



2022-2023

2020-2030

11-2-2022

November 2, 2022

Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

Wednesday, November 2, 2022

11:10am – 12:40pm

CNS C101 - in person meeting

We ask that you make a commitment to attend in person; the below Zoom link is provided for those who are unable to attend in person.

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

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|--|-------------------------|
| 1. Call to Order | Professor D. Marvin |
| 2. Approval of the <u>Minutes</u> | Professor D. Marvin |
| 3. Committee Reports and Motions | |
| a. CUPP-Council on University Programs and Policy (<u>report</u> /motion) | Professor S. Davis-Kahl |
| b. Curriculum Council (<u>report</u>) | Professor J. Williams |
| i. <u>Motion</u> : Clarity in Transfer Language | |
| ii. <u>Motion</u> : Transfer Credit Limits | |
| iii. <u>Motion 1</u> : Revisions to the Computer Science major | |
| iv. <u>Motion 2</u> : Revisions to the Computer Science minor | |
| v. <u>CS major + minor revisions rationale</u> | |
| vi. <u>Consent Agenda</u> | |
| c. PAT-Promotion and Tenure Committee (<u>report</u>) | Professor Z. Drici |
| d. FDC-Faculty Development Committee (<u>report</u>) | Professor K. Nielsen |
| i. <u>Joint FDC/CETAL message</u> | |
| e. Nominating Committee (oral report) | Professor R. Alvey |
| f. Assessment Committee (<u>report</u>) | Professor F. Larey |
| g. Undergraduate Research Advisory Committee (<u>report</u>) | Professor B. Hudson |
| h. CETAL (oral report) | Professor W. Kookan |
| i. Writing Committee (<u>report</u>) | Professor P. Gray |
| j. Health Care Advocacy Committee (<u>report</u>) | Professor W. Chapman |
| 4. Old Business | |
| 5. New Business | |
| 6. Administrative Reports | |
| a. President Report (<u>written</u> and oral report) | President G. Nugent |
| b. Provost Report (<u>written</u> and oral report) | Provost M. Brodl |
| 7. <u>Announcements</u> | |
| 8. Adjournment | Professor D. Marvin |

MEETING OF THE GENERAL FACULTY

Monday, October 3rd, 2022 4:00 p.m. - 5:30 p.m.-CNS C101 - in person meeting with zoom link provided

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

- a) **Call to Order:** Meeting called to order by Interim Presiding Officer at 4:03 pm .
- b) **Approval of the Minutes:** of the September 14, 2022 Faculty Meeting. Minutes approved by consent.
- c) **CC Consent Agenda**
 - i) **Action:** approved.
- d) **Committee Reports**
 - i) **CUPP** (written report) Professor B. Hudson
 - ii) **Curriculum Council** (written report) Professor J. Williams
 - (1) **Action:** Motion 1 Registrar Equivalencies
 - (a) **Background:** transfer task force has brought to CC. CC suggested they present to chairs and directors for feedback, modified accordingly. Meant to make chairs and directors' jobs easier. This also addresses transfer students who are not currently applying to IWU because they do not know if credits would transfer. Notes that this is not required: a chair/director can specify a class/classes that need to be approved by department on a case by case basis.
 - (b) **Question:** document talks about current process: not formalized except in catalog details: will this process be formalized?
 - (c) **Answer:** no change proposed to handbook/catalog. Will be tradition but not formalized.
 - (d) **Question:** if motion passes how do departments/schools deal with registrar?
 - (e) **Answer:** more of an opt out than opt in—department would have to reach out to registrar.
 - (f) **Action:** motion passes
 - (2) **Informational:** Transfer Policy TF Summer 2022 Final Report
 - iii) **Promotion and Tenure Committee** (written report) Professor Z. Drici
 - iv) **Faculty Development Committee** (written report) Professor K. Nielsen
 - (1) **Reminder:** ASD/CPD grants due 10/17
 - v) **Nominating Committee** (oral report) Professor R. Alvey
 - (1) **Reminder:** health care and advocacy committee each need 2 people
 - vi) **Assessment Committee** (written report) Professor F. Larey
 - vii) **Undergraduate Research Advisory Committee** (written report) Professor B. Hudson
 - viii) **CETAL** (oral report) Professor W. Kookan
 - (1) **Background:** wants to encourage everyone to come to Thursday's LMS forum. Moodle can not supply functionalities we're looking for; looking for feedback, ideas, etc. Working on looking on continuing education for faculty on interacting with students in mental health crisis.
 - (2) **Question:** Clarification about textbook linking with Moodle—what does it mean?
 - (3) **Response:** that's one of many issues with 3rd party compatibility; Associate Dean Cole's report highlights these, cost, HLC requirements for online courses.
 - ix) **Writing Committee** (written report) Professor P. Gray

- (1) **Reminder:** upcoming forum about Gateway; encourages attendance.
- e) **Old Business**
- f) **New Business**
- g) **Administrative Reports**
 - i) **President's Report** (written report) President G. Nugent
 - (1) **Additions to reports:** back from visiting western states; a lot of engaged, excited alumni.
 - (2) **Comment:** report last week about George Mason and community college pre-admits.
 - (3) **Response (President Nugent):** becoming an emerging best practice. We are looking to create more connections with Heartland faculty socially so they have a sense of the later path for studnets; another best practice.
 - (4) **Response (Assoc Dean Coles):** working toward 2 things: guaranteed admissions and co-enrollment—working toward with Heartland and Lincoln Land. Moving toward those kind of things.
 - (5) **Response:** U of I and Parkland are doing—called pathways
 - (6) **Question:** are we also looking at high school dual enrollment?
 - (7) **Response:** upcoming proposals about dual enrollment: emphasis on robust advising and support for less mature students.
 - (8) **Comment:** our competitors are already doing this. We need to catch up; make our sticker costs look less prohibitive.
 - (9) **Response (President Nugent):** we have to walk before we run.
 - (10) **Clarificaton:** as per catalog, we accept high scholars with associate degrees; have had a few such students.
 - (11) **Question:** are we getting another COVID update? Have not seen since start of semester, have some mysteriously ill students
 - (12) **Response (President Nugent):** we've just had one small surge early on
 - (13) **Response (Dean Hall):** we're seeing a sprinkling of COVID on campus. Seeing non-COVID significant respiratory illnesses. Reminder: flu shot clinic next Monday and Tuesday.
 - (14) **Reminder:** bivalent booster available, you can get at same time as flu shot.
 - ii) **Provost's Report** (written report) Provost M. Brodl
 - (1) **Comment:** thanks for having these reports written out in advance
 - (2) **Question:** Any details from last faculty meeting you didn't get to report?
 - (3) **Response:** no, HLC exact schedule still forthcoming.
 - (4) **Assoc. Dean of Curriculum and Instruction** (written report) Dean A. Coles
 - (a) **Comment:** military science was approved in past if there was to be no credit: if those will be given as credit, need to come before faculty
 - (b) **Response:** will be added to CC discussions.
 - (5) **Assoc. Dean of Scholarly and Creative Work** (written report and addendum) Dean A. Kerr
 - (a) **Background:** reminder that faculty need to fill out Travel Form even if not asking for funding: insurance purposes.
 - (b) **Question:** what will McCallister & Quinn do vs Abbie's role
 - (c) **Response:** prospecting and preparation. Will be looking for institutional opportunities. Have grant writers and multiple models from FOIA requests. Abbie will be on campus point person who submits grants. Business office will deal with post-award management. There will be someone in advancement office who looks over
 - (d) **Addition from Provost Brodl:** value of their input—members of team have experience with grant writing and management
 - (e) **Comment:** great that there's some support for grant-writing; there has been a decrease in how many of us are writing grants because of lack of incentive: no reward

except stipend you wrote in for work during the summer. Along with this we need to rekindle discussion of incentives for work of grant writing, especially since course buyout is often not allowed. That will affect students when we don't have summer opportunities here. Notes same issue with Eckley. If we want active grants on campus, need to support this institutionally.

(f) **Question:** What will relationship between individual faculty and McCallister & Quinn: who will the contact be? Who has to notify whom and with what lead time? What is workflow?

(g) **Response:** we have not worked out the details yet: will work on that soon. Understanding is you'll have a specific contact. Abbie will probably be initial contact and will set up relationship. Contact her either if looking for opportunities, or planning on applying to a specific grant. Will need to plan ahead.

(h) **Question:** how much are we paying?

(i) **Answer (Provost Brodl):** a bit more than Dick's salary and benefits. Seems like it will be more bang for the buck. They have a higher rate of acceptance than general pool. It's a 2 year contract: other institutions have said it's been beneficial, the overhead they gained paid for an additional internal person to manage grants. Stress benefits of staff, support for moving forward with research and involving students. Stresses value of feedback and checking in with program director: for your growth and PAT. Looking to help in every way possible to support people seeking for funding. McCallister & Quinn have quarterly re-assessment

(j) **Question:** do they have subject experts?

(k) **Response:** yes—you will be connected to someone with that subject expertise at McCallister & Quinn

(l) **Question:** are we expecting increased faculty grant writing?

(m) **Response:** we hope to have more support for faculty

(n) **Comment:** thanks to people on campus currently working on helping faculty currently submitting.

(o) **Question:** are we going forward with a Bachelor of Professional Studies?

(p) **Response:** this is a report, not a proposal.

h) Announcements

i) **Additional:** upcoming recital; ISO now available for free to all IWU and ISU students.

Encourage students to apply for Freeman: this may be the last year with funding. Reminder: front left corner is for those who are masked and want to be amongst masked.

i) **Adjournment** Professor D. Marvin adjourned meeting at 4:51 pm.

Council on University Programs and Policies (CUPP) Report
November 2, 2022

CUPP has met twice since the last faculty meeting.

The CUPP Chair has met with colleagues leading PAT and Nominating Committees. PAT has asked CUPP to discuss establishing ranks for instructional staff, and CUPP consulted the Nominating Committee about its past work on reviewing faculty committees. We are in the information gathering phase for both matters and will make a plan to address each before the end of the semester. CUPP has also discussed two constituent concerns, one regarding updates to the Faculty Handbook and the other in response to an editorial in the Argus which raised a concern about late team practices. CUPP also reviewed the second draft of the IWU Quality Assurance Program for Distance Education and provided feedback to the Associate Deans.

CUPP also discussed a change in CUPP representation for Interdisciplinary Programs and the Library due to Professor Gertsner stepping down; we are pleased to welcome Professor Aaron Wilson to CUPP beginning in January 2023 as the new representative. CUPP also discussed a change in faculty representation on the administratively-formed Retirement Plan Committee due to Professor Leigh Moon stepping down. CUPP sent out a call for volunteers/nominations and will discuss at their October 26 meeting. The Council extends their deep thanks and appreciation to both Professor Gertsner and Professor Moon for their service.

We have one motion to bring to the faculty today. This motion came to CUPP from the Mental Health Policy Task Force and was discussed at length at the September 14 meeting. CUPP has revised the motion based on feedback provided by faculty and CUPP members. Initial revisions are highlighted in yellow, and further revisions highlighted in orange.

Respectfully submitted,
Stephanie Davis-Kahl
CUPP Chair

CUPP Motion 4: Student Class Attendance
Introduced September 14 2022, revised October 2022

Faculty Handbook, Chapter V, Section B. Policies Related to Teaching, page 10
(Proposed additions highlighted in yellow and orange, current language is at the end of document.)

Rationale: Below are recommended changes to the Faculty Handbook from the Mental Health Policy Task Force and CUPP. Please note that the intent of the changes below are meant to clarify expectations for students for communicating with instructors and for clarity about the opportunity to make up coursework, if deemed possible by the

instructor. The Mental Health Policy Task Force included sample policies in their final report for instructors to adopt/adapt as they see fit ([Community of Care statement](#), [Attendance](#), [Late Work/Make up Work](#), [Participation](#)). Additions in yellow below are for clarity, and include mention of mental health concerns, religious observances, and to bring language up-to-date with current practices.

1. Student Class Attendance

It is the responsibility of instructors to inform students of their attendance policy for each course. **The attendance policy should be clearly written and visible in the course syllabus, and should include: clear instruction on how to communicate absences to the instructor, whatever opportunities or responsibilities the student has to make up coursework based on the instructor's determination, and contact information for services such as Arnold Health Services and Counseling and Consultation Services. Sample syllabus language is available online.**

Students are expected to attend classes regularly. In cases of unavoidable absence, **including health concerns (e.g., physical or mental), family emergencies, or religious observances,** it is the student's responsibility to inform the instructor ~~the cause~~ **as soon as possible but no later than 48 hours after their absence. Instructors may make their own policies based on course needs or disciplinary requirements, and these should be clearly delineated within their syllabi. Health Services will provide evidence to instructors of medical attention at the request of any student.**

It is the individual student's responsibility to notify instructors in advance of absences resulting from University-approved functions. **or religious observances.** University-approved non-academic activities which conflict with class schedules do not automatically take precedence over regular class work.

Instructors are encouraged to exercise reasonable flexibility in accommodating students in cases of unavoidable absences, when students are involved with that are a result of University-approved functions or non-academic activities. , and religious observances. , such activities. (Refer to section on Student Travel, V.B.9.)

When a student's absences are in excess of those permitted by the policy of the instructor, it will be assumed that unless otherwise demonstrated, the student has decided not to fulfill the attendance/participation requirements of the course. If the instructor's attempts to communicate with the student are unsuccessful, **the instructor should submit a Student of Concern form with the Office of Student Affairs, so that the cause may be ascertained and assistance provided, if necessary and if possible.** ~~report the attendance record to the Dean of Students who will issue a warning and arrange counseling. If the absences continue, the instructor may choose to meet with the Dean of Students and the Associate Provost to discuss how best for the student to proceed (i.e., arrange accommodations, withdraw from the course, or take an incomplete). can request of the Associate Provost that the student be excluded from further class attendance.~~

~~In all cases of extensive class absence by individual students, Instructors are urged to contact the Dean of Students' Office so that the cause may be ascertained and assistance provided, if necessary.~~

Current language:

1. Student Class Attendance

It is the responsibility of Instructors to inform students of their attendance policy for each course.

Students are expected to attend classes regularly. In cases of unavoidable absence it is the student's responsibility to inform the faculty member of the cause. The Health Service will provide evidence of medical attention at the request of any faculty member. It is the individual student's responsibility to notify Instructors in advance of absences resulting from University-approved functions. University-approved non-academic activities which conflict with class schedules do not automatically take precedence over regular class work, but Instructors are requested to exercise reasonable flexibility in accommodating students involved in such activities. (Refer to section on Student Travel, V.B.9.)

When a student's absences are in excess of those permitted by the policy of the faculty member, it will be assumed that unless otherwise demonstrated, the student has decided not to fulfill the requirements of the course. If the faculty member's attempts to communicate with the student are unsuccessful, the faculty member should report the attendance record to the Dean of Students who will issue a warning and arrange counseling. If the absences continue, the instructor can request of the Associate Provost that the student be excluded from further class attendance.

In all cases of extensive class absence by individual students, Instructors are urged to contact the Dean of Students' Office so that the cause may be ascertained and assistance provided, if necessary.

Council on University Programs and Policies (CUPP) Report
December 5, 2022

CUPP has met four times since the last faculty meeting.

CUPP welcomed a series of guests to our meetings in November. President Nugent joined CUPP on November 2 to discuss a variety of topics. We also met with Chief Information Officer Leon Lewis, ITS Project Manager Blake Underhill, and Professor Mark Liffiton (faculty representative to the ITS Governance Board) about our concerns related to the proposed Acceptable Use Policy. Associate Vice President Michael Thompson joined us on November 16 to discuss changes in our peer/aspirant institutions list for benchmarking purposes. Please see our minutes from November 2, 9, and 16 for more details.

CUPP also conducted regular business at the request of administrators, chairs, and committees: we reviewed and approved a request from President Nugent to appoint Todd Fuist, Chair of Sociology Department as co-chair of the search committee for the cabinet-level diversity, equity, and inclusion position. We also sent our recommended rankings for instructional staff to PAT so they can continue their work to create evaluative criteria for our instructional staff colleagues. The School of Nursing requested, and CUPP approved, a tenure-line search to replace a faculty member who has left IWU mid-year. We discussed a constituent concern related to the wellbeing of a student athlete. We discussed a request from the Provost to amend language in the Faculty Handbook related to deadlines for tenure-line proposals; this is still in process and will be brought to the faculty for discussion. The Provost also requested CUPP's review of a draft proposal to restructure academic programs. Finally, we welcomed incoming Student Senate President Zach Burhans and expressed our gratitude to outgoing Student Senate President Zehra Bakirdan.

In response to a proposal for a Public Health major, the Resource Advisory Group was convened in early November. The CUPP Chair and Vice Chair, Chair and Vice Chair of Curriculum Council, the Provost and Associate Dean Coles met to discuss the proposal and gather information from administration on various elements of the proposal, including support for the new program and its leaders. In addition to discussing the details of the proposal, the group also discussed next steps for clarifying the role of the Resource Advisory Group; essentially, codifying the process and expectations for proposing new programs. This is a carryover agenda item for CUPP from last year, and more information will be forthcoming.

As we approach the end of the semester, I'd like to thank Professor Narendra Jaggi for joining CUPP for the fall. Since Professor Jaggi will be on sabbatical in the spring, CUPP will need a new faculty representative from the Sciences beginning in January. Please contact me if you have any questions or to express interest.

Respectfully submitted,
Stephanie Davis-Kahl
CUPP Chair

This motion updates catalog language to align with AACRAO best practices and clean up old language.

Motion:

The Curriculum Council moves to make the following changes to the University Catalog to clarify IWU's transfer policies and align with AACRAO best practices.

Proposed Language

2022-23 Catalog pages 80-83 New language is **bold and red**; removed language is ~~struck through~~

Credit for Work External to Illinois Wesleyan

Only courses taken at institutions accredited by the appropriate regional accrediting association may be presented for transfer.

No more than 16 course units for work external to Illinois Wesleyan may be counted toward a degree. An exception may be made for students who matriculate to Illinois Wesleyan following the closure of their colleges or universities. Such students may graduate with fewer than two years and 16 courses in residence if they have completed three years of study at their previous institutions and satisfactorily completed the equivalent of the IWU general education and major requirements. All eligible coursework completed prior to matriculation at Illinois Wesleyan may be counted toward a degree for these students. Such students must complete a minimum of eight course units (two full semesters) before graduating from Illinois Wesleyan.

No more than 50% of a major ~~or minor~~, **minor, or certificate** be taken elsewhere. ~~No more than 50% of a major or minor be taken elsewhere.~~ An exception may be made for students who matriculate to Illinois Wesleyan following the closure of their colleges and universities. In such cases, all equivalent major ~~and minor~~, **minor, or certificate** courses, as determined by **the University** ~~the major or minor program faculty~~, may be counted toward degree completion at Illinois Wesleyan.

Any course that Illinois Wesleyan University considers to be less than .66 course units will not satisfy a Shared Curriculum, major, ~~or minor~~, **minor, or certificate** requirement.

Course credits with grades below a "C" will not transfer to Illinois Wesleyan University. Pass/fail graded courses will not be accepted, **except from institutions that define 'pass' as C or better. Illinois Wesleyan University does not award transfer credit for pre-collegiate coursework taught at the college level, College-Level Examination Program (CLEP) exams, Prior Learning Assessments (PLA), or coursework earned in a professional training capacity (e.g., air conditioning, automotive technology, culinary arts, travel management, paralegal studies, fashion design, child care, electronics, and medical office assistant). Credits earned from regionally accredited institutions in disciplines other than those in the IWU curriculum can be accepted for elective and unit credit, and may meet Shared Curriculum requirements.**

Credit awarded by examination may present unique problems not generally addressed herein. Specific questions on the transferability of credit awarded by examination should be directed to the Registrar.

All degree candidates must complete a minimum of 2 years and 16 course units in residence. At least 8 of the last 10 course units must be taken at Illinois Wesleyan. Exceptions to the residency requirements or transfer of credit policies will ordinarily be made for those students in joint liberal arts-professional programs (e.g. 3:2 engineering), approved off-campus study programs, or Nursing program, and for students who transfer to Illinois Wesleyan University after the closure of their colleges or universities. Specific requirements for these students can be obtained from the Registrar or appropriate program Director.

For purposes of incoming transfer, the University applies a conversion factor of one course unit per 4 semester hours of credit, or 6 quarter hours, excluding credits earned in courses for which IWU does not grant degree credit. Prospective transfer students should submit transcripts of prior college work to the Admissions Office with their application materials. College transcripts will be forwarded to the Registrar for evaluation with regard to credits which will be accepted in transfer and credits which may apply to various degree requirements.

For purposes of outgoing transfer, Illinois Wesleyan recommends that other institutions, in accordance with their own policies, apply the conversion factor of 4 semester hours per course unit, or 6 quarter hours, and (where credit is ordinarily granted for such activities) one semester hour for non-degree courses designated X, one-half semester hour for non-degree courses designated Y and zero semester hours for non-degree courses designated Z.

Credit by Examination (p. 82)

11. The Associate Dean ~~of Curricular and Faculty Development,~~ **for Curriculum and Instruction**, the Registrar, and department chairs/school directors shall evaluate all requests for transfer and Advanced Placement credit for Shared Curriculum courses and flags.

Students Transferring into the University (p. 83)

The Registrar, in consultation with the Associate Dean ~~of Curricular and Faculty Development,~~ **for Curriculum and Instruction**, shall evaluate all requests for transfer and Advanced Placement credit for Shared Curriculum courses and flags.

Course Credit Transfer for Currently Enrolled Students (p. 84)

... The Registrar, the Associate Dean ~~of Curricular and Faculty Development,~~ **for Curriculum and Instruction**, department chairs/school directors shall evaluate all requests for transfer credit for Shared Curriculum courses and flags.

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

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

Rationale:

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) [Guide to Best Practices \(2017\)](#) (p. 9) recommends that institutions “Have a statement on how remedial education, developmental education, or other non-academic level coursework transfers. Best Practice: Most institutions do not transfer this type of coursework.” This motion adds that language to the IWU catalog. The new paragraph on types of coursework reflects what we already accept or do not accept for transfer.

The caveat that pass/fail courses can be accepted from institutions that define pass at the C level (not C-) is a new clause. Of our [peer, aspirant, and cross-admit schools](#), Allegheny, Augustana, DePauw, ISU, and Luther define ‘pass’ in this way. The American Association of Collegiate Registrars and Admissions Officers (AACRAO) [Guide to Best Practices \(2017\)](#) (p. 9) recommends that institutions “Have a statement on transferring Pass/Fail credit. Include Prior Learning, if applicable, in this policy, as most PLA credit is documented as such. Recommended Practice: Consider identifying a minimum grade for “pass,” like a C or better, which may facilitate the transfer of the credit. Identify this grade on a transcript key.”

Finally, this motion reflects the new role of the Associate Dean for Curriculum and Instruction and adds certificates where appropriate.

This motion was drafted by the Transfer Policy Task Force (Summer 2022): Amy Coles (Task Force Chair, Associate Dean for Curriculum and Instruction), Aaron Wilson (elected Faculty Representative, outgoing CC Chair), Chris Schumacher (elected Faculty Representative, Athletics), Leslie Betz (Registrar), Becky Roesner (Associate Provost), Mark Brodl (Provost), and Abbie Kerr (Associate Dean for Scholarly and Creative Work). CC reviewed it on 10/13/22.

Overview:

IWU currently limits credit by exam and college courses taken while completing high school to 8 course units, and only 4 of these can be used for General Education courses. This leads students, advisors, and the Registrar to juggling which exam credit or course units count for which requirements as the student progresses through their college education. For simplicity and clarity of transfer credit, this stipulation should be removed.

See below for a [rationale in the form of Q&A](#).

Motion:

The Curriculum Council moves to make the following changes to the University Catalog to clarify how many and what sorts of credits students can transfer to IWU:

New language is **bold and red**; removed language is ~~struck through~~

Current Language (2022-23 University Catalog)

p. 80: Credit for Work External to Illinois Wesleyan

No more than 16 course units for work external to Illinois Wesleyan may be counted toward a degree.

p. 81-82: Credit by Examination

1. Students may earn a maximum of 8 course units from a combination of credit by exam and college courses taken while completing high school. A maximum of four course units can qualify for Shared Curriculum credit.

9. Credit awarded in any one field is limited to 2 course units.

p. 82: College Credit Earned Prior to High School Graduation

2. All other appropriate provisions of this *Catalog* are met (see Credit by Exam and Transfer Credit).

3. Students may earn a maximum of 8 course units from a combination of credit by exam and college courses taken while completing high school. A maximum of four course units can qualify for Shared Curriculum credit. These limitations do not apply to students who complete an Associate's Degree prior to graduating from high school.

Proposed Language

p. 80: Credit for Work External to Illinois Wesleyan

~~No more than 16 course units for work external to Illinois Wesleyan may be counted toward a degree.~~ **IWU degree candidates may use up to 16 course units earned externally towards the completion of their degree.**

p. 81-82: Credit by Examination

~~1. Students may earn a maximum of 8 course units from a combination of credit by exam and college courses taken while completing high school. A maximum of four course units can qualify for Shared Curriculum credit.~~

~~9. Credit awarded in any one field is limited to 2 course units.~~

p. 82: College Credit Earned Prior to High School Graduation

2. All other appropriate provisions of this *Catalog* are met (see Credit by Examination and Transfer Credit).

~~3. Students may earn a maximum of 8 course units from a combination of credit by exam and college courses taken while completing high school. A maximum of four course units can qualify for Shared Curriculum credit. These limitations do not apply to students who complete an Associate's Degree prior to graduating from high school.~~

Rationale / Q & A:

Q: Why should we remove restrictions on accepting college credit earned during high school?

A1: Students who've earned substantial amounts of college credit in high school are likely to be motivated, well-prepared students who will contribute positively to our campus community. When we limit the amount of previously-earned credit they can apply to their IWU degree, we give them a reason to choose other colleges over IWU.

A2: High schools are increasingly creating opportunities for their students to earn college credit while in high school, including earning an associate's degree while in high school. We do not want to alienate students in these programs. Also, we already accept incoming first years with an associate's degree, so it is equitable to accept all credits up to that associate's degree (usually the equivalent of 16 IWU credit units.).

A3: If we accept credit by exam or community college credit in certain instances, it is fair and appropriate to accept that credit in all instances. Transfer students routinely bring more than 8 units of credit to IWU. Both first-year students and transfer students will continue to need to complete 2 years and 16 units in residence.

Q: How are these changes mission and student centered?

A1: If an external course is deemed transferable, it will transfer in for all students irrespective of how many external credits they have or whether they take the course before or after matriculating at IWU.

A2: The proposed policy is more flexible and easier to understand than the previous policy.

A3: Students will not need to complete paperwork to designate which of their previously earned credits they wish to use in fulfillment of Shared Curriculum requirements.

Q: Does the possibility of students fulfilling many of their Shared Curriculum requirements before matriculating diminish our liberal arts identity?

A: First-year students, who come to us having earned AP or college credit across several Shared Curriculum categories, have demonstrated a breadth of interests and abilities as high school students. While it's possible that some will narrow their academic focus, these students are well-positioned to be intellectual leaders, to pursue double majors, to minor, to study abroad, to engage in research etc.

Q: Why should we allow more than two credits by exam in a single subject?

A: We would accept multiple lower-division *transfer* credits in a single discipline (e.g. multiple art or history courses) and accepting credit by examination seems no different.

Q: How do we ensure that students are well prepared for IWU work? What other guarantees do we have that students can be successful here?

A: First-year students, who have earned a significant amount of dual credit or AP credit, are highly motivated and dedicated students. Although they might not have experienced as much intellectual discourse with college students as IWU sophomores or juniors, they have engaged with AP or dual credit peers, who are likewise among the better students in high school. Thus, students matriculating with 8-16 transferable credits have better academic preparation than their peers, who come to IWU without college-level preparation. These students might not show as much growth in 2 years as peers without any transfer credit do in 4 years, but they are starting from an advantageous position. We have seen such students develop leadership skills or thrive in graduate school.

Q: What if a student comes in with 16 credit units and wants to take community college courses while matriculated?

A: They would still need to take 16 units at IWU. The change in language on p.80 reflects a positive way to express that all degree seeking students will take 16 IWU credit units rather than a limit of accepting 16 credit units. This way, the Registrar's Office can accept any credits a student brings in and distribute them toward graduation requirements as they best fit. But the student must still take 16 credit units at IWU to earn the IWU degree.

Q: How do our peer/aspirant institutions or cross-application pool limit transfer credits?

A: See the [spreadsheet of peer/aspirant and cross-admit transfer policies](#) for data. Of the 30 peer, aspirant,¹ and cross-application schools,² we don't have clear data for 6 of them (4 cross-admit, 2 peer). 16³ of our peer, aspirant, and cross-application schools stipulate only that students must take appx. 50% of their degree courses or course units at the institution, although some public schools require fewer. Allegheny (new peer) and Wooster (peer/aspirant) set limits for first year transferable credits at 25% of the degree total and overall transferable credits at 50% of the degree total. Rhodes (peer/aspirant) and St. Olaf (peer/aspirant) set a low limit of transferable credits (8 of 128 for Rhodes; 6 of 35 for St. Olaf). The final 4 (DePaul, DePauw, Kenyon, and Knox) establish limits of each type of credit, e.g. examination, summer school, community college, dual enrollment, etc.

In summary, over half (16) of our peer/aspirant/cross-admit pool have simplified their transfer policy to maintain a minimum number of courses taken at their institution. Only 8 institutions have a very low transfer tolerance or set different limits for first-years or types of transfer credit.

Q: How and when will this policy be implemented? Can current students take advantage of it?

A: This policy would be published in the 2023-2024 Catalog. Returning students could potentially utilize the new policy by changing to the 2023-2024 Catalog.

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

A: This motion was drafted by the Transfer Policy Task Force (Summer 2022): Amy Coles (Task Force Chair, Associate Dean for Curriculum and Instruction), Aaron Wilson (elected Faculty Representative, outgoing CC Chair), Chris Schumacher (elected Faculty Representative, Athletics), Leslie Betz (Registrar), Becky Roesner (Associate Provost), Mark Brodl (Provost), and Abbie Kerr (Associate Dean for Scholarly and Creative Work). CC discussed and amended it on Oct. 27, 2022.

¹ Per Michael Thompson, our traditional peer-aspirant group is: Augustana, Carleton, Denison, DePauw, Franklin & Marshall, Kenyon, Knox, Lawrence, Macalester, Rhodes, St. Olaf, Wooster. New peers include: Allegheny, Augustana, Knox, Lawrence, Lake Forest, Luther, Saint Mary's, Ursinus, Whittier, Wofford, Wooster

² Per LeAnn Hughes, our top 12 cross-admit institutions include: UIUC, ISU, Uofl Springfield, Loyola, Bradley, DePaul, Augustana, Marquett, St. Louis University, North Central College, Butler, Milikin

³ 9 of these schools are peer/aspirant or new peer; 5 are cross-admit.

CC Motion 1: Revisions to the Computer Science major

The Curriculum Council moves that the faculty approve a revision to the computer science major.

Please note that ~~strikethrough~~ indicates deleted language. Highlighted areas indicate added language.

Major Sequence in Computer Science:

A minimum of twelve courses to include:

- 1) CS 125, 126 or 127; students who are placed directly into CS 128 need to take an additional course that counts towards the major to replace this course.
- 2) CS 128, 229, 253, 256, 354, and 355
- 3) ~~Four~~ **Three** additional upper-level courses in computer science
- 4) MATH 135 and 136

Prerequisites in other classes:

Some courses that have CS 128 as a prerequisite will keep it, while others will instead have CS 229 as a prerequisite. As with the CS 128 prerequisite, any course with CS 229 as a prerequisite will require at least a C- or above, as a D in this foundational course will not be sufficient preparation for the rest of the major. The following courses' prerequisites will change:

- CS 256
 - Was: CS 128 with a C- or above.
 - Now: CS 229 as co-requisite. [must have taken or be taking 229 to take 256]
- CS 330:
 - Was: CS 128 with a C- or above and CS/MATH 136.
 - Now: CS 229 with a C- or above and CS/MATH 136.
- CS 354:
 - Was: CS 128 with a C- or above and CS/MATH 136.
 - Now: CS 229 with a C- or above and CS/MATH 136.
- CS 355:
 - Was: CS 128 with a C- or above and CS/MATH 135.
 - Now: CS 229 with a C- or above and CS/MATH 135.
- CS 456:
 - Was: CS 253 and CS 256.
 - Now: CS 229 with a C- or above and CS 256.

For a list of course title and description revisions, see the Consent Agenda for 11.2.22 and the rationale for the major/minor revisions.

CC Motion 2: Revisions to the Computer Science minor

The Curriculum Council moves that the faculty approve a revision to the computer science minor.

Please note that ~~strikethrough~~ indicates deleted language. Highlighted areas indicate added language.

Minor Sequence in Computer Science:

A minimum of six courses to include:

- 1) CS 125, 126 or 127; students who are placed directly into CS 128 need to take an additional course that counts towards the minor to replace this course.
- 2) CS 128
- 3) CS 229 or CS 253
- 4) ~~Three~~ Two additional courses, ~~one at the 200-level or above and two~~ both at the 300-level or above in computer science
- 5) MATH 135 or 136

Prerequisites in other classes:

Some courses that have CS 128 as a prerequisite will keep it, while others will instead have CS 229 as a prerequisite. As with the CS 128 prerequisite, any course with CS 229 as a prerequisite will require at least a C- or above, as a D in this foundational course will not be sufficient preparation for the rest of the major. The following courses' prerequisites will change:

- CS 256
 - Was: CS 128 with a C- or above.
 - Now: CS 229 as co-requisite. [must have taken or be taking 229 to take 256]
- CS 330:
 - Was: CS 128 with a C- or above and CS/MATH 136.
 - Now: CS 229 with a C- or above and CS/MATH 136.
- CS 354:
 - Was: CS 128 with a C- or above and CS/MATH 136.
 - Now: CS 229 with a C- or above and CS/MATH 136.
- CS 355:
 - Was: CS 128 with a C- or above and CS/MATH 135.
 - Now: CS 229 with a C- or above and CS/MATH 135.
- CS 456:
 - Was: CS 253 and CS 256.
 - Now: CS 229 with a C- or above and CS 256.

For a list of course title and description revisions, see the Consent Agenda for 11.2.22 and the rationale for the major/minor revisions.

Proposer: Andrew Shallue, on behalf of the CS department
Date: September 2022

Executive Summary

This document proposes overhauling the introductory series of courses for the Computer Science program. Currently this is a two-course sequence: CS 127 and CS 128. The proposed new sequence is three courses: CS 127, CS 128, and CS 229. This change involves the following actions:

- New course proposal: CS 229,
- Revised course: CS 127,
- Revised course: CS 128,
- Revision of the CS major,
- Revision of the CS minor,
- Revising prerequisites for certain other CS courses.

Note: CS 125 and CS 126 are alternate pathways into CS 128 (alternatives to CS 127). This proposal makes no changes to those courses and retains them as potential prereqs for CS 128, maintaining their role as pathways into the CS major and minor. Rather than routinely mention these courses as asides, this document will simply refer to CS 127 as "the current intro course," even though this isn't strictly true.

Summary and Overall Rationale

Any introductory series of courses for computer science needs to serve several purposes. These purposes include:

- Introducing the field as an academic discipline, including a rough model of computation, of computation devices, and of the major questions addressed by the discipline,
- Having students become proficient in at least one programming language,
- Serving the Shared Curriculum, namely by having the first course satisfy the Formal Reasoning criteria,
- And supporting students who are new to programming and computer science, providing an experience scaffolded enough so they can be successful in upper-level courses.

Current course descriptions:

127 Computer Science I (FR) Computer science studies how to solve problems using computers. This course introduces computer science as a field of study and programming as a core component thereof. Covers programming concepts and techniques; variables, data types, lists, loops, conditionals, functions, objects, classes, testing, debugging, and program design. Teaches the Python programming language. May not be taken for credit after successfully completing CS 125 or CS 126. No prerequisites. Offered each term.

128 Computer Science II Introduction to data structures and algorithmic problem solving. Encapsulation and information hiding, recursion, algorithm techniques, and time complexity. Advanced object oriented programming with inheritance, static and dynamic memory allocation. Linked lists, stacks, queues, and sequential and binary search. Teaches the C++ programming language and UNIX command line fundamentals. Prerequisite: CS 125/DASC 125, CS 126, or CS 127. Offered each term.

It is also important to note that both courses are 1 course unit. CS 127 meets for 150 minutes a week, while CS 128 has both lecture and lab components, with the lecture taking 150 minutes per week and the lab 120 minutes per week.

The most critical current challenge is that there is a large increase in difficulty between CS 127 and CS 128 (this observation is supported by faculty teaching the course, by comparing student grades between the two semesters, and by anecdotal discussions with students). One reason is the change in languages: C++ (taught in 128) is a more challenging language compared to Python (taught in 127) because of the large increase in syntactic detail and the fact that it is a lower-level language. Another reason is that the content in CS 128, including data structures and object-oriented programming, is substantially more abstract than the material presented in CS 127 and is, consequently, often more difficult and time-consuming for students to learn.

A previous attempt to address this challenge was adding the lab period onto CS 128. The increased time spent by students on programming projects seems to have had a positive effect, and the current proposal aims to push this change further by adding a new course, and then re-balancing material between the three courses. In this way the department hopes to provide more scaffolding, give students additional practice with both Python and C++, and better prepare students for upper-division course work.

New Course Descriptions

127 Computer Science I (FR) Computer science studies how to solve problems using computers. This course introduces computer science as a field of study and programming as a core component thereof. Covers programming concepts and techniques; variables, data types, lists, loops, conditionals, functions, objects, ~~classes~~, testing, debugging, and program design. Teaches the Python programming language. May not be taken for credit after successfully completing CS 125 or CS 126. No prerequisites. Offered each term.

128 Computer Science II Introduction to object oriented programming, data structures, and algorithmic problem solving. All concepts will be practiced through programming in Python. Students will learn the conceptual foundation for a given data structure, use it to solve a real-life problem, then analyze the time complexity in comparison to other solutions. In this course, data structures are treated as "black boxes" for the purposes of implementation. **Has a lab component.** Prerequisite: CS 125/DASC 125, CS 126, or CS 127. Offered each term.

229 Data Structures A more detailed look at the memory and system components of a computer, with a focus on their role in storing and accessing data. Students will learn the C++

programming language, use it to implement data structures at a low level of abstraction, and revisit problems from CS 128. Has a lab component.

Prerequisite: CS 128. Offered every fall.

In summary, CS 127 will no longer cover object-oriented programming, bringing it more in line with the other intro CS courses. Instead, students will have further practice on programming fundamentals. CS 128 will continue using Python (rather than shifting to C++), which will help students further strengthen their Python programming skills. CS 128 will also provide only an initial introduction to data structures. We are including the lab component in the description for CS 128 now, as it has been in place for several years following an initial trial. CS 229 will take on the task of introducing a “low-level” programming language (C++), and students will implement the data structures they saw in 128.

Other Modifications

CS major/minor requirements:

The CS major and minor requirements will change to include CS 229, each dropping an elective to keep the total number of courses the same. The minor will require either CS 229 or CS 253, to allow for somewhat more flexibility and choice of upper-level courses in the minor while still requiring one of those foundational courses.

Major Sequence in Computer Science:

A minimum of twelve courses to include:

- 1) CS 125, 126 or 127; students who are placed directly into CS 128 need to take an additional course that counts towards the major to replace this course.
- 2) CS 128, 229, 253, 256, 354, and 355
- 3) ~~Four~~ **Three** additional upper-level courses in computer science
- 4) MATH 135 and 136

Minor Sequence in Computer Science:

A minimum of six courses to include:

- 1) CS 125, 126 or 127; students who are placed directly into CS 128 need to take an additional course that counts towards the minor to replace this course.
- 2) CS 128
- 3) **CS 229 or CS 253**
- 4) ~~Three~~ **Two** additional courses, ~~one at the 200-level or above and two~~ **both** at the 300-level or above in computer science
- 5) MATH 135 or 136

Prerequisites in other classes:

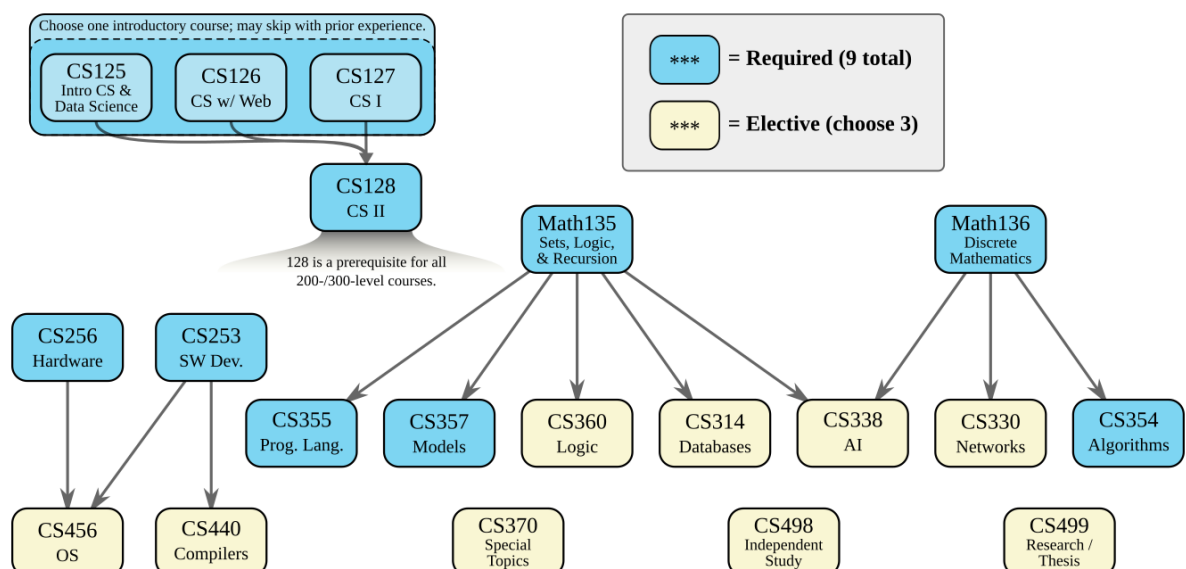
Some courses that have CS 128 as a prerequisite will keep it, while others will instead have CS 229 as a prerequisite. As with the CS 128 prerequisite, any course with CS 229 as a prerequisite will require at least a C- or above, as a D in this foundational course will not be sufficient preparation for the rest of the major. The following courses' prerequisites will change:

- CS 256
 - Was: CS 128 with a C- or above.
 - Now: CS 229 as co-requisite. *[must have taken or be taking 229 to take 256]*
- CS 330:
 - Was: CS 128 with a C- or above and CS/MATH 136.
 - Now: CS 229 with a C- or above and CS/MATH 136.
- CS 354:
 - Was: CS 128 with a C- or above and CS/MATH 136.
 - Now: CS 229 with a C- or above and CS/MATH 136.
- CS 355:
 - Was: CS 128 with a C- or above and CS/MATH 135.
 - Now: CS 229 with a C- or above and CS/MATH 135.
- CS 456:
 - Was: CS 253 and CS 256.
 - Now: CS 229 with a C- or above and CS 256.

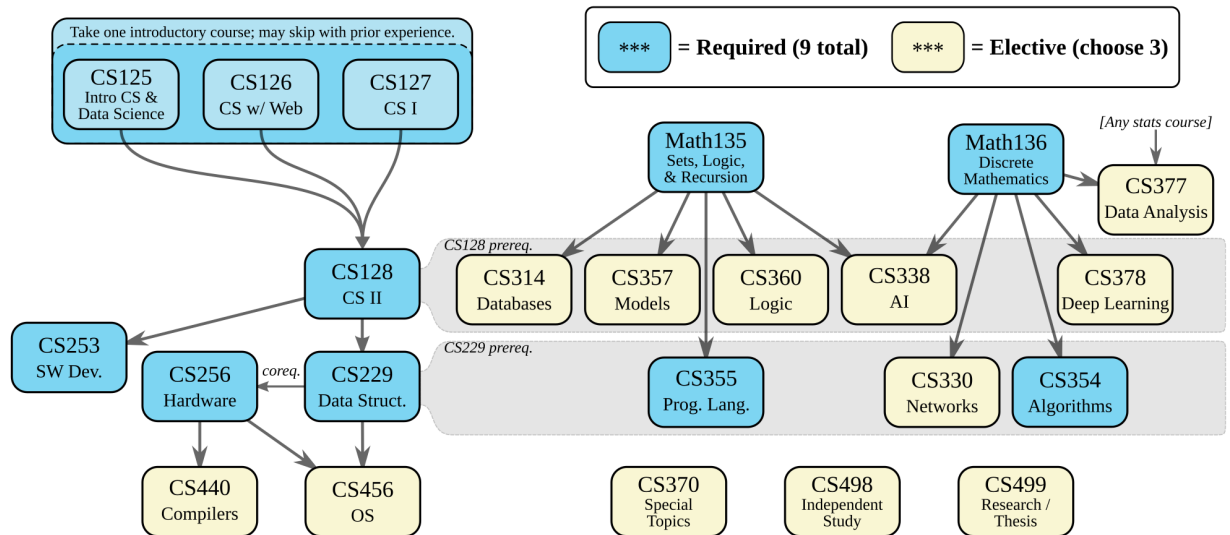
Visually

Most of the proposed changes can be seen in the changes to the prerequisite structure and CS major requirements arranged visually.

Old:



New:



Prompt Responses

New course proposal: CS 229

- *How does this course fit in with the overall program?* This course will become the third course in a three-course sequence, serving as a prerequisite for many upper-level courses. It will introduce students to important concepts such as memory management and operation stacks that will help them succeed in other courses in the program.
- *Who will teach the course?* All computer science faculty. See next bullet point for impact on course offerings and staffing.
- *Are you deleting a course to make space for this one?* No. However, this proposed change will have no impact on the overall number of course offerings, because it will take the place of one elective course within the CS major and minor requirements.
- *Why are you offering the course at this level?* Offering it at the 200-level reflects the fact that it will be built on the knowledge and skills students have developed in two semesters of CS 127 and CS 128, while the new skills developed are foundational for upper-level courses.
- *If the proposed course unit is more or less than 1, please explain.* It is 1 course unit. The plan is to have 150 minutes of contact time per week, plus 120 minutes of lab time per week that can be run by a trained TA, with outside of class work that meets university requirements for a 1 credit course.
- *Discussion of library, computer, media, or other resources.* No additional resources required beyond those currently used for the intro sequence. Though note that with the current size of the CS program, we are at capacity for currently available computer labs.

Curriculum Council Consent Agenda

Academic Year: 2022-23

November 2, 2022

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

Course#	CC #	Course Title	Course Description(s)	Requested Action	GenEd Cat	GenEd Flag
PSCI 270	07-22	Reinventing the Latin American City	Reinventing the Latin American City. Focusing on 20th century Latin American cities, the course examines social revolutions, demographic growth, and environmental transformations that redefined the city from an exclusionary environment, regulated by colonial and European understandings of civilization, into modern and democratically contested spaces. <i>Offered as needed.</i>	New course (please note that this course is cross-listed with HIST 270)	CHC	G
HIST 270	07-22	Reinventing the Latin American City	Reinventing the Latin American City. Focusing on 20th century Latin American cities, the course examines social revolutions, demographic growth, and environmental transformations that redefined the city from an exclusionary environment, regulated by colonial and European understandings of civilization, into modern and democratically contested spaces. <i>Offered as needed.</i>	New course (please note that this course is cross-listed with PSCI 270)	CHC	G
CS 127	8-22	Computer Science I	Computer Science 1. Computer science studies how to solve problems using computers. This course introduces computer science as a field of study and programming as a core component thereof. Covers programming concepts and techniques; variables, data types, lists, loops, conditionals, functions, objects, classes, testing, debugging, and program design. Teaches the Python programming language. May not be taken for credit after successfully completing CS 125 or CS 126. No prerequisites. <i>Offered each term.</i>	Minor line edits to the course description.	FR	None

CS 128	822	Computer Science II	Computer Science II. Introduction to object oriented programming, data structures, and algorithmic problem solving. All concepts will be practiced through programming in Python. Students will learn the conceptual foundation for a given data structure, use it to solve a real-life problem, then analyze the time complexity in comparison to other solutions. In this course, data structures are treated as "black boxes" for the purposes of implementation. Has a lab component. Prerequisite: CS 125/DASC 125, CS 126, or CS 127. <i>Offered each term.</i>	Minor line edits to the course description	FR	None
CS 229	8-22	Data Structures	Data Structures. A more detailed look at the memory and system components of a computer, with a focus on their role in storing and accessing data. Students will learn the C++ programming language, use it to implement data structures at a low level of abstraction, and revisit problems from CS 128. Has a lab component. Prerequisite: CS 128. <i>Offered every fall.</i>	New course that will contribute to a newly revised Computer Science program.	None	None
CS 256	09-22	Computer Organization and Architecture	Computer Organization and Architecture. Introduction to computer organization and system architecture. Topics: Boolean algebra, combinational and sequential logic design, fundamental structure of major computer hardware systems (CPU/ALU, memory, cache, registers, I/O), instruction sets, computer arithmetic, pipelining, and memory hierarchy. A two-hour weekly hardware lab is required. Prerequisites: CS 229 as co-requisite (must have taken or be taking CS 229 to take CS 256). <i>Offered each spring.</i>	Change in prerequisites	None	None
CS 330	09-22	Computer Networking	Computer Networking. Introduction to computer networking, from single, physical links to the structure of the global internet. Focuses on the internet and related technologies, its nuts and bolts, and the principles that govern how and why it works. Several advanced topics are covered, often drawn from the rapidly advancing forefront of network applications. Prerequisites: CS 229 with a C- or above and CS/MATH 136. <i>Offered in alternating years.</i>	Change in prerequisites	None	None
CS 354	09-22	Algorithm Design and Analysis	Algorithm Design and Analysis. Explores efficient programming through the study of algorithms and data structures. Algorithm complexity analysis. Common patterns and trade-offs, e.g. recursion, divide and conquer, greedy algorithms, parallelization, etc. Advanced data structures and abstract data models; e.g. linked structures, array-based structures, hash tables, trees, graphs, sets, etc. Prerequisites: CS 229 with a C- or above and CS/MATH 136. <i>Offered in alternate years.</i>	Change in prerequisites	None	None

CS 355	09-22	Programming Languages	Programming Languages. Comparative analysis of programming languages. Taxonomy and history of programming languages, parsing, garbage collection/resource management. Type systems, semantics, and advanced object oriented and functional programming. Prerequisite: CS 229 with a C- or above and CS/MATH 135. Offered every year.	Change in prerequisites	None	None
CS 440	09-22	Compiler Construction	Compiler Construction. Study of the techniques for translating high-level programming languages into executable machine code or byte code: lexical analysis, syntactic analysis, contextual analysis, and code generation. Comparison between compilation and interpretation as approaches to programming language implementation. Optional topics include: garbage collection, polymorphic type checking optimization, implementation of virtual machines. Prerequisites: CS 256. <i>Offered as needed.</i>	Change in prerequisites	None	None
CS 456	09-22	Operating Systems	Operating Systems. Introduction to fundamental issues and techniques of operating system design. Topics: processes and threads, process scheduling, deadlock, memory management. I/O systems, file management. Optional topics: multimedia and distributed operating systems, security, and parallel operation systems. Prerequisites: CS 229 with a C- or above and CS 256. <i>Offered in alternate years.</i>	Change in prerequisites	None	None
SOC 270	10-22	Special Topics: Deviance (AV)	Special Topics: Deviance (AV). The Deviance course examines how societies and individuals come to understand the "normal" and the "abnormal" by looking at the application of the label of "deviant" to specific people. Students are asked to, through course material and work, examine what we consider deviant, how we came to these views, and how people with different experiences and identities may arrive at different understandings of what behavior is "normal." <i>Offered as needed.</i>	Add a Gen Ed to an existing course	AV	None

SOC 370	11-22	Special Topics: Deviance (AV)	Special Topics: Deviance (AV). The Deviance course examines how societies and individuals come to understand the “normal” and the “abnormal” by looking at the application of the label of “deviant” to specific people. Students are asked to, through course material and work, examine what we consider deviant, how we came to these views, and how people with different experiences and identities may arrive at different understandings of what behavior is “normal.” Students taking the course at the 300 level will have additional requirements, including reading academic articles beyond the textbook as well as writing papers that require more outside of class research to complete, compared to their 200-level peers. <i>Offered as needed.</i>	Add 370 option to Special Topics course; in addition, add a Gen Ed to an existing course	AV	None
SOC 270	12-22	Globalization, Gender, and Social Change	Globalization, Gender, and Social Change. Through interdisciplinary analysis of gender in a global context, this course explores the possibilities and limitations of achieving social change. The main focus of this course is to critically examine the history of colonization, its legacy, and its impacts on the political, social, and economic lives of those living in the margins of a global society. The intersection of gender and place offer a lens for understanding global systems of power and oppression and the way citizens contest and disrupt these systems. <i>Offered occasionally.</i>	Add a Gen Ed flag to an existing course	CHC	G
SOC 333	13-22	Youth Subcultures	Youth Subcultures. Course explores subcultures, such as punk, hip-hop, heavy metal, and science fiction fandom, focusing on social trends that give rise to them and how they shape the lives of participants. Students learn the social histories, cultural codes, aesthetics, and ideologies of these subcultures, and connect their development to wider social changes. <i>Offered in alternate years.</i>	Add a Gen Ed flag to an existing course	CHC	None

**Promotion and Tenure Committee
Committee Report
Faculty Meeting November 2, 2022**

PAT membership - Fall 2022:

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

PAT met five times since the October faculty meeting. The committee worked on the three carry-over matters and also discussed deadlines related to the letters from external reviewers. The outcomes of those discussions are the following:

1. Instructional Staff: PAT sent to CUPP its recommendations concerning the creation of a structure for advancement in Instructional Positions. Based on what CUPP develops, PAT will develop a system and criteria for review.
2. Faculty Handbook language pertaining to the review and promotion of Coaches and Physical Education Faculty (Chapter IV- Section C parts e and d): The Committee completed its review of suggested changes and will present the revised language to the faculty at the Faculty Meeting of December 5.
3. PAT Membership: See attached **Motions 1 and 2** to amend Chapter II of Faculty Handbook -Section 5 of Article III. These two motions are presented to the faculty in writing today for a vote at the December 5 faculty meeting.
4. External Referees' Letters: See attached **Motion 3** to revise the *Evaluation Calendar for Tenure and Advancement* (Chapter IV, Section C part 4) pertaining to the external referees' letters.

The committee also started the review of promotion and tenure cases.

Respectfully submitted,
Zahia Drici

Motions 1 and 2 to Amend Section 5 of Article III: Faculty Organization in Chapter II pertaining to the Promotion and Tenure Committee.

As a result of a visiting faculty being nominated for PAT membership in Spring 2022, and recognizing that the Nominating Committee is hard pressed to form slates for elective committees, PAT is bringing forth two motions (1) to clarify its membership eligibility and (2) to reduce by one its membership.

Motion 1: to insert “tenure-track” in the first sentence in *Chapter II- Article III- Section 5a of the Faculty Handbook*.

Current language:

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of six members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least five of the six members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Proposed Change:

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of six **tenure-track** members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least five of the six members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Rationale:

The majority of the work of PAT is to weigh the candidate’s case against the requirements of the promotion and tenure processes as outlined in the Faculty Handbook. Tenure-track faculty have experienced all (or at least some) of the developmental and evaluative processes. Nontenure-track faculty have not yet had the opportunity to engage in the promotion and tenure processes at IWU.

Motion 2: To reduce by one the PAT membership, i.e., replacing “six” with “five” in the first sentence in *Chapter II- Article III- Section 5a of the Faculty Handbook*, and adjusting the next sentence accordingly.

Proposed Change (if Motion 1 does not pass):

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of ~~six~~ **five** members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least ~~five~~ **four** of the ~~six~~ **five**

members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Proposed Change (if Motion 1 passes):

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of ~~six~~ **five tenure-track** members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least ~~five~~ **four** of the ~~six~~ **five** members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Rationale:

Last spring, a visiting faculty was added to the PAT slate, possibly because the Nominating Committee has been so hard pressed to form slates for elective committees. Reducing PAT membership by one will help alleviate this problem, especially considering the reduced number of tenure-track faculty.

Motion 3 to revise the section of the *Evaluation Calendar for Tenure and Advancement* in (Chapter IV, Section C part 4) pertaining to the external referees' letters.

Current handbook language is insufficiently specific about the timing and importance of when to submit names of external reviewers. The deadline for submitting candidate names is “fuzzy,” creating an impression that they can be handed in at any point during the summer. Late submissions of referees' names to the Office of the Provost cuts short the time external reviewers have to write their letters.

In addition, the current 15 October deadline for receiving letters does not leave sufficient time to remind reviewers to submit their letters should they fail to meet the deadline.

The proposed changes in deadlines are to help ensure the candidate and the external reviewers make a strong and timely case.

Motion 3: To change the current handbook language to read as follows:

- **1 March (or the Monday following if 1 March falls on a weekend):** Provost/Dean sends letters to faculty notifying them that they are scheduled to come up for tenure or major pre-tenure review in the next academic year.
- **1 April (or the Monday following if 1 April falls on a weekend):** Deadline for department chairs to notify the Provost/Dean of faculty they wish to support for promotion in the next academic year.
- ~~May or early June:~~ **15 June (or the following Monday if 15 June falls on a weekend):** Faculty members send the names and contact information of external referees to the Office of the Provost.

- **1 July (or the following Monday if 1 July falls on a weekend):** The Office of the Provost sends a request for a letter to the external referees of all faculty coming up for tenure and/or promotion.
- **15 September (or the following Monday if 15 September falls on a weekend):** External letters are due in the Office of the Provost.

Rationale:

A firm deadline of **15 June** for the submission of names and contact information of external referees to the Office of the Provost and a firm and common date of **1 July** for the release of the letters to external referees will ensure the following: the external referees will have ample time to write the letters and they all will have the same amount of time to complete that task.

A **15 September** deadline will make it possible for the Office of the Provost to send reminders to the referees, in case of missing external letters, and ensure the submission of all letters by 15 October.

PAT acknowledges that establishing firm deadlines and an earlier due date for the external letters might present a drawback for some colleagues who would like to send their research narrative to the referees in late July or even in August, but we think that it is neither fair to the referees, who need time to write the letters, nor to the members of PAT, who frequently must wait for late letters.

Faculty Development Committee Written Report
November 2022 Faculty Meeting

Committee members: Scott Ferguson, Ilia Radoslavov, Jennifer Rushlow, Gabe Spalding, Kristine Nielsen, Abbie Kerr (*ex-officio*)

Since the last faculty meeting, FDC has meet thrice to review ASD grant proposals from the second review period, discuss and approve CPD grants for Instructional Staff, and start planning FDC's spring Scholarship Renewal Program.

Respectfully submitted,
Kristine Nielsen (chair)

Joint Message from CETAL and FDC
October 2022

CETAL and FDC have mutually agreed that, in addition to tenure-line and tenured faculty, we will open the Continuous Professional Development grant (CPD) to Instructional Staff starting spring 2023.

The CPD grant provides support for the continuous development, updating, and expansion of knowledge and skills by supporting learning opportunities. The learning goals and skills to be achieved, should be tied to teaching and/or scholarly and artistic activities. The CPD grant is meant to cover expenses only (no stipends). Covered expenses include travel expenses to attend a workshop/course, course fees (including webinars or other online courses) and materials (e.g., books, software), and housing for the duration of the course (if the course is not offered online). The maximum grant award is \$1000.

The grant has been exclusive to tenure-line and tenured faculty since its conception. With the changing composition of the faculty in recent years, with fewer tenure-line positions and more reliance on instructional staff, CETAL and FDC believe that the continuous professional development of instructional staff at IWU is a valuable investment. Whether the CPD grant supports the instructional staff member's pedagogy training or scholarship and creative work, it will ultimately benefit IWU students. Both committees will be accepting CPD proposals from instructional staff, as well as from tenure-line and tenured faculty, for the third round of grant applications this academic year (deadline: February 13, 2023).

**Illinois Wesleyan University
Faculty Meeting November 2, 2022
Assessment Committee Meeting Report**

The Assessment Committee met on September 27.

Committee members shared their reviews of Strategic Assessment Plans, Yearly Updates, and Annual Reports. Members were also assigned GenEd reports to review.

The results of the completed committee reviews have been shared with the liaisons of the respective departments.

Respectfully submitted,

Franklin Larey

Chair of the Assessment Committee

URAC report for November 2, 2022 Faculty meeting

URAC has met once since the last faculty meeting. We are planning an Undergraduate Research Fair for Tuesday, November 8 from 11:30–1:30 in the Dugout area (exact location to be determined).

Our goal is to engage with students who may have questions about research opportunities on campus. We will have stickers and buttons to hand out. We will also be speaking with CEL to increase visibility.

Respectfully submitted,

Bill Hudson

Chair, URAC

Writing Program Committee Report

Faculty Meeting

Wednesday, November 2, 2022

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

The Writing Program Committee met twice since our last faculty meeting. Topics of discussion included:

1. Gateway:
 - a. Two fora were held to explore ways of ensuring consistency across Gateway sections. Suggestions included: creating a possible syllabus template; holding regular gatherings of Gateway instructors for collaboration and norming; creating a handbook for Gateway instructors in addition to the Gateway Moodle page.
 - b. A gathering of current Gateway instructors was held on October 10. Attendance was strong and instructors were able to share ideas of what is and is not working in their Gateways. Another gathering geared toward collaboration and norming will be held Nov. 18.
2. Summer Reading Program: A meeting of the Summer Reading Program Committee will be held on November 4, the purpose of which is to strategize for the next iteration of the Summer Reading program.
3. The Writing Program Director has wrapped up meetings with chairs and directors to learn about disciplinary reading and writing. The information gathered in these meetings has been shared with the Writing Center Director, who will be developing disciplinary tip sheets for writing tutors to use in their sessions.

Health Care Advocacy Committee (HCAC)

The description of the HCAC currently in the faculty handbook is out of date and not very informative. Over the course of several months in 2021 and 2022, therefore, the HCAC reviewed the history of the committee and its customary practices and revised the committee charge. Appointive committees are typically appointed and charged by the Provost; in this case, however, because the committee is made up of equal numbers of staff and faculty employees (of whom the former might not be in Academic Affairs), we requested that President Nugent charge the committee. She did so earlier this year.

The HCAC description is the section of the faculty handbook on appointive committees (III.B.6), which does not require a faculty vote. We bring it forward for your information and welcome any questions you might have.

Current Description in the Faculty Handbook:

Health Care Advocacy Committee

The HCAC has the responsibility for advocating for all IWU employees regarding their health care benefits. The workload varies from year to year. Some years when no changes are needed in the health plans, the Committee meets less frequently with less intensity. However, last year and the current year the Committee is meeting frequently about important issues such as two new health care plans and retiree benefits.

Committee charge as revised on 1/6/22:

Health Care Advocacy Committee

The Health Care Advocacy Committee (HCAC) is charged by the University President to be responsible for the following roles:

- Advocating for health care benefits for IWU employees
- Monitoring national trends and best practices for implementation at IWU
- Evaluating concerns and proposals brought to the Committee by faculty and staff, the administration, and University partners such as EIIA and BlueCross BlueShield
- Advising University administration on important issues in health care coverage, including retiree benefits
- Monitoring health plan usage and making recommendations on plan coverage and premiums

Membership comprises four faculty members appointed by Nominating Committee in consultation with HCAC and four staff members elected from a slate of volunteers put forward by Staff Council. Staff members, of whom there should be at least one exempt and one non-exempt representative, serve rotating four-year terms. Normally, HCAC members should be users of the University

health plan, but individuals with special interest or expertise may be allowed to serve. The Director of Human Resources meets ex officio with this committee.

President's Report

The week of October 24 was a particularly busy and significant one for IWU, as we hosted on campus both the peer review team of the Higher Learning Commission for purposes of re-accreditation and the university's Board of Trustees.

As you know, higher education institutions must be accredited by one of the nation's accrediting agencies to be eligible for federal funding. Our accrediting organization is HLC. Accreditation is up for renewal every ten years, and this year marked our decennial review. Typically, peer reviewers who carry out an on-campus visit are selected for their areas of expertise (e.g., finance, student life, etc.) and chosen from institutions of a similar type. Visits are intense and tightly scheduled, with the visitors following up on the substantial written "assurance argument" they have received in advance. (In our case, the document totalled 111 pages, with multiple links to further information. Kudos especially to Michael Thompson and Jenny Hand for their great work on this and to many other faculty and staff who assisted.)

Our visiting team included five faculty members with experience at fellow institutions such as Baker, Denison, Columbia, Drury, Elon, and Marietta,. They held group meetings focussing on particular facets of HLC's accreditation criteria, as well as several open fora for faculty, students, and staff. The team particularly praised the broad participation and engagement of the IWU community in these meetings and opportunities.

On Tuesday, the HLC team met with IWU's senior team (myself and the vice presidents) to provide an "exit interview." Their work is not complete at this point; the preliminary draft will not be received for a number of weeks. But the exit meeting provides an opportunity for them to provide preliminary impressions.

The team leader served as spokesperson for the group. He began by saying, "It is very clear that this place is loved. We experienced that from the Board of Trustees to the students and from everyone in between." He noted that the team perceived throughout the campus "a lived and palpable mission, consistent with the liberal arts."

He indicated that our facilities are "fantastic," and praised the advancement team for successes in that regard. Although the team recognized that we do have substantial deferred maintenance, the team leader opined that it was "not evident" and "not so as to affect the educational environment."

He praised the use of data, noting multiple examples of evidence-based practices in the university, but also perceived that this was a relatively new phenomenon and that "data transparency is not always perceived" across campus. He noted that, coming out of the program

review and COVID, the sense of shared governance has eroded somewhat and recommended a “recommitment” to shared planning as well, as in the 2019-20 working groups.

One of the HLC criteria focusses on DEI, and the team noted that appropriate programs and people seem to be in place, and that these need to be fully supported. The team leader noted that the IWU experience in advancing DEI initiatives—both in its successes and its shortfalls—is similar to that of many other small liberal arts colleges.

In conclusion, the team suggested that, for future success, the university needs to address its mission statement and governance documents.

Following the HLC visit on Monday and Tuesday, our Board of Trustees was on campus Wednesday through Friday. On Wednesday, the five new members of the Board had orientation sessions, meeting with the chair of the board, the president, and each of the vice presidents to learn about the structure of the organization. This also provided an opportunity to learn of the university’s challenges and opportunities for the future.

Thursday was devoted to a full schedule of committee meetings, followed by a dinner attended by a number of students and faculty members. Each year, one board meeting focuses especially on highlighting our students’ experiences and accomplishments. At this meeting, three of our School of Music students performed before the dinner. A number of students had an opportunity to present posters and discuss experiential learning opportunities like study abroad and mentored research. As well, students who participated in the filming of “The College Tour” video this summer were also in attendance, and a few clips of the video were shown.

The board’s business meeting on Friday focussed particularly on the major capital projects of renovating Munsell and Ferguson residence halls and constructing the Petrick Idea Center, featuring presentations from the architects for those projects.

Overall, the meetings were very positive, though—not surprisingly—punctuated from time to time by concerns over the university’s financial picture and ability to move forward expeditiously in developing new initiatives.

Provost's Report

Faculty Support for Grant-Seeking

IWU recently contracted with McAllister & Quinn, a consulting firm focused on helping institutions like IWU improve their competitiveness for large, institutional federal grants. In mid-October, faculty representatives from each department participated in an organizational analysis that will be used by McAllister & Quinn to develop an opportunities matrix of potential grants for which IWU may wish to apply. Along with input from CUPP, the Provost and Associate Dean for Scholarly and Creative Work will select four such proposals to pursue for this year. McAllister & Quinn will assist in the grant writing process for these proposals, providing a writer and reviewer for each proposal. In January, representatives from McAllister & Quinn will be on campus to meet with faculty, answer any questions you may have, and learn more about our campus needs regarding grant funding.

For individual faculty grant activities, McAllister & Quinn offers access to a repository of approved grants from most federal programs to help faculty in the preparation of an investigator-driven proposal. They may also offer a review of a prepared grant proposal before submission with targeted feedback and a follow-up conversation with the investigator. Finally, McAllister & Quinn offers professional development opportunities for faculty to help improve their grant prospecting and writing skills.

To assist faculty in identifying potential mechanisms for investigator-driven grant funding, IWU has a subscription to PivotRP, which allows faculty to set up a profile, search for funding opportunities, and set up funding alerts to be sent to their inbox. There is information for claiming your PivotRP profile and getting started with the program [here](https://proquest.libguides.com/pivot) (https://proquest.libguides.com/pivot). Workshops regarding PivotRP will be offered soon.

Midterm Grade Reports

Here are some early data on midterm grade reports for this fall (see table below). Grades were reported for eighty percent of the semester's "gradeable" course credits. Our FY students did comparatively well,

Academic Year Semester		2022-23 F	2021-22 S F		2020-21 S F		2019-20 S F		2018-19 S F		2017-18 S F	
All Students	Total # Enrolled Students (minus non-degree and special)	1531	1556	1651	1551	1613	1550	1612	1605	1678	1575	1642
	Gradeable credit courses	6525	6786	7072	6679	6980	6609	6975	7063	7481	6863	7199
	# of Midterms entered	5202	3028	2908	2645	2601	1894	1651	1622	1631	1241	1785
	% of Midterms entered	80%	45%	41%	40%	37%	29%	24%	23%	22%	18%	25%
New Students	# New Student courses	1660	1859	1902	1839	1939	1758	1820	2112	2227	1614	1663
	New Student Midterms entered	1418	1179	1220	1042	1100	928	582	556	615	339	463
	% of New Student Midterms entered	85%	63%	64%	57%	57%	53%	32%	26%	28%	21%	28%
	Total # of C- D F Midterms	670	591	591	449	478	351	403	498	380	372	440
	New Student C- D F	236	277	241	181	208	152	140	258	186	107	171
	% of C- D F belonging to New Students	35%	47%	41%	40%	44%	43%	35%	52%	49%	29%	39%

compared to previous years. They usually do better, understandably, in the spring semester. Academic Affairs advising staff have appointments with nearly 160 students who received two or more midterm grades at or below C-. In addition to meeting with their own academic advisers, AA advising staff are counseling those students to use appropriate support services such as the Writing Center tutors, general

studies skills peer tutors, course-embedded peer tutors, study tables (athletics), Counseling Services, etc. The names of these students are being forwarded to the respective support service coordinator. Students receiving midterm grades that were all a B or better received an email congratulating them on good work with encouragement to keep it up. The email also alerted them to experiential learning opportunities and post-baccalaureate honors. Dr. Phyllis McCluskey-Titus, Interim Director of Student Advising, will provide some additional insights from her experiences during the faculty meeting. Deborah Halperin will be conducting a survey of students to understand their experience with midterm grades.

Staffing

As I report at every fall Board of Trustees meeting, I provided data on faculty staffing levels. At 11.4:1, we are at the same level of staffing when we had enrollments between 2000 and 2200.

	Academic Year						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Tenure Line	134	138	128	128	118	105	97*
FT Visitors	13	21	13	11	9	10	12
Adjunct (FTE)	42.33	30.55	31.56	26.5	25.33	29.18	25
TOTAL	189.33	189.55	172.56	165.5	152.33	144	134
Enrollment	1768	1647	1690	1620	1627	1648	1524
Student:Faculty	9.3	8.7	9.8	9.8	10.7	11.4	11.4
*Four faculty are on unpaid leaves to pursue other opportunities. They may return to IWU.							

Currently we are searching for eight tenure-line positions. The positions are: Ames Library (archivist), Chemistry (analytical chemist), English (race, ethnicity, diaspora, and/or LGBTQA+ from a BIPOC literary lineage), Physics (atomic physicist), Economics (macroeconomist), Health Sciences (kinesiologist), Sociology (race/racism, medical sociology, or criminology), School of Business and Economics (director). Most of these searches are moving from the collecting applications phase to the folder-reading phase. A couple of them are ready to begin Zoom interviews.

Course Enrollments, Fall 2022

At the October and February Board of Trustees meetings, I provide reports on course enrollments by department. Overall, we continue to have well-enrolled classes. Registrars consider enrollments of 75-85 percent of capacity to be optimal – leaving sufficient room for students to get the classes the need to make timely progress toward their degrees. Please note that for courses with flexible enrollments I either omit the course (eg, independent studies, internships, instrument lessons, etc.) or put a reasonable capacity on courses with large, open enrollments (eg, BIO 107, Collegiate Choir, etc.). In addition, cross-listed courses are only counted once. The goal is to report *reasonable* enrollment capacities.

Program	% Of Fall Semester Seats Used			
	2019	2020	2021	2022
Accounting	91	58	81	91
Anthropology	78	78	100	90
Art & Design	81	95	91	97
Biology	86	88	91	89
Business	99	94	97	92
Chemistry	70	68	81	75
Computer & Data Science	91	85	75	82
Economics	93	93	92	88
Educational Studies	80	93	97	107
English	94	99	89	86
Environmental Studies	77	80	89	96
Finance	102	99	95	83
Health	99	106	118	103
History	92	91	91	80
Mathematics	74	78	84	80
Music	46	51	58	50
Nursing	97	96	92	91
Philosophy	95	102	101	96
Physics	72	74	67	75
Political Science	76	89	91	87
Psychology	97	99	97	102
Sociology	90	88	95	98
Theatre	83	88	76	75
WLLC	76	80	78	79
Average	85.3	86.6	89.0	87.5

The Petrick Idea Center

With support from Dave and Ellen Petrick, IWU has contracted with JoshuaOneNine (a local PR firm run by IWU alumni) to brand and market the Petrick Idean Center. The theme centers around heroes – think less about things like action heroes and more along the lines of nurses, and environmental justice or social justice warriors, medical innovators, etc. The world needs a new generation of talent, teaming-up to produce powerful new ideas



and wise leaders who balance fame & fortune with the greater good. Said another way: *the world needs heroes*. In addition, there are four “pillars” for the Center:

- **Creativity:** Imagination, innovation, filling a blank canvas with original ideas
- **Cross-Disciplinary:** Students with unique interest, skills, and talents rooted in the liberal arts
- **Collaboration:** Communities of experts with diverse voices, abilities, perspectives – a team of heroes
- **Conscience:** Developing character alongside career, striving for the balance to do well and do good

Overall: *Petrick exists because the world needs heroes. We’re creating an atmosphere where students develop virtuous solutions to vital problems. We’re an innovative Idea Center pursuing collaborative, cross-discipline creativity with a conscience...because heroic new worlds will be built by Titans.*

The Petrick’s have also supported the development of the design of the new building. BLDD Architects, Bloomington, IL have produced plan for the new space. It is a live-learn facility with the first floor containing “maker” spaces and the second and third floors containing dorms. The goal is to open the new building in the spring of 2025.



Notices:

News Publications via The Ames Library

Faculty, staff, and students are encouraged to make use of three popular publications available online via The Ames Library:

The Chronicle of Higher Education:

- Read current articles and browse full-text issues dating back to 2015.
- To access, visit [this link](#).

The Economist:

- View current digital issues as well as an archive dating back to 1997.
- To access, sign up for an account [at this link](#) using your @iwu.edu email address. After verifying your email, you'll have access to the website, app, and newsletters.

The New York Times:

- Read articles and view media from *The New York Times*, and access archival digital issues with the TimesMachine. Apologies, games and recipes are not included with this subscription.
- Faculty/staff have four years of full access before being asked to re-authenticate, and students can enjoy access until December 31 of their graduation year.
- To access, please sign up with your @iwu.edu email address at [this link](#). *(Please note, existing NYT paid subscribers must cancel their paid subscription before authenticating via The Ames Library.)*

For more information on accessing NYT and other major news publications such as the *Chicago Tribune*, *Wall Street Journal*, and more, [please visit The Ames Library blog](#). If you have questions about access, please contact **Laura Spradlin, Electronic Resources & Systems Librarian** (lspradli@iwu.edu).

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

A reminder that the deadline for the IGS Small Grants is **Friday November 4th, 2022 by 4:00 PM**. We are seeking proposals for courses to be taught during Spring, May Term, Summer Term, or Fall 2023.

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

If you have any questions about the IGS Small Grants, please contact Carmela Ferradns, cferrada@iwu.edu



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

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

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

[MakerGirl](#) is a nonprofit originally founded by students at the University of Illinois Urbana-Champaign in 2014 dedicated to educating young girls in Science, Technology, Engineering, and Math (STEM) through workshops and training in 3D printing and other technologies. Nationwide, MakerGirl has educated over 6,000 girls. Illinois Wesleyan students have volunteered to form the IWU MakerGirl Academy! Their goal is to educate 1,000 girls (boys are also welcome) on STEM in workshops open to the entire Bloomington-Normal community held over the next three years. The IWU MakerGirl Academy is supported by The Petrick Idea Center.

As a faculty or staff member at Illinois Wesleyan, you are invited to [register](#) your seven- to ten-year-old child or grandchild to participate in a pilot workshop titled "Passion for Fashion." The session will be held on Monday, November 14, from 5:15 to 6:45 p.m. in the IDEA Center within the Memorial Center. No experience with 3D printing is required. This pilot workshop is exclusively for the children and grandchildren of current faculty and staff members of IWU. There is no fee to participate.

Additional details are available on the [registration form](#). Space is limited to 20 participants, so registration is on a first-come, first-served basis. If you have any questions, please direct them to student co-leaders Victoria Ballesteros-Gonzalez at vballest@iwu.edu or Mansi Shah at mshah2@iwu.edu.

Thank you!

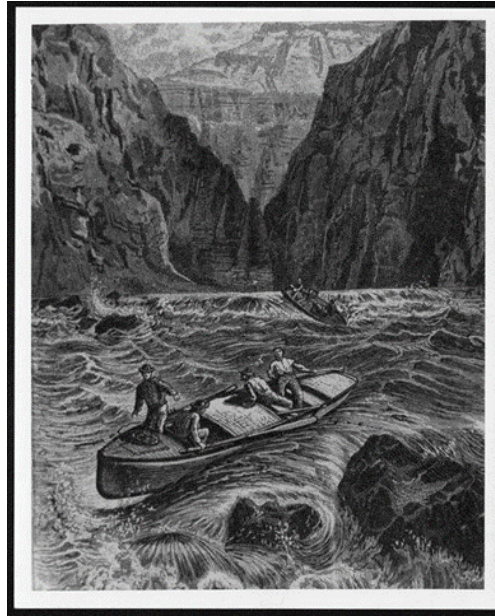
John Quarton

Director, The Petrick Idea Center

[View Flyer](#)



Theater Production:



Running a Rapid. Line Drawing from Canyons of the Colorado by John Wesley Powell, 1895.

Men on Boats

by Jaclyn Backhaus

Directed by Dr. Michelle Cowin Gibbs

Theater Production (contd.):

*Friday, October 28, 2022 7:30 p.m.; Saturday, Oct. 29 at 7:30 p.m.,
and Sunday, Oct. 30 at 2:00 p.m.

EMJK Laboratory Theatre

About the show:

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

To purchase tickets, please contact the SoTA Box Office at (309) 556-3232 or visit our website at <https://www.iwu.edu/theatre/box-office.html>

Content Disclosure: some adult language, the use of simulated and recorded gunshots, and fast-paced heightened action scenarios.

*** **

***Join us on opening night, Friday Oct. 28, for our IWU Curtain Talk
Lecture Series
in Beckman Auditorium, Ames Library**

**Beyond the Boat:
The life and work of John Wesley Powell
in Bloomington-Normal**

About the talk:

Major John Wesley Powell was an influential author, adventurer and educator. His impact as a professor at Illinois Wesleyan University and community member in Bloomington-Normal is still felt today. Please join the IWU School of Theatre Arts for a community conversation featuring a roundtable of Powell scholars and experts. The conversation will be centered around Major Powell's lasting impact at Illinois Wesleyan University and the greater Bloomington-Normal community. The talk will also touch on how Major Powell is dramatized in Jacklyn Backhaus's play, "Men on Boats," a humorous depiction of his 1869 expedition down the Green and Colorado Rivers.

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

This event is at 5:30 p.m. – 7:00 p.m.

It is free and open to the public.