11	6	35
Nursing	35	42	46	48	171
Philosophy	1	1	5	2	9
Physics	16	7	16	10	49
Piano Performance				2	2
Political Science	18	11	22	12	63
Psychology	35	31	39	29	134
Religion				2	2
Secondary Education	11	18	17	6	52
Sociology	5	3	10	1	19
Theatre Arts	6	1	3	7	17
Theatre Design/Technology		1	2	6	9
Undecided	44	17	1		62
Vocal Performance	2	3	3	1	9
Women's and Gender Studies			1		1
Totals:	471	424	452	388	1735

Includes Double/Triple Majors

Total Enrollment: 1520

Enrollment by Residence – Fall 2022

Residence by State

Arizona	8
California	21
Colorado	14
District of Columbia	2
Florida	7
Georgia	1
Hawaii	2
Illinois	1195
Indiana	21
Iowa	5
Kansas	4
Kentucky	2
Louisiana	38
Massachusetts	1
Maryland	3
Michigan	9
Minnesota	8
Mississippi	1
Missouri	26
New Jersey	3
New York	4
Nevada	1
North Carolina	5
Nebraska	3
New Hampshire	1
Ohio	6
Oregon	2
Pennsylvania	1
South Carolina	1
Tennessee	5
Texas	12
Virginia	2
Washington	9
Wisconsin	26
Wyoming	1
International students living stateside	7
Total	1457

35 States Represented

Residence by Country

Bangladesh	1
Brazil	2
Canada	1
China	9
Egypt	1
Ethiopia	1
France	2
Hong Kong	2
India	3
Indonesia	2
Japan	1
Kazakhstan	2
Korea, Republic of (South)	1
Kyrgyzstan	2
Moldova	1
Monaco	1
Morocco	1
Myanmar	1
Nigeria	3
Pakistan	3
Peru	1
Philippines	1
Poland	1
Russia	2
Saudi Arabia	1
South Africa	1
Spain	1
Turkey	1
United Arab Emirates	2
Uzbekistan	8
Venezuela	1
Vietnam	2
International Students living domestically	4
Total	73

33 Countries Represented

Assoc. Dean for Curriculum and Instruction

Written Report

IWU Faculty Meeting, Oct. 3, 2022

Assoc. Dean Amy Coles has been working on two projects that support recruitment efforts.

Transfer: Transfer students are highly-motivated students who demonstrate academic success at IWU; the average GPA for transfer students (2019-2021) was 3.34 (15 GPAs were between 2.13 and 2.98; 54 were between 3.0 and 4.0). CC's **motion to allow the Registrar to set lower-level course equivalencies** will help recruit these quality students by expediting the process whereby students know which of their credits will count as progress toward their IWU degree. Once accepted, students send their transcripts to the Registrar to ask how their credits or exam scores will transfer before deciding to deposit. Admissions begins sending acceptance letters to transfer and first year students in mid-October, with the heaviest period for recruiting transfer students for Spring being Oct.-Dec. and for Fall Feb.-June. This makes CC's motion especially timely.

Distance Education: To support new majors in Public Health and Business (2) that have the potential to recruit first year students, IWU is **applying for HLC Distance Education Accreditation Level 2** to offer three programs with online courses offered through the LCMC consortium. These majors will be evaluated by CC later this Fall. The HLC's response to our application for distance education accreditation will take 9 months (end of Summer 2023). If we are successful with the Level 2 application, we can apply the following year for Level 3 to offer any distance learning opportunities the faculty wish to develop.

The application for distance education has brought to the forefront the **functionality problems that Moodle continues to present** for both in-person and online courses. Currently, Moodle cannot adequately track student engagement, especially when third party applications are used. This function is necessary for us to receive accreditation to offer distance education courses. Moodle's gradebook is also notoriously difficult to use effectively. Finally, our current ITS staffing, even if we hire an Instructional Designer this year, is not adequate to support faculty in developing Moodle to the appropriate level of functionality. Other LMSs could offer easier user interfaces, better integration with third party apps, and external support services. The administration is leaning towards switching to a different LMS for the next academic year in order to continue to move forward on the distance education programs and support faculty currently using an LMS. In that light, **CETAL is offering a forum on Oct. 6** to start the conversation about what faculty need our LMS to do now and in the future. CETAL will continue to collect and report faculty feedback after the forum, to be sure that faculty instructional needs remain a robust element of the conversation around this shift.

Associate Dean for Scholarly and Creative Work

Written Report

Report Addendum: Adult Education Summer Task Force Report

IWU Faculty Meeting, October 3, 2022

Prepared by: Abbie Kerr, Associate Dean for Scholarly and Creative Work

There are a number of initiatives underway related to support of faculty scholarship and creative work. In addition to these, the Assoc Dean for Scholarly and Creative Work is assisting on the HLC application process (see Assoc Dean for Curriculum and Instruction report).

Faculty Travel: Please remember to submit a [Faculty Travel Form](#) prior to university related travel. Having these forms on file is necessary for insurance purposes for both domestic and international travel. Forms can be found on the [Thorpe Center website](#) under the “Thorpe Documents & Forms” on the left hand sidebar. For international travel, please consult with the International Office regarding resources related to travel insurance and risk management *in addition* to filling a Faculty Travel Form with the Thorpe Center (Holmes 200).

Grants and Foundation Relations: IWU is contracting with McAllister & Quinn, a premier federal grant consulting and government relations firm, to offer support for faculty and institutional grant activities. This relationship will replace the Grants Officer previously housed in Academic Affairs. On-campus support for faculty federal grant applications will be provided by the Provost and the Associate Dean for Scholarly and Creatively Work. Foundation relations will be supported by a grants officer in the Advancement Office. McAllister & Quinn will assist with grant prospecting and proposal writing and will provide professional development opportunities for faculty related to federal grant applications and processes. Soon, McAllister & Quinn representatives, including Frank Boyd, will conduct an organizational analysis that will examine IWU’s strengths to help identify grant and foundation opportunities we may wish to pursue. Representatives will also visit campus to host a series of events to explain the role of the firm in our grant seeking activities and make connections with faculty members interested in pursuing grant funding. More information will be forthcoming when dates are scheduled. We are excited about this opportunity to engage with McAllister & Quinn as they have been very successful in assisting institutions similar to our own in securing significant grant funds.

Assoc. Dean Abbie Kerr has also been working on a document to clarify pre- and post-award management in a coordinated manner between Academic Affairs, Advancement, and the Business Office. When all constituents have agreed on the processes the document will be shared with the campus community.

Professional and Continuing Education: As has been reported in previous meetings, the Adult Education Summer Task Force completed its work in mid-August. The final report of the task force was shared with President Nugent on August 18, 2022 and CUPP and CC on August 24, 2022. Assoc. Dean Abbie Kerr met with CUPP on September 21 to discuss the report. Though oral summaries of the report have been shared in various venues, the full report is attached as an addendum to this report.

Faculty and Instructional Staff Achievements: Finally, we would like to make sure that we are celebrating faculty and instructional staff achievements both in their scholarly and creative pursuits as well as in the classroom. To that end, we will continue to collect faculty and instructional staff achievements via [a short form](#) on the [Thorpe Center website](#). Please submit any and all of your scholarly and pedagogical "wins" through this form. Please note that this form will now serve as your one stop shop for sharing your achievements. We will share all submitted information with Academic Affairs, the Ames Library, and Communications for broader dissemination among the campus community. A QR code for the form will also appear in forthcoming editions of the Titan Success Newsletter.

Associate Dean for Scholarly and Creative Work
Report Addendum: Final Report and Recommendations
Adult Education Task Force, Summer 2022

Introduction

The Adult Education Summer Task Force was convened in the summer of 2022 to respond to the Board of Trustees call to pursue new sources of revenue to alleviate the University's annual structural deficit. Two developments prompted the consideration of adult-focused degree/credential programs:

- 1) Lincoln College, before its closing, had an adult education partnership with Heartland Community College, called ABE for Accelerated Bridge to Education, that leveraged State Farm employee tuition benefits as a funding stream. When the program was discontinued, there were approximately 45 students enrolled.
- 2) IWU Trustee Colleen Kannaday, President of Carle BroMenn Medical Center, informed us that Carle BroMenn provides similar support for their employees seeking opportunities to further their education in healthcare-related fields.

The full charge of the Task Force is included in Appendix A. The Task Force explored several interrelated questions, including:

- Would this program parallel our traditional undergraduate curriculum, or would there be an independent curriculum?
- How would we staff this effort?
- Would this be in-person or online?
- How would it be structured? (time of day, number of days, number of weeks, academic year and/or summer, etc.)
- What would the cost structure be for students?
- Would we partner with HCC or go it alone?
- Would we only offer a bachelor's degree or would we consider graduate work? Certificates?

The final goal of the Task Force's summer work was to make a recommendation to Cabinet about the feasibility of an Adult Education program and to identify the major decisions that will need to be made to launch an effort, with a development plan timeline and a proforma for its implementation.

Members:

- | | |
|---|--|
| • Abbie Kerr (Convener; ADSCW) | • Carmela Ferradáns (Faculty Representative) |
| • Leslie Betz (Registrar) | • LeAnn Hughes (VP, Enrollment & Marketing) |
| • Mark Brodl (Provost) | • Rebecca Roesner (Associate Provost) |
| • John Camey (SoBE) | • Brad Sheese (Faculty Representative) |
| • Amy Coles (ADCI) | |
| • Kris Condon (IWU Alumna; PCS advisor) | |

Consultants:

Aaron Henkelman (State Farm)

Charlie Moore (Bloomington-Normal Human Resource Council)

Leah Nillas (IWU Educational Studies, Chair)

Rob Sanders (Hamilton Holt School at Rollins College, Dean)

Jamelle Wilson (Univ. of Richmond School of Professional & Continuing Studies, Dean)

Meetings:

The Task Force met 10 times between May 18 and August 10, 2022, with readings, a webinar, and document writing continuing on the weeks we did not meet.

Outcomes:

The Task Force has drafted a list of recommendations regarding the implementation of professional and continuing education at IWU, detailed below. In addition to the recommendations, we have generated several documents that may be useful including a [proforma](#) considering various tuition models, an [executive summary](#) of a feasible program (linked above and included in Appendix B), and a [draft of a mission and vision statement](#) for the program (linked above and included in Appendix C). Also included in Appendix C are examples of stackable programs in business and a major in liberal studies. These examples are included to provide context in the report for illustrative purposes and do not represent faculty-vetted drafts of proposals that are intended to be submitted for curricular review.

Immediate Next Steps:

The Task Force finds a School of Professional and Continuing Studies (SoPCS) at IWU to be a feasible, though expensive (time and resources), endeavor. Should IWU wish to further pursue programming in professional and continuing education, the Task Force recommends (1) the formation of an advisory board of community stakeholders as well as (2) an implementation group to be tasked with building and launching a program using existing mechanisms of faculty governance when appropriate. As the establishment of a SoPCS represents a sizable investment on behalf of the institution, we recommend the University identify and work with a donor who might provide start-up funds and continuing support for the school. Further, donor support for student fellowships and scholarships would be valuable.

In order to establish a reputation in the community as an institution offering professional education, we recommend taking advantage of the Fall 2022 semester to offer programming open to the community, and specifically marketed to State Farm employees, related to professional development. A number of workshops could be offered, perhaps as part of a “back to campus” series that could be launched at homecoming and run throughout the semester. It is possible that current IWU students could also take advantage of such programming. Alumna Kris Condon is available to help plan programming and offer workshops. Examples of such workshops are included in Appendix D. The Task Force sees this as an opportunity to build

connections within the community and build momentum toward a more comprehensive program in professional and continuing education.

It is important to note that implementation of the program as described in this report would require full level 3 accreditation from the HLC. Applying for level 2 accreditation and then pursuing level 3 should be of top priority.

As existing structures for curricular (CC) and policy (CUPP) approval should be utilized in the building of a SoPCS, both groups should be well apprised of activities related to the development of the School. As such, chairs of CC and CUPP will receive a copy of the Task Force's report along with Cabinet.

Recommendations:

Please note that for clarity, students in the IWU School of Professional and Continuing Studies (SoPCS) will be referred to as Professional Studies Students. Students currently enrolled at IWU will be referred to as Residential Students. It is the recommendation of this Task Force that efforts be made to recognize that all students at IWU are Titans and are valued members in the Titan Community. *Further, it has been brought to our attention that terms like "bridge program," "adult learners/adult education," and "non-traditional vs. traditional learners" are not inclusive and should be avoided.*

In order for the successful development and launch of the SoPCS, the School and all affiliated programs must be mission driven. It is important to be specific about how the School is rooted in the liberal arts and serves the mission of the University when communicating the value of the programming in the SoPCS both internally and to external stakeholders.

The SoPCS should be nimble and flexible, with an eye toward responsiveness to community needs. As such, the Task Force recommends the formation of an advisory board of community stakeholders.

The remaining recommendations are framed around the initial questions posed to the Task Force in the charge stated above.

Question: Would this program parallel our traditional undergraduate curriculum, or would there be an independent curriculum?

The initial offerings of the SoPCS should focus on a few programs that will likely be in high demand that can be effectively offered with as many existing resources as possible. The focus should be on State Farm employees looking to take advantage of the employee education benefit program. As such, initial programs would likely be in Business-related fields. Growth of the school should be in consultation with the advisory board and in response to community needs. Likely areas of growth include additional Business-related fields, credentialing in Educational Studies, and professional education in the Health Sciences. We encourage the implementation group and/or the advisory board to engage in conversations with programs

across campus, including the Humanities, Social Sciences, Natural Sciences, and Professional Schools, about ways in which they might contribute to professional education in the SoPCS.

IWU SoPCS programs should be distinct from the IWU degree programs currently offered by the University. We recommend two degree options: Bachelor's of Professional Studies (BPS) and Bachelor's of Liberal Studies (BLS). These degree programs should reflect the liberal arts tradition of the University while providing flexibility for SoPCS students through stackable credentials embedded in degree programs (e.g., through classes in the [Business](#) department and [Liberal Studies](#); hypothetical curricula for illustrative purposes only). The structure of each program should reflect the Institution's values and mission while being intentionally designed for working professionals.

Coursework offered in the SoPCS should use existing classes/programs as much as possible while adapting specific classroom pedagogy to the working professional, acknowledging and honoring the life experience they bring to their education. The SoPCS should use existing structures for curriculum (CC) and policy (CUPP) approval. This ensures that new courses and programs of study will uphold IWU's existing standards and provide appropriate protections for the SoPCS teaching faculty. Further, if Residential Students are eligible to take courses in the SoPCS, it is appropriate for those courses to be vetted by the same body reviewing other curricular changes and innovations on campus. To that effect, we recommend that Residential Students be permitted to take a limited number of SoPCS courses toward their IWU degree, filling open seats after SoPCS students have registered. Conversely, IWU SoPCS students should be permitted to take a limited number of College of Liberal Arts courses, at their SoPCS tuition rate and toward their BPS/BLS, filling open seats after Residential Students have completed registration.

IWU's SoPCS should be built around a flexible and stackable curriculum consisting of certificates and digital badges that students can accrue as part of, as well as independent of, their program of study. As part of a stackable curriculum, students should be able to piece together several micro credentials toward a final BPS or BLS. For example, a BPS could include stackable certificates in [Business \(hypothetical curriculum for illustrative purposes only\)](#). As another example, a certificate in Diversity, Equity and Inclusion could be included in a BPS or BLS program.

As part of new degree programs in the SoPCS, graduation requirements will need to be considered. While the task force is not prepared to make specific recommendations regarding exact graduation requirements, we do recommend maintaining a 2 year residency requirement (2 years of study at IWU) along with a requirement that 50% of degree requirements (including 50% of major requirements) be completed at IWU. The General Education program could be reconsidered for the SoPCS, though the task force recommends maintaining requirements that reinforce IWU's liberal arts tradition and retaining an emphasis on diversity, equity and inclusion. An example of IWU graduation requirements that may be considered can be [found here](#).

Question: How would we staff this effort?

The SoPCS, though nimble and flexible, requires infrastructure to be successful. We recommend at minimum an advisory board, a Dean/Director of the school, a full time appointment in Admissions, administration support, and consulting support for the Registrar to launch the program. If the program grows, additional resources including IT support, an Instructional Designer, a full time appointment in the Registrar's Office, a professional advisor, and a full time appointment in the Business Office will be necessary.

Courses in the SoPCS should be staffed by adjunct faculty, compensated at a competitive rate to be negotiated by the Implementation Group. For our purposes, we used the summer salary structure as a guide in developing our proforma. IWU faculty can be offered the opportunity to teach in the SoPCS for the negotiated SoPCS salary, but community members, Professors of Practice, etc. will be needed to fill out the majority of the teaching faculty for the school. This would be an excellent opportunity to engage alumni. Efforts should be made to cultivate alumni relationships to help serve the program. In order to effectively engage alumni in these efforts, intentional strategies need to be in place to close the loop with alumni and ensure they are treated as contributors to the program.

Question: Would this be in-person or online? How would it be structured? (time of day, number of days, number of weeks, academic year and/or summer, etc.)

Degree programs can be offered in a variety of formats. The Task Force considered online, in-person, and hybrid options. Courses can be offered in a full 15 week format if necessary, but could (and should when feasible) also be offered in an accelerated 7-week format. With two 7-week sessions per semester, a May term session, and two summer sessions, a SoPCS student could complete a maximum of 7 sessions in a single academic year. All courses should maintain a consistent number of contact hours, consonant with contact hour expectations for current courses (1 credit = four semester hours). Students would complete 32 units for a Bachelor's degree.

The majority of courses should be offered in evening hours, when working professionals are more likely to be available to attend. In order to maintain appropriate contact hours, courses offered in 7-week sessions would require 6 contact hours/week. This could be achieved via one 3-hour in person class session each week with an additional 3 hours of contact time achieved online, through two 3-hour in person class sessions each week, or through an entirely online course. Courses offered in a 15-week session would require 3 contact hours/week. This could be achieved through a combination of in person and online activities much in the same way a traditional course would.

It may be feasible to offer some current IWU courses in the late afternoon/early evening (i.e., beginning at 4pm) that would be open to both SoPCS and Residential students, perhaps with limitations on the number of seats reserved for each. However, any courses offered primarily to SoPCS students would be offered with adjunct faculty (or IWU faculty paid the negotiated SoPCS adjunct rate). It is not feasible for IWU faculty to teach SoPCS courses as part of their regular teaching load.

Regardless of the structure, consistency and transparency in course schedules will be important so that students can effectively plan their degree completion. Inconsistent course schedules/times will make it difficult for SoPCS Students to effectively balance their professional and personal lives with their educational priorities.

Question: What would the cost structure be for students?

Students enrolled in the SoPCS would have a reduced tuition fee compared to Residential Students. Several options are explored in the proforma. Similar programs (Holt School and University of Virginia) charge between \$500-\$550/credit hour.

In order to maximize accessibility of the program for Professional Studies Students, it would be worthwhile to explore alternate funding/financial aid for students in the SoPCS. Scholarships funded through alumni donations are recommended.

A determination will need to be made regarding the availability of IWU employees to take courses in the SoPCS as an employee benefit. The Task Force advocates for such a practice.

Question: Would we partner with HCC or go it alone?

A successful program in professional and continuing studies would involve a partnership with Heartland Community College (HCC). This would allow students to take (and perhaps complete) their general education courses at HCC while earning an Associate's degree. This partnership would enhance the flexibility of the program and allow IWU to focus on major programming and micro credentials as opposed to the entire degree program. A partnership with HCC would also allow State Farm employees to maximize their employee benefit by taking some courses at a reduced rate at Heartland. The collaboration with Heartland would ideally involve a dual enrollment agreement so that Professionals Studies Students could move between the two institutions throughout their degree program. This was noted as a priority for State Farm in early discussions regarding a new program at IWU. Note that a dual enrollment program would be a mutually beneficial arrangement for both institutions as IWU would benefit from a new student population and HCC would benefit from increased completions.

It might be beneficial to consider a "Pathway to Excellence" whereby students enter the IWU program through a 2-year degree program at Heartland. This would allow the SoPCS to specify a general education program completed through the 2-year program before beginning coursework at IWU. This may reduce the number of courses IWU would have to offer and provide greater flexibility in the major programming IWU can provide.

Question: Would we only offer a bachelor's degree or would we consider graduate work? Certificates?

At this time, the task force recommends two bachelor's degrees as described above along with certificates and perhaps endorsements in Educational Studies (see [Executive Summary](#) for examples). Granting graduate degrees requires additional accreditation through the HLC.

Further, graduate degrees in this program would be challenging to staff with adjunct faculty in the same manner that the BPS and BLS are proposed to be staffed.

Additional Recommendations and Notes:

All IWU students should have access to academic-related support services including accessibility services, academic success tutors, writing center tutors, collections and resources in the Ames library, and the Shirk athletic center. All IWU students should also have free access to Titan athletic events and receive similar discounted/free admission to SoTA and SoM performances. Because of the reduced tuition rate, Professional Studies will not be eligible for residential housing and will not be required to have meal plans. It is important to note that support services will be essential to ensure success of SoPCS students and the program itself. SoPCS students will need easy and consistent access to financial aid representatives, admissions counselors, professional academic advising, and the Registrar. Access to online counseling and physical health services/advice would also be beneficial.

The Task Force was not able to discuss Prior Learning Assessments (PLA) and how they might be implemented in this program. Because Heartland Community College accepts PLA, it will be critically important for the Implementation Group to determine IWU's policy on PLA. This process will require a change to the IWU Catalog and a faculty vote.

Summary Statement

A School of Professional and Continuing Studies at IWU is a possible source of new revenue for the institution. There are modest financial gains to be had with a small to medium-sized program, but there is room for growth that could yield more meaningful revenue over time. The Task Force recommends focusing efforts on programs that will be beneficial to State Farm employees interested in taking advantage of their employee tuition benefit program. A list of programs that State Farm has pre-approved for their employee tuition benefit can be found in Appendix E. Additional areas to consider include Educational Studies and Health Sciences. Immediate next steps included the formation of an implementation group, advisory board of community stakeholders, and programming to engage the community and establish IWU's reputation as an institution at which one can pursue professional development opportunities.

APPENDIX A

CHARGE: Adult Education at IWU Summer Task Force

IWU faces a structural deficit of approximately \$6 million annually. We have been working to close the deficit by increasing our operational efficiency and also growing enrollments by increasing our academic program offerings. To date, our efforts have been focused on traditional college students. But it is clear that this pool is limited, fiercely competitive, and will be shrinking in the future. If we can attract other audiences beyond traditional college students, we can increase the likelihood of resolving our structural deficit.

During spring 2019 through early fall 2019, IWU engaged in an effort of “strategic planning” that was supported by a network of task forces. One of those groups was focused on understanding alternative revenue streams with a particular focus on adult learners, positioning IWU to work with local employers to provide appropriate workforce development options. The work of that task force was stymied by a “tell us what you need”/“tell us what you offer” loop. Our attention since the fall of 2019 has been focused on traditional college students.

Recently, two new developments reopen the possibility of considering adult-focused degree/credential programs:

- Lincoln College had an adult education partnership with Heartland Community College, called ABE for [Accelerated Bridge to Education](#), that leveraged State Farm employee tuition benefits as a funding stream. With Lincoln College’s closure, there is a group of ~45 students in the program in search of options.
- IWU Trustee Colleen Kannaday, President of Carle BroMenn Medical Center, has let us know that Carle BroMenn provides similar support for their employees seeking opportunities to further their education in healthcare-related fields.

The time-frame for us to take advantage of these opportunities isn’t immediate, but we must act relatively quickly before the window closes. Moreover, developing a vision for meeting the needs of adult learners, could open new opportunities.

IWU is forming a summer task force of faculty, staff, and administrators to take a deeper look into what an adult education program would look like for us. Several questions will be explored:

- Would this program parallel our traditional undergraduate curriculum, or would there be an independent curriculum?
- How would we staff this effort?
 - What protections would be in place for faculty teaching in this program?
 - Would faculty in this program (if they are not tenure-line IWU faculty) have representation on CUPP? CC? How would they participate in faculty governance?
- Would this be in-person or online?
- How would it be structured? (time of day, number of days, number of weeks, academic year and/or summer, etc.)
- What would the cost structure be for students?
- Would we partner with HCC or go it alone?

- Would we only offer a bachelor's degree or would we consider graduate work? Certificates?
- Will a revised mission statement be necessary to undertake this new program?
- Will this lead to separate admissions standards for adult/evening learners? What if these learners matriculate to full-time students? Will we accept our own courses, if the standards for adult learners are different?
- What additional learner supports will be necessary for adult education students, e.g., writing, tutoring, library access, etc.?
- How will traditional students interface with the Accelerated Bridge program? (Will traditional IWU students be eligible to take these classes? What structure will be in place around this?)

There is no doubt that the conversations will result in yet more questions, but by the end of the summer (8/15/22) the task force would make a recommendation to Cabinet about their sense of the feasibility of a program. If feasible, the task force will also identify the major decisions that will need to be made to launch an effort, with a development plan timeline and a proforma for its implementation.

We are seeking two faculty members to join Mark Brodl, Becky Roesner, Abbie Kerr, Amy Coles, Leslie Betz, and Chandra Shipley over the summer. It is expected that the task force will meet weekly during the summer (the meeting can be conducted virtually). In addition to weekly meetings, it is likely that the task force will make work assignments for members to advance the project. Faculty members will receive a stipend of \$1,000 for their work.

APPENDIX B

IWU School of Professional and Continuing Studies

Executive Summary

Please note that for clarity, students in the IWU School of Professional and Continuing Studies (SoPCS) will be referred to as Professional Studies Students. Students currently enrolled at IWU will be referred to as Residential Undergraduates. All students at IWU are Titans and should be welcomed and included in the Titan Community.

Separate schools at IWU:

- College of Liberal Arts (the majority of IWU undergraduate programs)
- Ames School of Art and Design
- School of Theatre Arts (SoTA)
- School of Music (SoM)
- School of Nursing and Health Sciences (SoNHS)
- School of Business and Economics (SoBE)
- *School of Professional and Continuing Studies (SoPCS)*

Note: SoPCS is used throughout Task Force documents as placeholder and is not the suggestion of the Task Force as the final name of the school.

Degrees/Credentials offered:

- Bachelor of Professional Studies (BPS)
 - To include stackable certificates that could be earned in conjunction with, or independently of, the BPS. Permits both degree seekers and non-degree seekers interested in microcredentials to take advantage of the same courses
 - Example: [Business](#)
 - Note: This example is included as an example of what a stackable curriculum could look like. It is not a proposal for a stackable curriculum in Business and has not been appropriately vetted by faculty.
- Bachelor of Liberal Studies (BLS)
 - Broad and flexible, allowing students to design their own course of study within a liberal arts framework
 - Example: [Major in Liberal Studies](#)
- Certificates
- Credentials/Endorsements for continued education in Educational Studies
 - Examples of Endorsements:
 - Middle Grade (Language Arts, Social Science, General Science, Mathematics)
 - Reading Teacher
 - Physical Education
 - Transitional Bilingual Educator
 - Early Childhood

- Examples of Certificates
 - Reading Intervention
 - Online Teaching

Class schedule (flexible depending on the course):

- 1) 7-week courses offered in evenings with several options:
 - i) One night a week (3 hours) in person; remaining contact hours provided online
 - ii) Two nights a week (3 hours) in persons (no online component)
 - iii) Other options to consider:
 - (1) Friday night and Saturday morning
 - (2) Saturday morning
- 2) Traditional semester courses meeting in the late afternoon/evening.
 - i) Courses could be exclusively online, hybrid, or HyFlex
 - ii) Courses could be open to both Professional Studies students and Residential Undergraduates

- Options for modality include:
 - Hybrid
 - In-person
 - Online
- Two 7 week sessions/academic semester, one May term, two summer sessions = max of 7 sessions annually

Program goals/priorities:

- [Stackable curriculum](#), e.g., certificates and other microcredentials that can be stacked together to meet degree requirements
- Flexible schedule
- Use existing curriculum as much as possible (same courses/course numbers)
- Partnership with Heartland
 - Reverse transfer capabilities
 - Students complete AA at Heartland, perhaps taking a few general education courses at IWU, and the major coursework is primarily completed at IWU
 - NOTE: This will require admissions agreements with both institutions to support dual enrollment

Minimum resources required:

Tier 1: To get started

- Advisory Group with community stakeholders
- Associate Dean/Director: may start as a faculty member with reduced teaching responsibilities in the College of Liberal Arts (2 course releases/semester + summer salary)
- Admissions: 1 FTE
- Consulting support (Registrar)

- Administrative specialist support

Tier 2: To sustain/maintain

- IT support
 - Specifically at night/Saturday morning
 - General increase in workload for IT
 - Instructional technology consulting/tools for online education
 - Instructional Designer
- Registrar support: 1 FTE
- Professional advisor: May start as half time in SoCPS and half time in College of Liberal Arts or SoBE if numbers permit
- Business Office: 1 FTE

Administrative Issues:

- IWU SoPCS will use existing structures for curriculum (CC) and policy (CUPP) approval
 - Value added: Because courses are evaluated by our existing curricular body they will uphold our existing standards
 - If Residential Undergraduates are eligible to take courses in the SoCPS, they should be vetted by the same body
- When possible, IWU SoPCS will use existing courses and programs of study already approved by IWU
- Associate Dean/Director of SoPCS will use adjunct faculty for course offerings
 - IWU faculty will be offered the opportunity to teach in the SoCPS for the negotiated SoPCS adjunct salary (proformas generated for the purposes of this summary used the IWU summer salary model).
 - Community members, Professors of Practice, etc. will make up the majority of teaching faculty (as adjuncts) in SoCPS. These adjuncts will be paid the same negotiated SoPCS adjunct salary available to IWU faculty.
- Residential Undergraduates will be permitted to take a limited number of courses in the SoCPS toward their IWU degree, with seats available after Professional Studies students have registered
- IWU Professional Studies students will be permitted to take a limited number of courses in the College of Liberal Arts, at their SoCPS tuition and toward their degree, with seats available after Residential Undergraduates have registered.
- A determination will need to be made regarding the availability of IWU employees to take courses in the SoPCS as an employee benefit. The Summer 2022 Task Force advocates for such a practice.

APPENDIX C

DRAFT: Mission and Vision Statement

Mission: Illinois Wesleyan University's *School of Professional and Continuing Studies (SoPCS)* prepares adult learners to be responsible leaders in the global economy through a flexible curriculum that integrates rigorous academics with practical, professional experience. Rooted in Illinois Wesleyan University's liberal arts tradition, *SoPCS* programs provide learners with the necessary knowledge and skills to achieve full and productive careers, and excel in a rapidly changing, diverse, and globalized workforce.

Vision: Illinois Wesleyan University's *SoPCS* aspires to excellence in providing continuing education for adult learners through an inclusive and transformative learning experience that inspires career success, responsible community engagement, and lifelong learning.

Programs

- Bachelor of Liberal Studies (BLS)
Broad and flexible
- Bachelor of Professional Studies (BPS)
Professionally designated studies

[NOTES - need to find out how this impacts accreditation]

Stackable Credentials Leading to Bachelor's Degree in Professional Studies

A. Single Courses that need to be taken (likely at a community college?)

MATH 110 – Finite Math

ECON 100 – Introduction to Economics

B. Core Business Certificate (4 courses)

ACCT 112 – Accounting for Decision Making

BUSN 331 – Marketing: Principles and Management

BUSN 341 – Organization and Management

FINC 303 – Financial Management

C. Data Science Certificate (3 courses)

DSCI 125 – Introduction to Computer and Data Sciences

ECON 227 – Statistics for Business and Economics

DSCI 225 – Data Analytics with Visualization

D. Majors Options (leads to completion of a Bachelor's after completing above two certificates)

Within any of these areas might there be a credential of some value that could be awarded?

Accounting (7 courses)

ACCT 218 – Accounting for Information Systems

ACCT 315 – Tax Accounting

ACCT316 – Accounting and Auditing Concepts and Theory

ACCT 317 – Specialized Topics in Financial Reporting

ACCT 318 – Accounting and Auditing Processes

ACCT 319 – Cost Management

BUSN 355 – Business Law I

Business (7 courses)

ACCT 212 – Accounting for Decision Making II

BUSN 355 – Business Law I

BUSN 490 – Strategy and Policy

Four additional 200-, 300-, or 400-level courses in BUSN, ACCT, or FINC

Entrepreneurship (7 courses)

BUSN 240 – Introduction to Entrepreneurship

BUSN 330 – Funding Startups and Nonprofits

BUSN 335 – Consumer Behavior

BUSN 340 – Starting a Business

BUSN 350 – Law for Entrepreneurs

BUSN 440 – Project in Entrepreneurship

BUSN 490 – Strategy and Policy

Finance (9 courses)

ACCT 212 – Accounting for Decision Making II

ACCT 218 – Accounting for Information Systems

BUSN 355 – Business Law I

BUSN 490 – Strategy and Policy

FINC 305 – Financial Statement Analysis*

School of Professional and Continuing Studies: Major in Liberal Studies

Rooted in Illinois Wesleyan's liberal arts tradition, the major in Liberal Studies (LS) fosters creativity, critical thinking, effective communication, strength of character, and a spirit of inquiry. The LS major provides the foundational knowledge and essential skills needed to succeed in a rapidly changing, diverse, and globalized workforce. The major is interdisciplinary in orientation; it brings together the scholarship of disciplines in the Arts, Humanities, and Social Sciences to understand and address the complexities of our shared human experience and approach those complexities with a strong set of ethical values.

Liberal Studies major goals

1. Effective written and oral communication. Effective communication is essential in any profession. The Liberal Studies program will help you learn how to analyze problems, construct arguments, develop and defend your point of view, anticipate objections, and shape narratives that are well-researched, ethically responsible, and persuasive.
2. Critical thinking
3. Engaging cultural diversity

Student learning outcomes of the major in Liberal Studies

Upon completion of the major, students should be able to demonstrate:

- (1) the ability to analyze problems, construct arguments, develop and defend one's point of view, anticipate objections, and shape narratives that are well-researched, ethically responsible, and persuasive;
- (2) the ability to understand, analyze, and evaluate works of art, film, literature, and media; and
- (3) an understanding of the complexities of our shared human experience in the US and around the world, and the ability to analyze and evaluate issues of diversity, belonging, equity, and inclusion.

Major Sequence in Liberal Studies

A minimum of 9 courses to include the following (as per university graduation requirements, at least 4 of these courses have to be at the 300-400 level):

- (1) **LS 290 *What is culture?*** (W) A foundational course on the analysis and evaluation of cultural practices and expressions as they articulate issues of diversity, belonging, equity, and inclusion at home and around the world.
- (2) **LS 490 *Capstone in Liberal Studies***. A senior project designed as a capstone course in the area of the student's interest.
- (3) 7 elective courses in the College of Liberal Arts taken according to students' interests in consultation with an academic advisor. These courses can be taken as stackable groups of certificates and/or credentials. Please see list of accepted courses below (to be determined).

Notes on the elective courses (these lists are just examples of course groupings)

Students interested in the business professions might consider taking BUS 355, 356; PHIL 213; SPAN 250 among others.

Students interested in the education fields might consider taking HLTH 101, 350, 351; PSCI 104, 281; INST 222/322, 240, 373 among others

Students interested in the health professions might consider taking HLTH 101, 230, 280, 301, 330, 350, 35, 370; ENG 132; PHIL 225, 300, and 301; PSCI 282; SPAN 230 among others.

Students interested in the law and social work professions might consider taking BUS 355, 356; HLTH 101, 350, 351; INST 322; PHIL 205 and 305; SPAN 240; PSCI 303, 305, 307 among others

IWU College of Liberal Arts courses that might count as electives for the LS major
(this is just a preliminary list; specific courses to be determined by departments)

- (a) Foundational courses in the Arts, Humanities, Natural Sciences, Social Sciences, and interdisciplinary programs that explore and analyze human diversity both in the US and globally:

ART 220 Introduction to Visual Culture (IT, W)
ECON 100 Introduction to Economics (CSI)
ENG 132 The Healing Art: Illness Narratives in film and Literature (LIT)
ENG 133 Crime and Punishment: Searching for Justice in Film and Literature (LIT)
ENG 280 Understanding Literature (W) or ENG 220 Literature and its Signs (LIT)
ENG 224 Shakespeare and Film (LIT, W)
ENG 252 Slavery in US Literature and Film (LIT, U)
FLM 110 Film Aesthetics
GRS 210 Greek Myth and the Hero (IT)
INST 240 Thinking Globally (CHC, G)
INST 222 International Human Rights (AV, G)
JOUR 213 New Media
HLTH 101 Introduction to Public Health (LSI, U)
HLTH 230 Human Nutrition (LSI)
HLTH 280 Perspectives in Global Health (G)
HUM 101 World of Ideas: The Ancient World (IT)
HUM 102 World of Ideas: 5th to 16th Centuries (IT)
HUM 103 World of Ideas: 17th-18th Centuries (IT)
HUM 104 World of Ideas: The Modern Era (IT, G)
LC 222 The New Spanish Citizen (IT, G)
LC 224 Muslim Spain (CHC)
LC 232 Resisting Dictatorship: Spain and Chile (CHC, G)
LC 241 Don Quixote: The First Spanish Novel (LIT)

LC 244 Dangerous Texts (LIT, G)
 LC 246 Visual Cultures of Modern Spain (IT, G)
 LC 251 Identity and Alterity in Latino Literature (LIT, U)
 PHI 105 Rights and Wrongs (AV)
 PHI 106 God and Science (IT)
 PHI 204 Introduction to Ethical Theory (AV)
 PHI 205 What is Law? (AV, W)
 PHI 213 Business Ethics (AV)
 PHI 225 Medical Ethics (AV)
 PSCI 104 Multiculturalism and its Critics (AV)
 PSCI 281 American Social Policy (AV,U)
 PSCI 282 American Health Policy
 PSYC 259 Social Psychology
 SOC 230 Race and Racism (CSI, U)
 SOC 240 The profession of Social Work
 SOC 250 Media and Popular Culture (CSI)

(b) 300-level courses that provide a deeper understanding of a specific field of study:

BUS 355 Business Law I
 BUS 356 Business Law II
 ENG 311 Poetics of Engagement (AR)
 ENG 355 Native American Literature (LIT, U)
 ENG 374 Literary Editing and Publishing (LIT) (prereqs GW, ENG 280)
 FLM 320 Film Theory
 HIST 310 Cults in America (CSI, U)
 HIST 343 Migration, Ethnicity, and Race (CHC, U)
 HIST 352 United States, 1945-Present: People, Power Politics (CHC,U)
 HLTH 301 Stress Management
 HLTH 330 Human Sexuality (AV)
 HLTH 350 Drug Abuse (AV)
 HLTH 351 Abuse in America (AV)
 HLTH 370 Women's Health
 INST 322 International Human Rights (AV, G)
 INST 360 Contemporary Global Cinema
 INST 373 Education and International Development (CSI, G, W)
 JOUR 315 Seminar in Public Relations (prereq, one 200-level writing intensive course)
 PHIL 300 Biology and Ethics (AV, W)
 PHIL 301 Ethics of the Environment
 PHIL 305 Philosophy of Law ((AV) (prereq, one course in philosophy)
 PHIL Philosophy of Natural Science (IT, W) (prereq, one course in philosophy)
 PSCI 303 International Law and Organization
 PSCI 382 American Health Policy
 PSCI 305 Theories of International Relations
 PSYC 334 Psychology of Racism

PSYC 351 Counseling and Psychotherapy (IT, W) (Prereq. 100, 251)
PSYC 353 Mental Health and Aging
PSYC 354 Identity, Social Justice and Psychology (U)
PSYC 356 Psychology of Gender (U) (Prereqs, 100)
PSYC 359 Crime and the Justice System: A Social Psychology Perspective (W)
(prereqs, 300 or consent)
PSYC 380 Sports and Exercise Psychology
SOC 305 Medical Sociology (IT)
SOC 328 Criminology (CSI)
SOC 362 Social Welfare and Human Services
SOC/PSCI 398 Grant Writing

APPENDIX D

Workshops to consider for Fall 2022 (or in semesters preceding the launch of the program): Ideas and descriptions provided by Kris Condon

- **Leveraging LinkedIn:** This was a workshop Kris Condon has offered several times for Warren Kistner and Patrick Zajac. The workshop covers the fundamentals of building your brand, using LinkedIn for a job search, developing and cultivating recommendations, posting meaningful content, and making introductions.
- **Development Dimensions International (DDI) Leadership Workshops:** DDI is the gold standard in noncredit leadership development. These workshops are designed to be done in 3.5 hours. Most community colleges use these materials instead of buying their own, though you usually need a trainer who has delivered DDI content in the past to deliver current content. An excellent cross-sample of topics would include:
 - **Boost Your Resilience** helps individuals learn how individual traits and skills affect resilience; discover methods to manage tendencies and strengthen skills; consider which mindset obstacles and personal biases are interfering with resilience; and create a 60-day plan for boosting resilience.
 - **Communicating Virtually** helps individuals be reminded of the fundamental elements of communication; evaluate their understanding of effective communications practices; discover methods for improving the clarity and receptivity of messages delivered virtually; and receive a wealth of actionable tips for improving communications across a variety of modalities (email, conference calls, etc.).
 - **Communicating with Impact** helps individuals recognize the impact they can have on their success and the success of others by enhancing interpersonal relationships in the workplace; relate to colleagues and customers in a way that meets their personal needs while also meeting the practical need of accomplishing objectives; use a set of interaction process skills that enable them to conduct more successful discussions that achieve results; and use a technique for providing specific, meaningful feedback that helps people improve their performance and increase productivity.
 - **Embracing Change: Yourself & Others** helps individuals understand how people typically react when change occurs; demonstrate an embracing change mind-set that will enable you to remain open to workplace change; and determine how you can influence changes when, at first glance, it appears you have no control.
 - **Finding Control During Change** helps individuals examine their own change situation, the reason it's happening, and what it means for them; identify areas of the change they can control, or at least influence; explore ways they can take initiative to exert their influence over the change; and review tips for taking care of themselves and others during change.

- **Leading Self: Turn Awareness into Impact** helps individuals increase internal self-awareness by identifying values, emotions, and talents; define personal codes of values; identify emotional triggers and learn tactics to manage response; and identify leadership talents to leverage for greater positive impact.
- **Managing a Multigenerational Team** helps individuals challenge common assumptions about how people are based on their generation; highlights real, data-based obstacles that affect multigenerational teams; and provides actionable tips/best practices for managing an age diverse team.
- **Prioritizing and Productivity** helps individuals recognize challenges to productivity; gain tips for prioritizing work, leveraging resources, and staying focused on results; and test their ability to stay productive.
- **Setting SMART Goals to Manage Performance** helps individuals recognize the importance of creating SMART goals; create performance goals that are specific, measurable, attainable, relevant, and time bound; and recognize the importance of sharing responsibility when creating performance goals.
- **Unconscious Bias: Awareness into Action** helps individuals learn how the brain influences reactions to the world around them; reviews common biases to gain insights into their own behavior; and interrupts their biases to make better decisions.
- **Valuing Differences** gives people effective skills and tools for exploring others' unique perspectives, understanding and leveraging people's inherent differences, challenging devaluing behavior, and creating an environment in which people's differences are respected and utilized.
- **What's on Your Radar?** Focuses on time and energy to meet strategic goals. The course helps leaders identify the importance of strategy planning; explains the four essential elements of executing a strategy and the nine execution challenges; and uses a radar chart to assess how time is being spent.
- **Introduction to Social Style:** This is a workshop offered through TRACOM, which has done extensively validated research on how people are perceived by others in the workplace and how those observable behaviors impact functioning in teams and in groups. This workshop ideally requires the participants to complete a TRACOM Social Style Self-Assessment in advance of the training, though the content of working with people whose social learning styles are different from oneself can be adjusted.
- **Other Career Center Workshops:** Warren Kistner likely has many workshops and short courses that could be useful to the State Farm scholars.

APPENDIX E

State Farm Pre-approved Degree Programs for Employee Tuition Benefit

Associate and Bachelor's Degree Programs

The State Farm tuition assistance programs provide financial assistance to employees who meet all eligibility requirements and pursue an associate's or bachelor's degree.

The following degrees are considered business in nature and are pre-approved for participation. Approvals for other degrees are very limited. No exceptions will be considered without a Business Case. Final approval is at the discretion of Human Resources & Development.

Pre-Approved Programs

- Actuarial Science, Data Science, Statistics, Data Analytics, Library Science, Geographic Information Science (GIS)
- Applied Computer Science, Information Technology, Information Systems, Cyber Security, Information Security, Computer Engineering, Data Engineering, Systems Engineering and Design
- Business (Accounting, Business Administration, International Business, Business Management, Economics, Finance, Marketing)
- Communication (Organizational Communication, Business Communication, Journalism, English, Visual/Media/Graphic Arts)
- Criminal Justice, Criminology, Paralegal Studies, Legal Studies (Does not include JD. See Ineligible Programs below)
- Foreign Language (all)
- Human Resources
- Insurance, Risk Management and Insurance
- Liberal Arts, Liberal Studies, Humanities, General Studies (associate's degree or bachelor's degree with a concentration in an area on this list)
- Mathematics
- Meteorology (Atmospheric Chemistry & Climatology, Atmospheric Sciences)
- Organizational Design, Organizational Management, Organizational Leadership
- Political Science
- Project Management
- Psychology, Organizational and Industrial Psychology, Behavioral Science
- Sociology

Notices:

Live Tango Concert – Hispanic Heritage Month Celebration

Friday, October 7th at 7pm - At Hansen Student Center

Join us for a special evening of Live Tango music with "Bandoneon Orchestra", top musicians from Urbana-Champaign. There will be performances, a lesson, social dance and tastes from Argentina. Learn about the cultural heritage of Tango in the USA and locally, and hear the beauty of Argentine tango music as played on the instrument that creates its signature sound: the bandoneon!

Please see the invitation poster [here](#).

The Language Resource Center, World Languages Literatures and Cultures, Office of Diversity and Inclusion, and International and Global Studies, Contact: Cristina Almeida malmeida@iwu.edu

Posse

Posse Plus Retreat: Save the Date - Feb. 4, 2023 at Davis Lodge/Lake Bloomington (one day retreat). Questions? Contact Karla Carney-Hall, Dean of Students, 3111.

Posse VII Mentor Recruitment: Deadline for letter of interest is Nov. 14. Questions: Contact Karla Carney-Hall, Dean of Students, 3111

IWU Freeman Asia Internship Program, Funded Internship Opportunities in Asia: Japan and the Philippines

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

Watch for more detailed information at the IWU Freeman Asia Internship Program page at the Study Abroad website and/or the Hart Career Center website.

Additional information session: Thursday, January 12, 2023 at 4:00 p.m.
Hart Career Center Auditorium
Application Deadline: January 30, 2023

For more information, contact Teddy O. Amoloza at tamoloza@iwu.edu or Patrick Zajac at pzajac@iwu.edu

Tutoring services and academic support resource list

The Office of Academic Advising is creating a resource list of tutoring services and academic support on campus. If you work in an area with regularly scheduled tutoring hours OR have regular review sessions for one of your courses, please e-mail that information to **advising@iwu.edu** for us to include on our resources page. We thank you for your assistance. - Jasmine Howe and Phyllis McCluskey-Titus

International and Global Studies (IGS) Small Grants—Fall 2022

Funds: The IGS Program will offer three \$1000 grants in December 2022 for courses to be taught during the 2023 calendar year.

A third and last, Call for Proposals will come out in October 2023 for courses to be taught during the 2024 calendar year.

Deadline: Friday November 4th, 2022 by 4:00 PM for courses to be taught during Spring, May Term, Summer Term, or Fall 2023.

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.

The proposed assignment, project or course module may be planned for any existing course, at any level. We are particularly interested in developing assignments, projects, and course modules for 100 and 200-level courses in the Shared Curriculum that introduce students to thinking about the world's most pressing issues, such as food security, inclusive growth and migration, climate change, global health, issues of identity and belonging, and social marginalization.

A complete Call for Proposals will go out in mid October. If you have any questions about the IGS Small Grants, please contact Carmela Ferradáns cferrada@iwu.edu

Political Science Public Lectures

Two public lectures by members of the political science department will take place over the next two weeks. Both are featured in the Power of Place university theme.

Tari Renner will address "The Median Voter in an Age of Polarization" on Thursday, October 6th at 4:00 PM in the Center for Natural Sciences C102.

Greg Shaw will deliver a faculty colloquium titled "A Morbid Puzzle: The Social Determinants of Longevity" on Friday October 14 at 4:00 PM in the Beckman auditorium of Ames Library.

School of Theatre Arts Productions and Curtain Talks .
Oct. 5 - 9, 2022 | Jerome Mirza Theatre



Appropriate by Branden Jacobs-Jenkins - Oct. 5 - 9, 2022: Wednesday through Saturday at 7:30 p.m., Sunday at 2 p.m., Jerome Mirza Theatre

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

Curtain Talks is a lecture series about our production series and related topics. All events are free and open to the public.

- *Post-show discussion: with the director and collaborators - Wednesday following the performance, EMJK Laboratory Theatre*
- *Pre-show lecture: Thursday 6:30-7:15 p.m., Beckman Auditorium at Ames Library*
- *Appropriate is presented by special arrangement with Broadway Licensing, LLC, servicing the Dramatists Play Service collection.*

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

Oct. 28 - 30, 2022 | E. Melba Johnson Kirkpatrick Laboratory Theatre



Men on Boats By Jaclyn Backhaus - Oct. 28 - 30, 2022: Friday and Saturday at 7:30 p.m., Sunday at 2 p.m., EMJK Laboratory Theatre

This “off-the-canyon-walls funny” (Variety) voyage takes audiences on a rollicking ride through the Grand Canyon. Men on Boats hilariously retells the (mostly) true story of an 1869 expedition down the Colorado River. Between belly laughs lies a satirical interrogation of masculinity, colonialism and rugged individualism. “The tone is comic, but never cute or camp. And ultimately, you feel, the play respects its bold if fallible pioneers, in all their natural bravery and fearfulness.” (New York Times). Directed by Dr. Michelle Gibbs.

Curtain Talks is a lecture series about our [production series](#) and related topics. All events are free and open to the public.

- **Beyond the Boat: The life and work of John Wesley Powell in Bloomington-Normal**, Friday, October 28, 5:30 p.m. - 7:00 p.m., Beckman Auditorium (ground floor of Ames Library)
- Major John Wesley Powell was an influential author, adventurer and educator. His impact as a professor at Illinois Wesleyan University and community member in Bloomington-Normal is still felt today. Please join the IWU School of Theatre Arts for a community conversation featuring a roundtable of Powell scholars and experts. The conversation will be centered around Major Powell's lasting impact at Illinois Wesleyan University and the greater Bloomington-Normal community. The talk will also touch on how Major Powell is dramatized in Jacklyn Backhaus's



SoTA Curtain Talks Contd.

play, "Men on Boats," a humorous depiction of his 1869 expedition down the Green and Colorado Rivers.

- Featured speakers include McLean County History Museum librarian Bill Kemp, Meg Miner, IWU university archivist and Marcia Thomas, former IWU university archivist. The conversation will be moderated by members of the production team: director Dr. Michelle Cowin Gibbs, dramaturg Ethan Nehls (BA Theatre Arts, '24) and assistant director Anja Schrag (BA Theatre Arts, '23).



Power of Place Fall Events:

October 6 American Politics and the Case of the Vanishing Middle (or Moderates), Dr. Tari Renner (Political Science), 4pm

October 7 TANGO live Concert – Hispanic Heritage Month Celebration, 7-10 pm, Location: Hansen Student Center (Contact: malmeida@iwu.edu)

October 11 Spoken word poet Melissa Lozada-Oliva, 4 PM, Location: TBD (Contact: Carmela Ferradáns cferrada@iwu.edu)

October 14 *A Morbid Puzzle: The Social Determinants of Longevity* featuring Greg Shaw (Faculty Colloquium)

November 3 [International Film Series](#) (IFS): Wiñaypacha [Eternity]. Perú, 2017 Presented by Prof. Edgar Lehr (for more information on IFS, please contact Carmela Ferradáns cferrada@iwu.edu)

November 16-20 *Sunday in The Park With George*, directed by Scott Susong

November 30 Course Cluster Open House (For more information on Course Clusters, please contact Carmela Ferradáns cferrada@iwu.edu or Dan Roberts drobert1@iwu.edu)
