

MEETING OF THE GENERAL FACULTY

Wednesday, December 1, 2021

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

Zoom conferencing [link](#)

Join Zoom Meeting

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

Meeting ID: 891 0705 3378

Passcode: 318274

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

1. Call to Order Professor A. Shallue
2. Approval of the Minutes: [October 6, 2021](#), [November 3, 2021](#) Faculty Meeting Minutes
3. CC [Consent Agenda](#)
4. Committee Reports
 - a. CUPP ([written report](#)) Professor D. Bollivar
 - i. [CUPP Motion](#)
 - b. Curriculum Council ([written](#) and oral report) Professor A. Coles
 - i. [CC Motion 1](#) New Data Science Major
 - ii. [CC Motion 2](#) Data Science Minor Revisions
 - iii. [CC Motion 3](#) Revised Japanese Studies Minor
 - iv. [CC Motion 4](#) Catalog Changes re_ Internships
 - c. Promotion and Tenure Committee ([written report](#)) Professor J. Themanson
 - i. PAT Motion: Handbook Language Update (see written report)
 - d. Faculty Development Committee ([written report](#)) Professor K. Nielsen
 - e. Nominating Committee ([written report](#)) Professor S. Ferguson
 - i. [Motion 1](#) CETAL change
 - f. Assessment Committee (oral report) Professor J. Lowe
 - g. Undergraduate Research Advisory Committee ([written report](#)) Professor M. Evans
 - h. CETAL ([written report](#) and oral report) Professor B. Reissenweber
5. Old Business
6. New Business
7. Administrative Reports
 - a. President Report (oral report) President Nugent
 - b. Provost Report (oral report) Provost Mark Brodl
8. [Announcements](#)
9. Adjournment

MEETING OF THE IWU GENERAL FACULTY

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

Summary of business conducted:

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

Meeting minutes

1. **Call to order.** Meeting called to order at 11:13 am.
2. **Approval of the minutes** of the September 1, 2021 and September 22, 2021 Faculty Meetings. No corrections or additions. Minutes approved.
3. **CC Consent Agenda.** Nothing removed from the consent agenda.
4. **Committee Reports**

- a. CUPP (written report), Prof. D. Bollivar.

Motion: First-Year Student Orientation at IWU ought to include prominently scheduled opportunities for multi-interested students to have interactions with faculty in areas of academic interest.

Rationale: Some first-year students may have interdisciplinary interests or declared double major. This formally expresses a desire by the faculty to make room in the schedule for students to be able to meet with multiple advisors.

Motion passes: 60 yes, 1 no.

- b. Curriculum Council (written report), Prof. A. Coles
Certificates update (see report). Undertaking consideration of internships. Determined that current CC procedures are sufficient in case faculty want to create majors that rely on external course offerings through a consortium.

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

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

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

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

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

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

Motion 4: Change language in the Catalog pertaining to transferring classes while currently enrolled at Illinois Wesleyan, in order to better reflect current practice. Rationale: current language is “students will not ordinarily receive credit for major courses taken elsewhere,” which is not enforceable. After discussion of intent, new proposed language is “at least 50% of major courses must be taken at IWU.” This matches language in another part of the catalog. Note that enrolled students must still ask the registrar and department chairs for permission to transfer credit for the major.

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

A faculty member spoke against the motion. Without language around expectations, hard for department chairs to hold the line. Would prefer a higher percentage than 50%. Motion to amend: after 50%, add parenthetical (individual departments may have stricter requirements. Discussion of added work versus benefit of flexibility. Motion to withdraw amendment – passed by consent.

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

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

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

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

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

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

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

Respectfully submitted,

Andrew Shallue, Faculty Secretary

MEETING OF THE IWU GENERAL FACULTY

Wednesday, November 3, 2021 over video conferencing. Voting was performed by electronic ballot after the meeting.

Note: The President appointed Andrew Shallue as Interim Presiding Officer.

Meeting minutes

1. **Call to order.** The Interim Presiding Officer called the meeting to order at 11:12 am.
2. **Approval of the minutes** of the October 6, 2021 faculty meeting. Changes were proposed regarding how the meeting ended. These changes passed by consent, then the amended minutes passed.
3. **CC Consent Agenda.** Nothing removed from the consent agenda.
4. **Committee Reports**
 - a. **CUPP** (written report), Prof. D. Bollivar.
 - b. **Curriculum Council** (written report), Prof. A. Coles

CC Motion 1: Constitutional amendment to update the Faculty Handbook. Specifically to change “general education” to “shared curriculum” in the sections on the functions of CC and the functions of the Assessment Committee.

CC Motion 2: Update parts of chapter 4, specifically to change “general education” to “shared curriculum.”

CC Motion 3: The Curriculum Council moves that the Registrar be added as a permanent member of the Curriculum Council, ex officio without voting privileges.

CC Motion 4: The Curriculum Council moves to update language in the Catalog pertaining to transferring classes while currently enrolled at Illinois Wesleyan, in order to better reflect current practice.

Update from after the meeting: all four motions **passed**.

- c. **Promotion and Tenure Committee** (written report), Prof. J. Themanson

Notice given that PAT will put forward a motion to update the faculty handbook with regard to materials submitted to PAT. See written report.

- d. **Faculty Development Committee** (written report), Prof. K. Nielsen

FDC has made changes to Chapter 3, including Shared Curriculum language, and the Associate Dean title change.

- e. **Nominating Committee** (written report), Prof. S. Ferguson

Recall previous business: reclassifying CETAL as an elected committee. Revised language was sent to the faculty before the meeting, but a further revision is to add instructional staff to the persons eligible to be elected. The plan is to vote on the new language at the December meeting. Note that the period of time between this meeting and the next meeting is less than the 30 days required. Decision by

the Interim Presiding Officer: 28 days notice meets the spirit of the requirement, okay to proceed with a vote at the December meeting.

- f. **Assessment Committee** (oral report), Prof. J. Lowe
 - g. **Undergraduate Research Advisory Committee** (written report), Prof. M. Evans
 - h. **CETAL** (written report), Prof. B. Reissenweber
5. **Old business – none.**
6. **New business – none.**
7. **Administrative Reports**
- a. **President Nugent**

President Nugent discussed the following: Board of Trustees meeting, dissemination of the Diversity, Equity, and Inclusion report (look for open for a), and a determination of the site for the Petrick Innovation Center.

b. **Provost Brodl**

Provost Brodl presented data regarding the number of faculty lines, noting the decrease over the last several years, along with data on capacity in courses.

Questions: A faculty member expressed concern that curriculum was not a topic addressed in the DEI report. President Nugent responded that the report was focused on climate and the perceived experience of community members, and that attention to diversity in the curriculum would be important going forward. A faculty member asked about the timeline for applications for the presidential grants to advance DEI and interdisciplinary initiatives.

8. **Announcements.**
9. **Adjournment.** The meeting adjourned at 12:40 pm.

Respectfully submitted,

Andrew Shallue, Interim Presiding Officer

Appendix A – Results of the electronic ballot

- CC Motion 1 – passed. 64 yes, 2 no.
- CC Motion 2 – passed. 64 yes, 2 no.
- CC Motion 3 – passed. 65 yes, 2 no.
- CC Motion 4 – passed. 63 yes, 4 no.

Curriculum Council Consent Agenda

Academic Year: 2021-22

December 01, 2021

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

Course#	CC #	Course Title	Course Description(s)	Requested Action	GenEd Cat	GenEd Flag
CS 377	021	Applied Data Analysis	Applied Data Analysis (Cross-listed with DASC 377) This course further develops the programming, mathematical, and statistical skills required for the application of data science tools to data analysis, data visualization, and decision making. This course includes a methodology/writing component in which students develop a draft research proposal for a capstone project. Prerequisites: CS/DASC 125, CS 126, or CS 127; CS/MATH 136 or DASC 225; BIOL 323, ECON 227, MATH 141, MATH 325, or PSYC 227. Offered in alternate years.	Change prerequisite and delete cross-list (PSYC 377)	NONE	NONE
DASC 377	022	Applied Data Analysis	Applied Data Analysis (Cross-listed with CS 377) This course further develops the programming, mathematical, and statistical skills required for the application of data science tools to data analysis, data visualization, and decision making. This course includes a methodology/writing component in which students develop a draft research proposal for a capstone project. Prerequisites: CS/DASC 125, CS 126, or CS 127; CS/MATH 136 or DASC 225; BIOL 323, ECON 227, MATH 141, MATH 325, or PSYC 227. Offered in alternate years.	Change prerequisite and delete cross-list (PSYC 377)	NONE	NONE

ML 203/303	025	Introduction to Theoretical and Applied Linguistics: Analysis of Sound Structure	Introduction to Theoretical and Applied Linguistics: Analysis of Sound Structure This course explores a scientific approach to the study of human language, specifically the theory of language sounds (i.e. phonology). Students will learn a set of rules within the theory that enables us to approach sound changes in terms of formal reasoning. Offered every other year.	New Course	FR	NONE
LC 203	026	Edible World Heritage: Introduction to Japanese Food Culture	Edible World Heritage: Introduction to Japanese Food Culture Washoku "Japanese cuisine" is UNESCO's intangible world heritage: it represents admiration for nature and extends hospitality through delicate preparations and presentations. Students explore indispensable relations between foods and religions, between traditions and customs. Students are expected to participate in cooking sessions. Offered in alternate years.	New Course	IT	G
LC 308	027	Fashion and Lifestyle in Japan	Fashion and Lifestyle in Japan This course explores the development of Japanese thoughts from antiquity to the present, focusing on issues of continuity and change. Students will study the major intellectual movements in Japan over time and examine the impact that modern influences from the West have had on traditional Japanese language, culture and society. Offered in alternate years.	Change title and add Gen Ed	CHC	G
LC 303	028	Blades, Bows, and Bushido: The Samurai in Context	Blades, Bows, and Bushido: The Samurai in Context. This course will examine literary, artistic, and film representations of the samurai in order to understand one of Japan's most popular cultural icons. We will chart the growth of the samurai from simple horseback archers to a class characterized by a rigidly-defined code of behavior referred to as bushido. Offered in alternate years.	Delete Course	NONE	NONE
PSCI 341	029	Congress and the Legislative Process	Congress and the Legislative Process. This course introduces students to the contemporary U.S. Congress. Topics include explanations of how Congress organizes itself and the implications of those perspectives, and how Congress relates to the executive branch and the courts. Individual research projects allow examination of a topic of particular interest to a student. Prerequisite: PSCI 101. Offered in alternate years.	Change prerequisite	NONE	NONE

CUPP Report

December 1, 2021

CUPP has met three times since the November 3 meeting.

We have discussed the following:

Associate Deans: CUPP discussed applications for the Associate Dean for Curriculum and Instruction and made a recommendation.

Voting procedures: CUPP has consulted with Nominating Committee on voting procedures and is in support of using electronic voting in meetings.

Intellectual Property policy: a subgroup of CUPP met and brought a revised policy to the whole committee. The revised policy is a part of the meeting agenda today.

Turning Titan: Members of CUPP brought forward the recommendation that academic programming should receive priority during the fall introduction of first year students to campus. The administration is taking this concern seriously and is working to ensure that this occurs.

DEI: The release of the DEI report has occurred and CUPP is committed to following up on progress. CUPP leaders have committed to regularly asking for reports on progress by the administration at our weekly meetings with administrators.

Proposed changes to the Faculty Handbook Chapter VI do not require a faculty vote. Nonetheless CUPP moves that the following changes to the intellectual property policy be implemented by the Provost and President.

Additions highlighted in yellow. No deletions occurred, only additions

M. Intellectual Property Policy

1. Introduction

Illinois Wesleyan University (the “University”) is dedicated to teaching and scholarship and the creation and distribution of new ideas, information, inventions, and creative work. Members of the University therefore often create intellectual property. The purpose of this policy is to establish a clear understanding of roles, responsibilities, and actions on the part of faculty, administration, and external parties as well as principles for the fair allocation of ownership of such intellectual property and any revenues derived from the commercialization of said intellectual property in compliance with applicable laws and agreements, and to establish guidelines for the protection and enforcement of the University’s intellectual property rights and those of its individual affiliates, as well as procedures for the resolution of relevant disputes.

This policy applies to all University employees, students, independent contractors, and anyone else using University facilities and resources under the supervision of, or with the permission of University personnel. It is primarily concerned with original works and inventions created by covered individuals acting alone or with collaborators, whether all collaborators are members of the University community or not.

2. Definitions

Within this intellectual property policy, the following terms are defined as follows:

“University facilities and resources” means funds, workspace, equipment, supplies, library collections, release time, and administrative and technical support owned or provided by Illinois Wesleyan University.

“Covered individual” means any employee, independent contractor, student, or anyone else using University facilities and resources for work or study under the supervision, or with the permission, of Illinois Wesleyan University personnel, including, without limitation, volunteers.

“Employee” means all faculty, staff, and any students who are employed by the University.

“Instructional Materials” are documents in a variety of formats created for the purpose of teaching and learning.

“Invention” means any new process, product, device or substance any improvement thereto. Notwithstanding its status as a literary work under the Copyright Act, computer software may in some instances also be regarded as an invention.

“Net revenues” means all revenues attributable to the exploitation of a work or invention (i.e., gross revenues) less any deductions or overhead expenses agreed in writing between or among the applicable parties.

“Standard and customary resources” are those resources commonly provided or made available to similarly situated faculty. They include, for example, support such as curricular development and research grants, office space, library facilities, research assistance, ordinary access to University computers and network facilities, research assistants, administrative support staff, and general supplies. In general, for any given department, unit, or individual, what constitutes a standard and customary resource will depend upon the functions and responsibilities of that department, unit, or individual.

“Work of original authorship” means any literary, musical, dramatic, choreographic, artistic, audiovisual, or architectural work that owes its creation to the independent effort of an artist or author.

“Work made for hire” as it relates to copyrightable works of original authorship shall mean either (i) a work prepared by an Illinois Wesleyan University employee within the scope of his or her employment or (ii) a work specially commissioned by Illinois Wesleyan University under the terms of a written agreement.

3. Copyrights

A. Works by Faculty

Under current U.S. Copyright law, any work completed by an employee may be considered a work for hire for which the copyright belongs to the employer; however, the University, in its commitment to the support of research, artistic creativity, and scholarship, considers work completed by faculty to belong to those faculty under normal support in which the University has no identity or functional interest. If necessary, the University will transfer its rights in writing to clarify ownership to third parties.

The University recognizes and reaffirms the traditional academic expectation that all faculty (including tenured, tenure-track, instructional staff, visitors, adjuncts, and emeritus faculty) own and control instructional materials for both in-person and online courses and programs offered during the academic year. Protected materials include, but are not limited to: slide decks/slide sets, quizzes, tests, videos, lectures, lecture notes, syllabi, grading rubrics, handouts, activities, exercises, writing prompts, assignments, learning objects, laboratory manuals/guides, faculty-authored textbooks (unpublished), creative works, and unpublished research results

created by their own initiative with the aid of standard and customary University resources as defined above. (Fordham University, adapted with permission)

Further, faculty have endorsed the following statement: "As components of faculty-designed online courses, they cannot be revised, edited, supplemented, or incorporated into courses taught by others without the consent of the original creator. Nor can an online course as a whole be assigned to another instructor without the consent of the faculty member who created the course, unless, once again, the faculty member agreed to treat the course as a work made for hire with such ownership rights residing in the institution." (AAUP Statement on Intellectual Property, 2013)

Some materials (e.g., syllabi) may be collected for specific purposes, including but not limited to external review, internal assessment, or pedagogy workshop. However, this does not imply permission for others to adapt those materials.

If a course is team-taught, the participating faculty will share copyright equally if materials were collaboratively created; otherwise, faculty own their own materials.

If a faculty member is selected to or elects to participate in consortial learning programs, those programs may require separate intellectual property agreements than what is outlined in this policy.

Faculty members should include a statement about copyright ownership of course materials in their course syllabi. The statement should state that faculty members hold copyright in the course materials they create and, as a result, students are not allowed to reproduce, distribute, or publicly post their course materials without express faculty permission. To ensure lectures are protected by copyright, faculty members should either record them or deliver them from written notes. A suggested syllabus statement:

"My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as CourseHero, Chegg, and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of the "University Policies Concerning Student Conduct & Academic Integrity" in the Student Handbook. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission."

Faculty members may also want to include a copyright notice on the course materials themselves to emphasize that they are protected. The form of the notice should contain the word copyright or then © symbol, the year the materials were created (multiple years may be listed when new material is added in different years), and the name of the faculty member. The faculty member may want to add notations to the notice such as "All rights reserved" or "Authorization is given to students enrolled in the course to reproduce this material exclusively for their own personal use." Note: Copyright protection is not contingent on including a copyright notice on your course materials. The materials are protected as soon as they are created. However, including a notice reminds students of faculty ownership and copyrights and of students' obligations to respect those rights. (Syllabi policy courtesy of Office of Legal Affairs, University of North Carolina - Charlotte. Used with permission.)

Students requiring accommodations (e.g., recording lectures, etc.) must provide documentation from the Director of Academic Advising and Student Accessibility Services.

In cases wherein the University commissions original work that falls outside of the scope of the faculty member's employment, a written memorandum of agreement will be made enumerating the distribution of intellectual property resulting from that work. The University may require that such an agreement be signed prior to commissioning the work.

When a faculty member intentionally collaborates with other covered individuals, including students, or someone outside the University community, each author owns a fractional interest in the copyright in the entire work. Under normal circumstances, this interest would be distributed equally, unless all parties formally agree to an alternate apportionment of interest. Each may enter into nonexclusive licensing agreements respecting the joint work, provided he or she submits an accounting of revenues earned to each coauthor.

When joint authorship with a student or an individual who is not a member of the University community is contemplated, this intellectual property policy requires a written acknowledgment of the collaboration signed by each participant as a condition of the collaboration.

B. Works by Staff

In keeping with the work-made-for-hire doctrine of U.S. copyright law, the University is regarded as the author and owner of copyright in all works of original authorship created by staff, including administrators with faculty status when acting in their administrative (non-teaching) roles.

C. Works by Students

Students are presumed to own the copyrights in their individual works of original authorship except when such works are the product of a student's University employment. In that event, the work-made-for-hire rules apply. In all other cases, students are subject to

the same policies as those assigned to faculty above.

D. Works by Independent Contractors and Others

When the University commissions original works from independent contractors, volunteers, or visitors, the authors are considered the owners of that work unless copyright is specifically assigned to the University by written agreement.

4. Registration of Copyrights

The University has the right, but is not obliged, to register its copyrights in its own name in the U.S. Copyright Office. The author or authors of original works of which the University is not the owner may elect to register for applicable copyrights in the U.S. Copyright Office or to create their own copyright license through the development of a Creative Commons license (www.creativecommons.org).

5. Exceptional Circumstances

Under certain exceptional circumstances, the University may claim copyright in works of original authorship created by faculty and/or students that are not within the work-made-for-hire doctrine. These include, but are not limited to:

- a. Original work funded by third-party grants awarded to, or administered by the University on behalf of the grantee. When a third-party funding agreement stipulates that the University will be the owner of any resulting intellectual property rights, the affected author will execute a written assignment of his or her intellectual property rights in the work to the University as a condition for the release of funds or other resources. Likewise, the University will honor the intellectual property policies of third-party funders for projects so funded, when those policies differ from those of the University.
- b. Occasionally the creation of original work by faculty and/or students requires an extraordinary allocation of University facilities and/or resources. This refers to institutional support beyond the scope of normal practice. As a condition of extraordinary support for a project, the faculty and/or students may be required to assign in writing all or a portion of the Intellectual Property of said project to the University.
- c. The University understands that adjunct and visiting faculty may be subject to conflicting intellectual property policies that restrict the University's claims of ownership in their works of original authorship. Such conflicts will be considered on a case-by-case basis by the Provost.

6. Permitted Uses of Works of Original Authorship by the University

The University is the owner of all rights, title and interest, including, without limitation, copyright, in all works made for hire and may exercise all of the exclusive rights granted

to such owners by the Copyright Act. In addition, the University is the owner of those rights assigned to it and may exercise all such rights without seeking permission of the authors. The University may make any use of any works of original authorship pursuant to any of the exemptions set forth in the Copyright Act.

7. Patents

Whereas copyrights are available for authorship, patents are available for inventions, processes, and ideas. Individuals working alone or in collaboration qualify as inventors; organizations cannot. Therefore, the principle of a work made-for-hire does not exist in patent law.

8. Inventions

The University encourages its faculty and staff to engage in the types of innovative activity that could lead to inventions and respects the ownership rights that arise from such activity. Therefore, other than in exceptional circumstances (discussed below), the University does not seek to challenge those rights and regards each invention as the property of the covered individual(s) who can be properly regarded as inventors. Each covered individual acknowledges, however, that when an invention has been developed using University facilities and resources, the University typically obtains what is known as a “shop right,” which provides the University with limited, nonexclusive rights to use the invention. The University shall not exercise any shop right, however, before (a) the filing of a patent application by the inventor or his or her attorney or agent, or (b), receipt of written confirmation from the inventor that patent protection will not be sought.

So that patent rights are not inadvertently forfeited, inventors who are members of the University community and their collaborators, if any, must refrain from commercializing and publishing inventions without, first, disclosing the invention in confidentiality to the Provost; and second, obtaining counsel from a patent attorney or agent who is registered with the United States Patent and Trademark Office (the “PTO”). If the invention is owned by one or more covered individuals and not by the University, then the covered individual(s) can decide whether to seek patent protection. The cost of seeking such protection will be borne by each inventor.

Confidential disclosure of all inventions conceived by University employees is required under this policy. The Provost will provide confidential disclosure forms for this purpose.

9. Exceptional Circumstances

- a. If funding agreements stipulate that the University will be the owner of any intellectual property rights relating to inventions conceived and reduced to practice by employees, each inventor shall irrevocably assign his or her rights in the funded invention to the University as a condition for the release of funds or other resources. Likewise, the University will honor the intellectual property policies of third-party funders for projects so funded, when those policies differ from those of the University.

b. As a condition of extraordinary support for a project, the faculty and/or students may be required to assign in writing all or a portion of the Intellectual Property of said project to the University.

c. Upon occasion, when the University has been assigned ownership of the intellectual property in a patentable project, the University may require the inventor to execute additional instruments as the University deems necessary for the filing or prosecution by the University of any and all patent applications directed to the funded invention through to a final action on each such application by the PTO. The University retains sole discretion whether to seek patent protection, and shall be solely responsible for the costs of doing so. In accordance with U.S. patent law, any issued U.S. patent covering a funded invention shall name the original inventor(s) despite patent ownership by the University.

10. Distribution of Revenues

In the absence of any other agreement, Illinois Wesleyan University will share the net revenues it receives from an invention owned by or assigned to the University with the employee(s) who developed the property. The formula is:

Net Revenue for Entire Invention	Employee(s)	Grants Office Budget	Academic Affairs Budget	President's Discretionary Budget
First \$20,000	100%	0	0	0
\$20,001 - \$75,000	50%	10%	20%	20%
Over \$75,000	50%	10%	20%	20%

11. Trademarks and Service Marks

The University may claim ownership of certain registered or unregistered trademarks and service marks. Such marks are for the exclusive use of the University in connection with

goods and services, among others, identified in federal and state registrations and pending federal applications. It is a violation of this policy for any member of the University community to make use of such marks without the express authorization of the Vice President for Communications.

12. Allegations of Infringement

In the event that members of the University community or others claim that an original work owned by the University by assignment infringes a third-party's rights, or that a third party is infringing the University's rights in a work or invention, any parties with an interest in the matter must notify the Provost so that appropriate action can be initiated.

The University has the right, but is not obliged, to take legal action to protect its intellectual property rights. In the event that the University takes such action, all damages, costs, or other amounts recovered shall be the sole property of the University.

13. Resolution of Disputes

The President, or the Provost, if so delegated, has the authority to administer and enforce this policy.

If a dispute arises between a covered individual and the University, between two or more covered individuals or between a covered individual and a collaborator who is not a member of the University community, such dispute will be referred to the Provost.

This Policy borrows extensively from the Intellectual Property Policy of Meredith University and is used with its kind permission. [permission pending 29 August 2010]

Curriculum Council Report
Dec. 1, 2021

The CC met six times between the Nov. 3 and Dec. 1 Faculty Meetings and held two forums on the Internship Framework Proposal. Recordings of the forums on 11/16 and 11/19 can be found on the bottom of the CC website.

CC is also refining a proposal to create Experiential Learning Designations (title may change), which attach to courses or independent studies in the Banner System and in the University Catalog. Designations might be created for FYEs, community or service-based learning, internships, honors projects, and independent student research, for example. CC is reaching out to the CEL, ARC, CETAL, URAC, and other constituents to refine the criteria for these Designations. While the Designations will be tracked similarly to Shared Curriculum attributes, we are not proposing that they be mandatory for all students nor added to the Shared Curriculum. Rather, we are attempting to make the rich educational opportunities we already offer our students more visible and trackable, which will assist our students in choosing the academic experiences they enjoy as well as help us attract active and engaged prospective students. Faculty can expect to see the final proposal early in Spring 2022.

Motions:

1. Motion 1: New Data Science Major
2. Motion 2: Data Science Minor Revision
3. Motion 3: Japanese Studies Minor Revision
4. Motion 4: Changes to the University Catalog re: Internships for Academic Credit

Respectfully submitted by Amy Coles, Chair of CC

The Curriculum Council moves that the faculty approve a new Data Science major.

Introduction and Background

As information technology grows in power and ubiquity, the amount of data collected is growing commensurately. Data science is a field that focuses on the specific problems of acquiring, curating, and exploring data, via visualization, statistical analysis, and machine learning, to aid decision making. Although it has its roots in computer science, machine learning, and statistics, over the last decade, data science has coalesced into its own independent field. Many institutions are now offering distinct data science programs of study that culminate in undergraduate majors and minors. Building on courses currently offered for IWU's Data Science minor and Data Analytics certificate, we propose a Data Science major that expands on the Data Science minor by delving deeper into computer science, machine and deep learning, applied statistics, ethics, and data visualization. We believe that the major will be attractive to prospective students, that it can be offered with existing courses, faculty, and facilities, and that we can sustain it at moderate levels of enrollment with minimal requests for new resources.

The core topics addressed by the major are:

- Algorithmic / computational thinking
- Applied statistics / statistical inference
- Communication (written and verbal)
- Data curation / management / storage
- Data visualization
- Ethics
- Machine learning and deep learning
- Programming

Summary of the Major Sequence

State the requirements for the new program. (Consult the Catalog for the maximum and minimum for your college or school.)

The major in Data Science requires a minimum of 12 courses. Required courses include:

- CS 125 / DASC 125 - Introduction to Computer and Data Sciences (FR)
- CS 128 - Computer Science 2
- CS 135 / MATH 135 - Applications of Sets, Logic, and Recursion (FR)
- ART 141 - Graphic Design 1 (ARTS)
- MATH 215 - Linear Algebra (FR)
- CS 222 / PHIL 222 - Ethics, Values, and Issues in Cybertechnology (AV, Writing Intensive)
- DASC 225 - Data Analytics with Visualization
- CS 314 - Database Systems
- CS 377 / DASC 377 - Applied Data Analysis
- CS 387 - Deep Learning
- MATH 403 - Computational Data Analysis
- One statistics course from the following list:
 - BIOL 323: Biostatistics and Experimental Design,

CC Motion 1: Proposal for a New Data Science Major

- or ECON 227: Statistics for Business and Economics,
- or MATH 325: Mathematical Statistics,
- or PSYC 227: Statistics

Rationale for Major Requirements

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

The major is modelled after similar interdisciplinary programs at both peer and aspirant institutions and well as larger, more research focused institutions. During our review process we examined Data Science majors at the following institutions: [Macalester College](#), [Worcester Polytechnic Institute](#), [Luther College](#), and [University of California at San Diego](#). Programs share requirements for learning programming in computer science and learning applied statistics. Programs vary somewhat in their use of concentrations and electives. We believe that our proposed requirements meet or exceed the standards of Data Science majors at our peer and aspirant institutions. In particular, since our program can be built upon existing courses for our Data Analytics certificate and our Data Science minor, our program is scaffolded and integrative in a way that is lacking at many other institutions. Our proposed sequence of courses also follow guidelines gathered from “Curriculum Guidelines for Undergraduate Programs in Data Science” from The Park City Math Institute 2016 Summer Undergraduate Faculty Program¹ and the ACM’s Data Science Task Force’s 2021 recommendations for undergraduate data science curricula².

We believe students completing our program will be well prepared to handle many different types of data-driven projects. We expect that this preparation will be attractive to a wide array of graduate programs and employers.

¹ <http://www.amstat.org/asa/files/pdfs/EDU-DataScienceGuidelines.pdf>

² https://dstf.acm.org/DSTF_Final_Report.pdf

CC Motion 1: Proposal for a New Data Science Major

Rationale for Inclusion of Specific Courses

- Programming and algorithmic/computational thinking:
 - Rationale: Data science is, in large part, an application of computational tools, and computer programming skills are necessary to achieve the greatest flexibility and power in one's data science work.
 - Required courses that address programming:
 - CS 125 / DASC 125 - Introduction to Computer and Data Sciences
 - CS 128 - Computer Science 2
- Applied statistics / math foundations:
 - Rationale: The concepts and tools of applied statistics are central to the analysis portion of data science work.
 - Required courses that address applied statistics:
 - One of the following:
 - BIOL 323: Biostatistics and Experimental Design,
 - or ECON 227: Statistics for Business and Economics
 - or MATH 325: Mathematical Statistics
 - or PSYC 227: Statistics
 - MATH 215 - Linear Algebra
 - DASC 225 - Data Analytics with Visualization
 - CS 377 / DASC 377 - Applied Data Analysis
 - Math 403 - Computational Data Analysis
- Accessing and storing data efficiently:
 - Rationale: Working with large datasets often requires expertise in efficiently accessing and storing data in databases. Data science practitioners need to understand databases in sufficient depth to interact with them appropriately.
 - Required courses that address accessing and storing data:
 - CS 135 / MATH 135 - Applications of Sets, Logic, and Recursion (prerequisite for CS 314)
 - CS 314 - Database Systems
- Ethics:
 - Rationale: As data science tools and methods are commonly applied to real-world problems on a broad scale, and can have profound ethical implications for individuals and for society as a whole, it is essential that data science practitioners have coursework in ethics.
 - Required courses that address ethics:
 - CS 125 / DASC 125 - Introduction to Computer and Data Sciences
 - CS 222 / PHIL 222 - Ethics, Values, and Issues in Cybertechnology
 - DASC 225 - Data Analytics with Visualization
 - CS 377 / DASC 377 - Applied Data Analysis
- Data visualization and visual design:
 - Rationale: Data visualization and visual design is often an important part of analytic work contributing to both data exploration and the effective communication of analysis results.
 - Required courses that address data visualization:
 - ART 141 - Graphic Design 1

CC Motion 1: Proposal for a New Data Science Major

- CS 125 / DASC 125 - Introduction to Computer and Data Sciences
- DASC 225 - Data Analytics with Visualization
- CS 377 / DASC 377 - Applied Data Analysis
- Machine learning:
 - Rationale: Machine learning techniques, which involve the iterative application of algorithms to solve certain classes of problems (e.g., computer vision, natural language processing) are commonly used by data science practitioners.
 - Required courses that address machine learning:
 - CS377 / DASC 377 Applied Data Analysis
 - CS 387 - Deep Learning
 - Math 403 - Computational Data Analysis
- Data science as a complete inquiry process:
 - Rationale: Data science practitioners must be able to understand all parts of the data science 'pipeline' including the acquisition, storing, and cleaning of data, the generation of models, analyses, and visualizations, the written and oral communication of processes and findings, and the different ethical considerations relevant to each step of the process.
 - Required courses that teach data science as a complete inquiry practice:
 - CS 125 / DASC 125 - Introduction to Computer and Data Sciences
 - DASC 225 - Data Analytics with Visualization
 - CS 377 / DASC 377 - Applied Data Analysis

Staffing

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

No new courses are required. The majority of the Computer Science and Data Science courses required could accommodate increases in enrollment without requiring additional resources or staffing. One exception is CS / MATH 135 which is offered in the Spring semester each year with a course cap of 25. For the last several years, this course has been taught at capacity. To address this capacity issue, the Computer Science Department is piloting increasing the course cap to 35 in the Spring of 2022. In the near-term, this increased capacity would likely be sufficient to meet increased demand from the Data Science major. If the major proved to be successful in the long-term, an additional section might be required every year or every other year and might require additional resources for either Computer Science or Math, or some combination of the two.

Two sections of ART 141 are typically offered every semester with a course cap between 13 and 16 students. Accommodating a small number of Data Science majors each year may be accomplished without adding sections by reserving seats in the existing sections. Reserving seats in ART 141 would likely shift some students seeking 'Arts' credit into other courses, but would not require adding any additional sections of ART 141 in the short-term. If the Data Science major proved successful in the long-term, resources might be required to offer additional sections of ART 141.

One section of CS / PHIL 222 is typically offered every other year. This course offers 'AV' credit, is writing intensive, and has a course cap of 15. As a cross-listed class, this course could be offered

CC Motion 1: Proposal for a New Data Science Major

by faculty from Computer Science or Philosophy. In recent years, it has been taught by faculty in Philosophy or Joel Haefner, formerly of the writing center, who has retired. Philosophy has expressed an interest in continuing to staff the course. If Philosophy cannot staff the course, this course may be staffed either by a faculty member in Computer Science or by an adjunct supervised by Computer Science. In the short-term, offering the course on its current every other year schedule will likely be sufficient, but may require reserving seats for Data Science majors. If the major proved to be successful in the long-term, a single section might be required every year.

Sections of BIO 323, ECON 227, MATH 325, and PSYC 227 are commonly taught at or near capacity. Due to course prerequisites, BIO 323 and MATH 325 are unlikely to see increases in enrollment due to Data Science majors, since these courses are likely only to be taken by Data Science majors who are double majoring in either Biology or MATH, respectively. ECON 227 and PSYC 227 do not have prerequisites and would likely see some increase in enrollment spread across the various sections that are offered each semester. If the major proved to be successful in the long-term, one additional section of statistics might be required every year and additional resources, for either Economics or Psychology, or some combination of the two, would be necessary.

Overall, in the near-term, we believe the major can be sustained largely with existing faculty, resources, and infrastructure. If the major proves to be moderately successful (e.g. 10+ incoming majors a year), staffing considerations may necessitate additional resources requests in a few years.

Student Interest

Is there sufficient student interest, how do you know?

We believe there is sufficient student interest to support the establishment of a Data Science major at IWU. Data science programs (majors, minors, and graduate programs) are now fairly common nationally and internationally. One website that tracks data science programs currently lists 632 Universities and Colleges with data science programs³ including several of our peer and aspirant institutions.

IWU students have shown interest in course work related to Data Science and we expect that interest will grow in coming years. IWU's Data Science minor and Data Analytics certificate are new and still growing, but have initially proven modestly successful. Our longest standing data science class, CS/DASC 125 Introduction to Computer and Data Science, is offered every semester and consistently enrolls at or near capacity.

As a career, data science is lucrative and 'in-demand'. The U.S. Bureau of Labor Statistics shows the 2020 median annual salary for Data Scientists to be \$98,230, and the annual growth rate to be 31%, which is described as "much faster than average"⁴. Overall, we believe that prospective students will be interested in a Data Science major and we anticipate that this interest will grow over time.

³ <https://rvanswanstrom.com/colleges/>

⁴ <https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Computer%20and%20mathematical%20occupations>

CC Motion 1: Proposal for a New Data Science Major

Campus Resources

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

One particularly attractive feature of the major from a resource perspective is that no new computing resources, classroom or lab spaces, equipment, media, or library resources are necessary. The existing resources are sufficient.

Curricular Overlap

Does the new program overlap with existing programs?

No, the Data Science major does not overlap with other programs in its goals. It is closest in design and intent to Computer Science, but it is designed to complement, rather than compete with the Computer Science program.

Consultation with Departments

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

Yes, courses from Art, Biology, Economics, Math, Philosophy, and Psychology are required or can be chosen to fulfill requirements. All of these Departments have been consulted, have reviewed this proposal, and have approved it.

University Catalog Description

Data is central to the natural and social sciences, to business, and to economics, and is increasingly used in the humanities. As information technology grows in power and ubiquity, the amount of data collected is growing commensurately. Data Science is a field that focuses on the specific problems of acquiring, curating, and exploring data, via visualization and statistical analysis, to aid decision making.

The core topics addressed by the major are:

- Algorithmic / computational thinking
- Communication (written and verbal)
- Data curation / management
- Ethics (privacy, data access, control)
- Machine learning
- Process / reproducibility
- Programming
- Statistics / statistical inference
- Visualization

Major Sequence in Data Science

A minimum of twelve courses to include:

- CS 125 / DASC 125 - Introduction to Computer and Data Sciences*
 - The following are approved substitutions for students who have already taken them:
 - CS126 - Introduction to Computer Science with the Web

CC Motion 1: Proposal for a New Data Science Major

■ CS127- Introduction to Computer Science

- CS 128 - Computer Science 2
- CS 135 / MATH 135 - Applications of Sets, Logic, and Recursion
- ART 141 - Graphic Design 1
- MATH 215 - Linear Algebra
- CS 222 / PHIL 222 - Ethics, Values, and Issues in Cybertechnology
- DASC 225 - Data Analytics with Visualization
- CS 314 - Database Systems
- CS 377 / DASC 377 - Applied Data Analysis
- CS 387 - Deep Learning
- MATH 403 - Computational Data Analysis
- One statistics course from the list:
 - BIOL 323: Biostatistics and Experimental Design,
 - or ECON 227: Statistics for Business and Economics,
 - or MATH 325: Mathematical Statistics,
 - or PSYC 227: Statistics

The Curriculum Council moves that the faculty approve a revised Data Science minor.

Explanation of Changes:

The revision to the minor involves removing one course from the minor requirements, CS/MATH 136 Discrete Math, and replacing it with DASC 225 Data Analytics with Visualization, a course that is currently offered as part of the Data Analytics certificate program. DASC 225 is better tailored to the needs of the Data Science Curriculum, as it provides better continuity between the 100-level Data Science introductory course and the 300-level Data Science advanced course. The total number of courses for the minor will remain the same.

The current approved course substitutions for the Data Science minor are updated to reflect the course's new course number and titles as follows:

- MATH 303 Regression and Time Series updated to MATH 403 Computational Data Analysis

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

The new minor requirements replaces one required course (CS/MATH 136 Computational Discrete Mathematics) with a new course, DASC 225 Data Analytics with Visualization. The new requirements reflect our experience in teaching the upper division Data Science courses over the last two years. An intermediate level Data Science course will help to provide a more thorough scaffolding for advanced course work in the minor.

If you are making significant revisions to a major or concentration, will they affect student learning outcomes? If so, provide a revised list of student learning outcomes.

The learning outcomes have not changed. The new course (DASC 225) will be more tailored to the minor than the course that will no longer be required (CS/MATH 136). We expect the revised minor will improve the learning outcomes for Data Science students and may be attractive more broadly to any students with interests in developing their data analysis skills.

How does the proposed change affect staffing? The reduction of CS/MATH 136 as a course requirement, which is chronically taught at capacity, will likely result in a negligible decline in enrollment. We anticipate no changes to staffing will be required as a result of removing CS/MATH 136 from the requirements.

DASC 225 is currently taught once every fall as part of the Data Analytics certificate program. Nine students are currently enrolled with a cap of 25. Given the excess capacity, we anticipate no changes to staffing will be required as a result of adding DASC 225 as a requirement to the Data Science minor.

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

CC Motion 2: Proposal for Data Science Minor Revision

Computer Science and Math have been consulted and agree to the proposed revision.

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

Existing library, computer, and media resources are adequate. No additional resources will be required.

Current University Catalog Description of the Minor Requirements

Minor Sequence in Data Science:

A minimum of five courses to include:

- 1) CS 125/DASC 125–Introduction to Computer and Data Sciences

The following are approved substitutions for students who have already taken them:

CS 126–Introduction to Computer Science with the Web

CS 127–Introduction to Computer Science

- 2) CS 136/MATH 136–Discrete Mathematics

- 3) One statistics course from the list:

BIOL 323: Biostatistics and Experimental Design

ECON 227: Statistics for Business and Economics

MATH 141: Math Modeling: Statistics (note that Math majors may replace MATH 141 with MATH 325: Mathematical Statistics)

PSYC 227: Statistics

- 4) CS 377/DASC 377/PSYC 377–Applied Data Analysis

- 5) DASC 395 Directed Study: Data Science Capstone

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

CS 314: Database Systems

ECON 328: Applied Econometrics

ECON 338: Time Series Analysis

MATH 215: Linear Algebra

MATH 303: Regression and Time Series

Students pursuing a minor in Data Science should consider the following:

Though there are three options for satisfying the introductory course requirement, students who have not already taken CS 126 or CS 127 should enroll in CS/DASC 125, as it is the most relevant to the minor.

Students pursuing a Data Science minor should seek to take courses in their major and/or area of interest that involve the collection, analysis, or other use of data. More exposure to the use of data within their field will provide more opportunities to identify connections to Data Science and to develop ideas for a capstone project.

Proposed University Catalog Description

Proposed changes in red; deletions struck through.

Minor Sequence in Data Science

A minimum of five courses to include:

- CS 125 / **DASC** 125 - Introduction to Computer and Data Sciences
 - The following are approved substitutions for students who have already taken them:
 - CS 126 - Introduction to Computer Science with the Web
 - CS 127 - Introduction to Computer Science
- **DASC 225 - Data Analytics with Visualization**
- One statistics course from the list:
 - BIOL 323: Biostatistics and Experimental Design
 - ECON 227: Statistics for Business and Economics
 - MATH 141: Math Modeling: Statistics
 - note that Math majors may replace MATH 141 with MATH 325: Mathematical Statistics
 - PSYC 227: Statistics
- CS 377 / **DASC** 377 / ~~PSYC 377~~ - Applied Data Analysis
- **DASC** 395 - Directed Study: Data Science Capstone

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

- CS 314: Database Systems
- ECON 328: Applied Econometrics
- ECON 338: Time Series Analysis
- MATH 215: Linear Algebra
- **MATH 403: Computational Data Analysis**

Students pursuing a minor in Data Science should consider the following:

- Though there are three options for satisfying the introductory course requirement, students who have not already taken CS 126 or CS 127 should enroll in CS/**DASC** 125, as it is the most relevant to the minor.
- Students pursuing a Data Science minor should seek to take courses in their major and/or area of interest that involve the collection, analysis, or other use of data. More exposure to the use of data within their field will provide more opportunities to identify connections to Data Science and to develop ideas for a capstone project.

The Curriculum Council moves that the faculty approves a revised minor sequence in Japanese Studies as stated in this proposal.

Rationale:

The proposed revision to the Japanese Studies minor sequence maintains the core curricular structure, goals and learning outcomes specified in the University Course Catalog (pp. 317-319). The revision was made to reflect the current curricular needs and to enhance student's learning experiences in the Japanese language and culture.

The revision aims for a well-rounded curriculum that fully integrates the study of the Japanese language with the cultural context in which it is produced. We are proposing to add two new courses at the 200-level, one exploring food as a cultural practice and a second one in linguistics that analyzes the sound systems in various languages. The revision in title and description of the existing course, LC 308: Japanese Way of Life, will add perspectives in understanding Japanese culture through fashion. Adding courses featuring fashion, food, and linguistics, will make a solid foundation for the Japanese Studies minor along with the existing Japanese visual culture course, LC 202: From Atom to Akira: Japan's Pop Culture.

[Description of the revised minor for the University Catalog]
2021-2022 University Catalog, page 318

Minor Sequence in Japanese Studies: (In the following, **text in red** represents proposed changes to the minor)

Five courses to include:

- 1) Japanese 201: Intermediate Japanese I
- 2) Japanese 202: Intermediate Japanese II
- 3) One 200-level course chosen from the following:
 - LC 202 From Atom to Akira: Japan's Pop Culture (LIT, G)
 - LC 203 Edible World Heritage: Introduction to Japanese Food Culture (IT, G)**
 - ML 203 Introduction to Theoretical and Applied Linguistics:
Analysis of Sound Structure (FR)**
- 4) One 300-level course chosen from the following:
 - LC 308: **Fashion and Lifestyle in Japan (CHC, G)**
 - ML 303: Introduction to Theoretical and Applied Linguistics:
Analysis of Sound Structure (FR, G)**
- 5) One elective course chosen **from those not yet chosen above and** the following list:
 - LC 105: Special Topics in Japanese Literature in Translation
 - Japanese 310: Studies in Literature and Humanities (Study Abroad)
 - Japanese 311: Studies in Social Science (Study Abroad)
 - Japanese 410: Advanced Japanese Language Studies (Study Abroad)
 - ENST 362 / PSCI 362: Global Environmental Studies and Asian Development**

CC Motion 3: Proposal for Japanese Studies Minor Revision

In addition to the Japanese language courses, one 200-level and one 300-level course for the minor must be taken in residence at IWU.

Note: ML 203 and ML 303 are cross-listed classes. Students can count just one of them for the minor.

[Description of the current minor from the University Catalog (p. 318)]

Minor Sequence in Japanese Studies:

A minimum of three courses for the minor must be taken in residence at IWU.

- 1) Japanese 201: Intermediate Japanese I
 - 2) Japanese 202: Intermediate Japanese II
 - 3) LC 308: Japanese Way of Life
 - 4) Two courses, one which must be a 300 level course. Additionally, one must come from the LC category.
- Japanese 310: Studies in Literature and Humanities (Study Abroad)
Japanese 311: Studies in Social Science (Study Abroad)
Japanese 410: Advanced Japanese Language Studies (Study Abroad)
Anthropology 273: Self and Society in Japan
LC 105 Special Topics in Japanese Literature in Translation
LC 202 From Atom to Akira: Japan's Pop Culture
LC 303: Blades, Bows and Bushido: The Samurai in Context
History 101: Introduction to Japanese History
History 202: World War II in the Pacific
History 301: Modern Japan, 1900 - Present

[Proposed changes]

1. Add two new courses to the Japanese curriculum:
 - LC 203 Edible World Heritage: Introduction to Japanese Food Culture (G. IT, 1 credit)
 - ML 203 / 303 Introduction to Theoretical and Applied Linguistics: Analysis of Sound Structure (G, FR, 1 credit).
2. Revision to the title, description and General Education category of existing course LC 308 Japanese Way of Life.
3. Delete LC 303 Blades, Bows and Bushido: The Samurai in Context

• Upon what are your new program requirements based?

The student learning goals and language requirements of the Japanese minor sequence have not changed; the cultural context courses have been expanded into food and fashion, two of the most salient Japanese cultural practices in addition to the existing course on the Japanese popular visual culture.

• If you are making significant revisions to a minor, will they affect students learning outcomes? If so, provide a revised list of student learning outcomes.

No.

CC Motion 3: Proposal for Japanese Studies Minor Revision

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

Yes. The Japanese Studies minor is an interdisciplinary program that includes some elective courses in History, Literature and Culture in English Translation (LC), and Modern Language (ML). The chair of History is aware together with the chair of WLLC, and the International and Global Studies program director,

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

The library, computer and media resources on campus should be adequate to offer courses listed above.

The Curriculum Council moves to update the University Catalog description of Internships for Academic Credit to clarify the expectations for all participants, the numbering levels, and the on-site hours per credit unit. See page 4 of this document for Q&A.

Current Catalog Language (2021-22, pp.60-61): No changes are proposed for the 'Internships' or 'Variable Credit Options Sections,' although the proposed order is slightly different.

Internships

Many Illinois Wesleyan students enhance their education by participating in internships during the school year or in the summer. Internships allow students the opportunity to apply classroom knowledge to real-world situations while gaining practical work experience in a field of study or career interest area. Internships can take many forms: part-time or full-time, paid or unpaid, for academic credit or a non-credit experience.

The Hart Career Center facilitates campus-wide coordination of internships for Illinois Wesleyan students and provides oversight for the academic internship program. Visit the Hart Career Center website for more information about the internship program, as well as the formal guidelines, procedures and required forms for internships for academic credit.

Internships for Academic Credit

Many departments offer an option for students to receive academic credit for internships. Students who wish to receive academic credit are required to follow the official internship guidelines adopted by the faculty. The guidelines require students to spend a minimum of 160 on-site hours for one full-course unit of credit. Students are also required to complete additional academic work in addition to the on-site hours. For specific requirements see the Guidelines for Internship Credit found on the Hart Career Center website.

Variable Credit Options

Some departments may offer internships for variable academic credit (0.25, 0.50, 0.75, 1 unit). Students are expected to spend a minimum of 40 on-site hours for each quarter course unit of credit. Refer to individual department course listings in the Catalog for available credit options.

Registration Procedures for Fall, Spring or May Term Internship Enrollment

Complete the Internship Learning Contract and return it to the Hart Career Center, Minor Myers, Jr. Welcome Center. (Learning Contracts are available in the Hart Career Center or on the Career Center website.) Signatures of the supervising instructor and internship site supervisor are required on the Learning Contract. It must be submitted before the last day to add a class deadline for fall, spring or May Term credit. Credit can only be requested for the term in which the majority of the internship hours are completed.

Registration Procedures for Summer Internship Enrollment

Some departments may offer students the opportunity for academic credit for summer internships. After consulting the appropriate department, students must complete two forms for summer credit. First, the Internship Learning Contract must be completed and returned to the Hart Career Center. Signatures of the supervising instructor and internship site supervisor are required on the Learning Contract. Second, students must complete the Internship Enrollment for Summer Credit Form and return it to the Registrar's Office, 110 Holmes Hall. Students must complete this form with all required signatures to be registered.

Students have the first five days of the Summer Internship Session to add or drop a summer internship course for academic credit. The last day to withdraw (with a W) from a summer internship is 7 weeks after the beginning of the Summer Internship Session. Specific add, drop, and withdraw dates are published in the online Academic Calendar. Students must notify the Registrar's Office in writing to have the summer enrollment removed. Students who enroll in internships for academic credit in the summer are expected to pay the summer tuition.

Proposed Catalog Language:

Red indicates new language; ~~strikethrough indicates language to be deleted.~~

Internships

Many Illinois Wesleyan students enhance their education by participating in internships during the school year or in the summer. Internships allow students the opportunity to apply classroom knowledge to real-world situations while gaining practical work experience in a field of study or career interest area. Internships can take many forms: part-time or full-time, paid or unpaid, for academic credit or a non-credit experience.

The Hart Career Center facilitates campus-wide coordination of internships for Illinois Wesleyan students and provides oversight for the academic internship program. Visit the Hart Career Center website for more information about the internship program, as well as the formal guidelines, procedures and required forms for internships for academic credit.

Internships for Academic Credit

Many departments offer an option for students to receive academic credit for internships. **There are also University (UNIV) internships available for students whose majors do not offer an internship option.** Students who wish to receive academic credit are required to follow the official internship guidelines adopted by the faculty. The guidelines require students to spend a minimum of 160 on-site hours for one full-course unit of credit **(see below for variable credit options).** Students are also required to complete academic work in addition to the on-site hours. For specific requirements see the Guidelines for Internship Credit found on the Hart Career Center website. <https://www.iwu.edu/career-center/internships/>

Registration Procedures for ~~Fall, Spring or May Term~~ Internship Enrollment

Students will meet with the instructor who will supervise the internship in order to identify the learning goals, complete the Internship Learning Contract, and return it to the Hart Career Center, Minor Myers, Jr. Welcome Center. (Learning Contracts are available in the Hart Career Center or on the Career Center website.) Signatures of the supervising instructor and internship site supervisor are required on the Learning Contract. It must be submitted before the last day to add a class deadline for fall, spring or May Term credit. Credit can only be requested for the term in which the majority of the internship hours are completed.

Registration Procedures for ~~Summer~~ Internship Enrollment

~~Some departments may offer students the opportunity for academic credit for summer internships. After consulting the appropriate department, students must complete two forms for summer credit. First, the Internship Learning Contract must be completed and returned to the Hart Career Center. Signatures of the supervising instructor and internship site supervisor are required on the Learning Contract. Second, students must complete the Internship Enrollment for Summer Credit Form and return it to the Registrar's Office, 110 Holmes Hall. Students must complete this form with all required signatures to be registered.~~

Students have the first five days of the Summer Internship Session to add or drop a summer internship course for academic credit. The last day to withdraw (with a W) from a summer internship is 7 weeks after the beginning of the Summer Internship Session. Specific add, drop, and withdraw dates are published in the online Academic Calendar. Students must notify the Registrar's Office in writing to have the summer enrollment removed. Students who enroll in internships for academic credit in the summer are expected to pay the summer tuition.

Expectations for Students, On-site Supervisors, and Advisors

In any internship experience for academic credit,

- Students are expected to follow the required registration procedures and complete the internship duties and academic requirements listed in their Internship Learning Contract.
- Employers will engage interns in the duties and responsibilities listed in the Internship Learning Contract and complete an evaluation of the student at the end of their internship.
- Faculty or instructional staff (when appropriate) advisors will complete the Internship Learning Contract with assignments appropriate to the course level of the internship and consult the Guidelines for Internships Completed for Academic Credit and Faculty Manual for Internships, available through the Hart Career Center, for best practices in advising an internship.

Internship Numbering for Academic Credit

Academic internships may be offered at up to three course levels as determined by the school, department, or program and the academic work assigned by your faculty or instructional staff advisor. See the Guidelines for Internships Completed for Academic Credit and Faculty Manual for Internships, available through the Hart Career Center, for academic work examples.

Motion 4: Catalog Changes re: Internships for Academic Credit

- 200-level internships: In addition to their on-site hours, students complete academic assignments in which they explain their internship experience in relation to their academic goals, apply their knowledge in a new situation, and demonstrate an intermediate skill. Requires either previous study in the area or academic ability normally acquired during two semesters of college work.
- 300-level internships: In addition to their on-site hours, students complete academic assignments in which they engage in analytical work and demonstrate an advanced skill. Requires either previous study in the area or academic ability normally acquired during four semesters of college work.
- 400-level internships: In addition to their on-site hours, students complete academic assignments in which they produce new or original work or reflect on such work they completed on-site. 400-level internships are appropriate for students who are majoring in the field and have previous, extensive study in the area or academic ability normally acquired during six semesters of college work.

Variable Credit Options

Some departments may offer internships for variable academic credit (0.25, 0.50, 0.75, 1 unit). Students are expected to spend a minimum of 40 on-site hours for each quarter course unit of credit. Refer to individual department course listings in the Catalog for available credit options.

Rationale Questions and Answers:

Q: Who initiated the IWU Internship Framework? Who has been working on it?

A: On Aug. 17, 2020, Provost Brodl sent a request to CC: “As we work to further develop academic internships as a high impact practices (HIPs) that support deep, engaged learning for our students, I would very much appreciate it if Curriculum Council would develop a set of guidelines, preferably a rubric that would standardize and clarify these components:

- Level of the engagement (100-level, 200-level, 300-level) with appropriate learning goals (in broad context)
- Engagement time (number of hours translating into 0.25 to 1.0 academic credits)
- Expectations for: the student, the internship provider, the IWU mentor (usually a faculty member but could be an appropriate staff member).”

During the 2020-21 academic year, Stephanie Davis-Kahl (CC Vice-chair) worked with Deborah Halperin (Action Research Center) and Brian Richardson (Hart Career Center) to pull together the background information about IWU’s internship program. Deborah Halperin issued a Scope of Internship Report draft memo on April 21, 2021 to Provost Brodl that pulled together all information on internships at IWU from the University Catalog, studied the internships undertaken for academic credit in Spring 2021, and made suggestions for next steps.

In Fall 2021, Amy Coles (CC Chair) and the current CC drafted the proposed IWU Internship Framework with input from the Hart Career Center, Internship Liaison Committee,

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chairs and directors of schools/departments/programs with multiple levels of internship, and concerned faculty and staff in two public forums on November 16 (4pm) and November 19 (noon-12:45). The IWU Internship Framework will be presented to the IWU faculty as a whole at the Dec. 1, 2021 faculty meeting.

Q: What is the purpose of the IWU Internship Framework?

A: The IWU Internship Framework is meant to standardize across campus the learning goals, broadly defined, for different levels of internship taken for academic credit (200/300/400-level). For the charge to clarify levels of engagement, the University catalog already clearly specifies 0.25 credit units to be equivalent to 40 on-site hours. For the charge to clarify expectations for students, advisors, and employers, the new catalog language points to the Guidelines for Internships Completed for Academic Credit, which were adopted by IWU Faculty, April 21, 2014. These are posted on the [Hart Career Center's Internship website](#).

Q: Why do we need to review internships right now?

A: Provost Brodl has indicated that he sees the IWU Internship Framework as the first step in making all sorts of High Impact Practices at IWU more visible and quantifiable. The rubric for different levels and expectations for internships might in the future be adapted for independent student research, community-based (service) learning, reflective study abroad, or other experiential learning practices. If the work our students are doing for academic credit in these HIPs is clearly reportable, then we can use concrete examples to recruit active and engaged students. Also, if we can quantify a baseline for how much work faculty is putting into guiding these HIPs, then the administration can determine a fair system of compensation in the future.

Q: How will the framework be implemented?

A: The IWU Internship Framework will be presented to the faculty at the Dec. 1, 2021 faculty meeting as an update to the catalog language on internships (p. 60). If the faculty approves the catalog change, then the Hart Career Center will review their documents about academic credit for internships, such as the [Procedures](#) published on their website, to see if any updates are needed. CC anticipates that these updates will be minor, if any are needed at all. Faculty in programs that offer internships will review their catalog language and decide if they want to add a 200/300/400-level option to their internships or adjust their catalog descriptions. They will submit those changes to CC as per usual procedure.

Q: Doesn't the number of hours worked on-site determine the course level of the internship? How did CC determine the course levels?

A: No, the University Catalog (p. 60) stipulates that each 0.25 course units of credit for an internship requires 40 on-site hours: 0.25 c.u. = 40 one-site hours, 0.5 c.u. = 80h, 0.75 c.u. = 120h, and 1 c.u. = 160h. This will not change. The course level of the internship is instead tied to IWU's definition of course numbering (p. 71-72), which outlines the depth of study in an area of knowledge or specialized field and the student's prior experience in that area.

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Additionally, CC considered Bloom's Taxonomy in determining appropriate outcomes for each level of IWU internship.

Q: Why did the registration procedures for summer change?

A: The update to the registration process for summer reflects the new process, now that we have a Summer academic term. The Registrar no longer uses the Internship Enrollment for Summer Credit Form, so the special instructions for that have been removed.

Q: Will I lose control over my majors' internships? How does this change our current processes?

A: The internship framework does not change how professors work with students and with the Hart Career Center and their Handshake platform to find students internship opportunities. What might change is which course level of internship corresponds to a certain level of academic work. For example, if your students complete their internship and turn in an academic project that demonstrates they understand the job experience and can apply intermediate skills, then this would be a 200-level internship experience. But if their academic work demonstrates that they can analyze and evaluate the job experience and demonstrate advanced skills, then this would be a 300-level internship. You still set and evaluate the academic work that demonstrates the requisite objectives and skill levels, which are guided by the [expectations approved by the faculty in April 2014](#). You determine what is an intermediate or advanced skill for your field.

Q: Why is there no 100-level internship?

A: According to the Hart Career Center, freshmen rarely take internships for academic credit during their first semester. Moreover, the IWU course numbering system (Catalog p. 71) indicates that 100-level courses are "Introductory study in a general area of knowledge or work in a basic skill." 200-level courses are "Intensive study in a general area of knowledge, basic study in a specialized field of knowledge, or work in an intermediate skill." When a student interns at a company, that work by definition is part of a specialized field of knowledge. Moreover, their academic work will require more than a basic skill (such as Memorizing as per Bloom's Taxonomy.) Thus, there is no need for academic credit at the 100-level. Any freshman advanced enough can take a 200-level internship.

Although there is not a need for a 100-level internship, here is what such a project would look like according to the University Catalog and Bloom's Taxonomy formula CC used to create the 200/300/400 level rubrics. **100-level internships: In addition to their on-site hours, students complete academic assignments in which they clearly define their internship experience and demonstrate a basic skill. No college prerequisite unless it is the second semester of a two-semester course.**

Q: Will I have to change the course numbers for internships in my major?

A: It depends. Most departments and programs use X97 or X98 for their internships, but there are impediments in other departments/schools/programs to using these numbers. CC is not at this time asking all departments to readjust their internship course numbers to the X97 or X98 numbering system. The Hart Career Center keeps lists of all internships undertaken for academic credit each semester, so these experiences are currently trackable.

Motion 4: Catalog Changes re: Internships for Academic Credit

The Registrar is able to run a report from a known list of numbers, such as the internship numbers, to pull historical data. CC is also exploring other options, such as an Experiential Learning Designation system (more info coming soon!), to make internships and other experiential learning opportunities more identifiable in Banner, in the University Catalog, and perhaps on transcripts.

If, however, the sort of academic work your students currently do for their academic credit is at a different level than the course number you use, and you are unwilling to adjust your requirements for your students, then CC asks that you either add the appropriate course number as a new option or change the course number to match your students' current academic work. For example, if your internship number is 300-level, but the students are required to produce new or original work that can only be accomplished by previous, extensive study in the specialized field, then you can either add a 400-level option for students to use or shift your course number to 400-level using the CC Request for Action forms. For another example, if your students are only expected to demonstrate an understanding of their internship experience and apply that knowledge in their academic project (rather than analyzing, evaluating, or creating knowledge), then CC asks that you make a 200-level course number available for your students.

Q: Why was the 400-level rubric set at creative work, rather than analytical or evaluative work?

A: CC followed the precedent set by senior seminar work, which is often under a 400-level number, to set the expectation that 400-level internships would require new or original work, produced either as an academic assignment or as part of the student's on-site responsibilities. Redefining the 400-level as new or original work will allow IWU to identify and highlight where our students are making original contributions for their internship providers or adding knowledge to their field of study. Only three programs currently offer 400-level internships, two of which also have 300-level options available for students.

Q: How does this affect internship providers?

A: This change shouldn't impact internship providers at all. They already post job descriptions in Handshake and complete an evaluation at the end of the internship. The onus is on the IWU advisor to look at the job description and make sure there is scope there to provide a basis for appropriate academic work for the course level the student and advisor want.

Q: Doesn't this add significant work for the students and advisors?

A: It doesn't need to add work for the students, assuming that the advisors were already assigning academic work as stipulated on p. 60 of the Catalog and in the [expectations approved by the faculty in April 2014](#). For example, previous internships across campus have assigned an academic project and a journal, for which some of the reflection prompts could be shaped to meet the objectives of the appropriate level of course. The Faculty Manual for Internships, provided by Hart Career Center, lists many possible assignments appropriate for internship learning objectives.

For faculty, there will be some initial evaluative work to be done if this proposal passes. Faculty might ask themselves whether the academic assignments they require of interns

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meet the 200, 300, or 400 level. Do they want to adjust their assignments by adding an appropriate prompt? Do they want to adjust their course levels in the Catalog? The [Guidelines approved by the faculty in April 2014](#) sets a list of expectations for advisor involvement in the internship program beyond assessment of the learning objectives. The Hart Career Center is available to work with faculty advisors on these practices.

PAT Written Report
IWU Faculty Meeting, December 1, 2021

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

PAT has met three times since the November 3rd faculty meeting. The committee has been reviewing promotion cases.

Additionally, PAT has updated its procedures in relation to the materials submitted to PAT for review. These revisions were introduced at the November 3rd faculty meeting and the faculty were given notice of the revisions. PAT is now putting forward a motion to update the Faculty Handbook with these revisions. This revision exists in the Appendix (Supplemental Guidelines for Submissions to the Promotion and Tenure Committee) of Ch IV of the Faculty Handbook (page 50; Formatting Suggestions)

Old Handbook language:

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

New Handbook language:

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

Faculty Development Committee

December faculty meeting

FDC has met twice since the November faculty meeting. We have been reviewing and continue to review pre-tenure and sabbatical leave applications.

Kristine Nielsen

Nominating Committee
Faculty Report
December 1, 2021

The Nominating Committee met once since the last faculty meeting. We discussed the following topics.

- review of the plan for the presentation of the CETAL proposal that we will present at the Dec. 1 faculty meeting for a vote (see attached)
- continued discussion of a potential new in-meeting secret ballot procedure that we intend to bring to the faculty for discussion in the spring
- discussed the need for new Faculty Handbook language for the newly-formed Information Technology Governance Committee (ITGC) and the need for coordination with CETAL in this regard, since CETAL's language overlapped with ITGC's predecessor, the dissolved University Technology Forum
- discussed ongoing vacancies in elective committees in preparation for a call for these on Nov. 29
- discussed the desire to craft a proposal to clarify who maintains the Faculty Handbook and who is responsible for posting changes on the university website, since these are not specified in the handbook
- discussed the new charter for the Safety Committee vis-à-vis the Committee's desire for faculty representation

Also, we met with CETAL on Nov. 23 to discuss matters associated with a potential election process for this committee should the faculty approve the move from appointive to elective status at the Dec. 1 faculty meeting.

Respectfully submitted,

Scott Ferguson, chair

Proposal from CETAL

October 28, 2021

Proposal

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

Rationale

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

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

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

Handbook Language

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

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

Current Handbook Language

Council for Excellence in Teaching and Learning (CETAL)

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

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

b. Membership:

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

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

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

Proposed Handbook Language

Council for Excellence in Teaching and Learning (CETAL)

a. Organization. The Council for Excellence in Teaching and Learning shall consist of five voting members elected according to the procedures prescribed in Article V, with new elected members rotating on and off at the new calendar year. These members shall serve two-year staggered terms, and three of the members shall be tenured. Both faculty and instructional staff are eligible to serve on CETAL. The Committee will also include several non-voting members, including two colleagues from the Teaching, Learning, and Technology area of ITS, and one or two students chosen by Student Senate. Additionally, the University Librarian, Director of the Writing Center and Tutoring Service, and a Director from an office that represents high impact practices or their designates will serve as non-voting *ex-officio* members. The Associate Dean for Curriculum and Instruction will also be a non-voting, *ex-officio* member. Other individuals or groups may be invited as non-voting members depending on CETAL's focus for the year. Membership on the Curriculum Council, Council on University Programs and Policy, Promotion and Tenure Committee, Faculty Development Committee, Hearing Committee, or Assessment Committee precludes membership in CETAL except in the case of *ex-officio* members. The Committee shall elect a Chair and a Vice Chair. The Chair shall be elected from the elected members who are tenured or on the tenure-track. The Vice Chair shall be elected from all elected members. The position of secretary shall rotate among the elected members (excluding the Chair). A majority of the elected membership shall constitute a quorum for the conduct of business. The Committee shall determine its own rules of procedure, which shall be published in the Faculty Handbook subject to the provisions of Article IV.

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

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

URAC Faculty Meeting Report for December 3rd

URAC met on November 4th and November 18th

URAC made progress on a 2-minute promotional video. The video will feature current IWU students describing their experiences with undergraduate research or artistic projects. Specifically, URAC selected 4 current IWU students to feature in the video and invited students to participate. URAC is also discussing plans for JWP. We are trying to pre-plan for logistical issues at JWP such as Covid-19 protocols related to distancing. URAC is also reflecting on last year's JWP and determining if we see benefits in retaining some virtual components of JWP.

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

CETAL Written Report
IWU Faculty Meeting, 1 December 2021
Brandi Reissenweber, Chair

At the time of the writing of this report, CETAL has met twice since the November 3rd faculty meeting and will meet an additional time before the December 1st faculty meeting.

CETAL's recent efforts have focused on programming:

CETAL hosted a workshop on "Facilitating Dialogue on Controversial Issues" led by Angell Howard on November 15th. Ten colleagues participated.

The teaching circles on race, equity, and inclusion in the classroom are wrapping up, with a closing session on November 29th.

Planning is underway for the January Pedagogy Conference, also focusing on race, equity and inclusion. Due to the constraints of scheduling and in an effort to create as much flexibility as possible for faculty, this will run with events throughout the month. Details forthcoming.

Faculty Announcements 12-1-2021

Accomplishments:

International and Global Studies (IGS) Small Grants awarded

We are happy to announce the awardees of the inaugural IGS Small Grants to develop an assignment, project, or module engaging the learning goals of the International and Global Studies program. At this time, we have six meritorious proposals (see below). Please take a minute to congratulate our colleagues.

The next Call for Proposals will come out Friday, September 30th 2022 for courses to be taught in Spring, May, Summer, and Fall 2023. The deadline for submissions will be Friday, November 4th 2022. If you have any questions about these grants, please do contact me cferrada@iwu.edu at any time. We can't wait to read all the creative and wonderful proposals you come up with!

Congratulations again.

Carmela Ferradáns, on behalf of the IGS program.

Courses to be taught in Spring 2022

Chisato Kojima, WLLC.
LC 308: Japanese Way of Life.
New project to develop a digital fashion show.

Adriana Ponce, SoM.
MUS 124 Life Soundtracks.
New research project that will explore connections between a specific social issue and a music tradition of communities outside of the US.

Brandi Reissenweber, English Department.
ENG 206 Creative Nonfiction.
New creative writing assignment with a partner group in Ireland.

Courses to be taught in Fall 2022

Cristina Almeida, WLLC/Language Resource Center.
SPAN 102: Elementary Spanish II
An embedded module on engaging with Kichwa language and culture through a culinary experience in real time in Quito, Ecuador.

Michelle Gibbs, SoTA.
THEA 141: Introduction to Theater Studies
Digital humanities project on Evelina Fernández's *A Mexican Trilogy: Faith, Hope and Charity*.

Greg Shaw, Political Science.
PSCI 208: American Health Policy.
Expanded international comparative module on health systems.

Events (see next page):

The Illinois Wesleyan University
School of Theatre Arts Presents

ILLINOIS WESLEYAN UNIVERSITY 



Head Over Heels

Songs by
The Go-Go's

Based on 'The Arcadia' by
Sir Philip Sidney

Conceived and
Original Book by
Jeff Whitty

Adapted by
James Magruder

Streaming all day December 3-5, 2021

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

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