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## December 2, 2020

Faculty, Illinois Wesleyan University

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# MEETING OF THE GENERAL FACULTY

Wednesday, December 2, 2020

11:00 am

Zoom conferencing [link](#)

Join Zoom Meeting

<https://us02web.zoom.us/j/87823438466?pwd=aW9HekkrSkI2cVFyUzZWMzINbFE3dz09>

Meeting ID: 878 2343 8466

Passcode: 924684

One tap mobile: +13126266799,,87823438466#,,,,,0#,,924684# US (Chicago)

1. Call to Order
2. Approval of the [November 4, 2020 Faculty Meeting Minutes](#)
3. [Curriculum Council Consent Agenda](#)
4. Committee Reports
  - a. [CUPP \(written report\)](#) Professor A. Eckhardt
  - b. Curriculum Council (oral report) Professor D. Marvin
    - i. [CC Motion 1: New Major Sequence in Entrepreneurship](#)
    - ii. [CC Motion 2: Revisions to the Minor Sequence in Psychology](#)
    - iii. [CC Motion 3: Revisions to the Major Sequence in Neuroscience](#)
  - c. Promotion and Tenure Committee (oral report) Professor M. Perera
  - d. Faculty Development Committee (oral report) Professor L. Nillas
  - e. [Nominating Committee \(written report\)](#) Professor D. Roberts
  - f. [Assessment Committee \(written report\)](#) Professor L. Nelson
  - g. [Undergraduate Research Advisory Committee \(written report\)](#) Professor T. Fuist
  - h. [Council for Excellence in Teaching & Learning \(written report\)](#) Professor S. Sheridan
  - i. [Fall Contingency Planning Cmt. Instructional Work Group \(oral report\)](#) Task Force members
5. Old Business
6. New Business
7. Administrative Reports
8. [Announcements](#)

## 9. Adjournment

## MEETING OF THE IWU GENERAL FACULTY

Wednesday, November 4, 2020 over video conferencing. Voting was performed after the meeting via electronic ballot.

### Summary of business conducted:

- CC Motion 1, revised concentration in Music Composition. Motion **passed**.
- CC Motion 2, revised catalog description and revision of the History Major. Motion **passed**.
- CC Motion 3, revision of the History Minor. Motion **passed**.
- CC Motion 4, adoption of academic certificates (with amended language from the meeting). Motion **passed**.
- CC Motion 5, new certificate in Data Analytics. Motion **passed**.
- PAT Motion 3, regarding referee letters. Motion **passed**.

1. President Nugent **called the meeting to order** at 11:05 am.
2. **Approval of the minutes** of the September 30, 2020 faculty meeting.

**Motion to amend:** under the curriculum council report (section 5a), in the rationale for Motion 1, change “the minor is now designed to be valuable for ...” to “the minor is now designed to be available to ...” **Amendment passed.**

A faculty member noted that the secretary did not include details of the “discussion of programmatic transformation,” and requested that President Nugent include notes on that discussion. The President replied that she does not have notes to include.

Minutes **approved**.

3. **Curriculum Council Consent Agenda.** Nothing removed from the consent agenda.
4. **Committee reports**
  - a. **CUPP** (written report), Prof. A. Eckhardt

CUPP is currently discussing the information gathered from the Provost review.

A faculty member asked about the current status of work on a global learning center. The chair replied that it did not show up as one of the five priority areas for discussion, because those were new initiatives. By contrast, the global learning center is an existing work item. The Provost confirmed that he has been having ongoing conversations on this topic.

A faculty member noted that the Gray data did not provide evidence that a Communications program would be a growth area, and asked why that was a priority initiative. The chair noted that this idea came out of the strategic planning workgroups, and the evidence in support was student interest expressed to enrollment and marketing. The President noted that Communications is an umbrella term that covers a number of codes from the Gray data. As an example, there is evidence of more student interest in new media, and less in rhetoric.

A faculty member asked for an update on course banking. Current CUPP has not discussed this, while last year a CUPP task force made a recommendation that was not accepted. A faculty member suggested that the payout could be money rather than time. Academic administrators expressed in discussing the issue further, proposed the end of the academic year as a time for an update, noting that reconciliation/confirmation of the amount banked is tricky, and placed the major goal as regularization in rewarding engagement with students through undergraduate research.

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

The work of the council is primarily reflected in motions and the consent agenda. Faculty should note that the council is working to provide more detailed minutes of its meetings.

**Motion 1** – revised concentration in Music Composition. This is primarily a correction to catalog language. Last year a course was deleted and a new course added in its place, but the change was not propagated through the course catalog description.

**Motion 2** – revised Major sequence in History. The primary change is a reduction in courses from 11 to 10. Rationale: wanting to offer a breadth of courses while accounting for a reduction in staffing.

**Motion 3** – revised Minor sequence in History. The primary change is a reduction in courses from 6 to 5. Same rationale as Motion 2.

**Motion 4** – introduction of academic certificates. Proposed language:

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

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

Description: this is enabling language; if approved CC will need to develop a form and a process for application. The goal is to create a credential that would be attractive both to current students and to community members who might not have standard admission. Key language: demonstration of competence and real-world applicable skills.

A faculty member opined that “real-world skills” is overly narrow. The chair replied that skills might be interpreted broadly, but certainly the goal is to differentiate this credential from the sort of body of knowledge courses typical in majors and minors. A nursing faculty member noted that nursing

professional organizations offer certification on practice. A work group member replied that the focus of the strategic planning workgroup was on employers, not national exams. The title is “academic certificates,” meant to distinguish from professional certificates.

**Motion to amend:** change the first sentence to “an optional certificate provides students with competence in a specific, real-world applicable skill, set of skills, or methodology.”

Q: Does the inclusion of the word methodology mean that a certificate needs to include a methodology courses? Answer from chair: no, since the amendment wouldn’t impact the list of general guidelines.

The **amendment passed**, Yes – 53, No – 30.

**Motion 5** – creation of certificate in Data Analytics. Three courses: an intro course, a stats course, and a 200-level visualization course. This motion requires that Motion 4 be passed, otherwise it will fail automatically.

Q: could the approved substitutions result in a dilution of the certificate? A: the substitutions only come into play if one of the core courses has been taken by the student, but counts towards a different credential. Approved substitutions were chosen so as to maintain the skills necessary for DS 225.

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

Information item: discrepancy between different parts of the faculty handbook on what to do in case of a conflict of interest. Chap 2.D.5 says “Faculty who apply for tenure or promotion in rank shall not serve on the committee [PAT] during the academic year in which the case is under consideration” while Chap 3.B.2 says “committee member under consideration for annual review, tenure, or advancement will be excused from the meeting where their file is discussed.” PAT will strike the “tenure, or advancement” phrase from Chap 3. So if a faculty member is up for tenure or promotion, they cannot serve on PAT that year. If they are undergoing annual review, they can serve on PAT, but must excuse themselves from the meeting where their case is discussed.

**PAT motion 3:** strengthening language regarding external referee letters, to exclude letters from dissertation directors and reviewers with a close personal connection. No discussion.

PAT response letter to Board of Trustees. See attached document. A faculty member asked if PAT was able to disseminate the letter to individual board members. The chair replied that she had confirmation that the letter was circulated. A faculty representative to the board observed that the letter was not discussed in the public meeting of the board. President Nugent said the letter was distributed during the executive session.

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

Make sure to send proposals to [fdc@iwu.edu](mailto:fdc@iwu.edu). See written report for a statement on termination of faculty contracts, approved by FDC at their September 30 meeting.

There was discussion regarding whether FDC can seek clarification from grant writers. From the faculty development handbook, page 41: “As part of its review, FDC may request clarification or additional information regarding proposals or supervisors’ letters.” From FDC minutes of the October 7,

2020 meeting: “The committee then approved the last of the first round of proposals (due September 3) after reviewing the clarifications requested from the authors.” However, note that the handbook language is in the section regarding sabbatical leave proposals. By contrast, on page 21, in the section on grant proposals, there is language that “incomplete or late proposals will not be reviewed.” Faculty members who have served on FDC in the past reported that they took that language literally, and would never seek out clarification on a grant proposal, instead asking the grant writer to reapply to the next cycle. One faculty member opined that FDC should act like a funding agency, with no communication with proposal writers before making their decision.

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

Call for nominations for spring replacement for URAC. No nominations from the floor. One candidate was nominated earlier, namely Tom Kwiatowski. That candidate was duly elected.

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

No questions.

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

No questions.

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

The last lunch and learn session is tomorrow. Deadline today to apply for the cohort at University of Wisconsin-Madison.

5. **Old Business.** None

6. **New Business.**

**Motion by the School of Art to expand degree offerings** in the School of Art. As a result of action by the faculty in the spring, there is a BFA (Bachelor of Fine Arts) in Graphic Design, but no BA (Bachelor of Arts). The School of Art proposes to reinstate the credentials removed. Rationale: the BA has more majors compared to the BFA, and due to the practice of stacked classes, running general education classes in Art already provides the necessary resources (faculty, space, supplies) so that credentials can be offered at no additional cost.

After discussion, CC promised to give expedited review to a proposal submitted to them, and would call a special meeting of the faculty if necessary. The faculty then passed a motion to postpone debate.

7. **Adjournment.** Meeting adjourned at 1:13 pm.

## **Appendix A – Voting results**

- CC Motion 1, revised concentration in Music Composition. Motion passed. Yes – 76, No – 3.
- CC Motion 2, revised catalog description and revision of the History Major. Motion passed. Yes – 79, No – 3.
- CC Motion 3, revision of the History Minor. Motion passed. Yes – 79, No – 3.

- CC Motion 4, adoption of academic certificates (with amendment from the meeting). Motion passed. Yes – 68, No – 11.
- CC Motion 5, new certificate in Data Analytics. Motion passed. Yes – 74, No – 3.
- PAT Motion 3, regarding referee letters. Motion passed. Yes – 70, No – 10.



## Curriculum Council Consent Agenda

Academic Year: 2020-21

December 2, 2020

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

Course #	CC #	Course Title	Course Description	Requested Action(s)	Gen Ed Cat	Gen Ed Flag
BUS 350	020	Law for Entrepreneurs	This course broadly surveys the law most crucial to entrepreneurs looking to establish a not-for-profit or for-profit business. Emphasis will be focused on recognizing and managing risk. Specific topics include choice of organizational structure, torts, employment and contract law, the legal framework of finance, and intellectual property law. Prerequisites: BUS 240. Offered each spring.	Add Gen Ed (W)	NONE	W
BUS 330	021	Funding Startups and Nonprofits	This course examines how to obtain funding for businesses. Course content includes the study of funding options in for-profit and nonprofit businesses. Topics include venture capital, angel investors, debt financing, grant writing, and fundraising efforts. The course will be taught through a combination of lecture, discussion, group projects, and experiential opportunities. Prerequisites: BUS 240 and ACC 112 or 113. Offered each spring.	New Course	NONE	NONE
PSYC 202	023	Psychological Research	Research methods and statistical analysis primarily intended for minors. Does not count toward psychology major and students may not receive credit for both this course and PSYC 300 (Research Methods in Psychology). Prerequisite: PSYC 100. Offered occasionally	Course Deletion	NONE	NONE

## **CUPP Faculty Meeting Report**

12.2.20

CUPP has met three times since the last faculty meeting. We would like to thank Scott Sheridan for his service to CUPP during the fall semester and we will welcome Molly Robey back to CUPP this spring following her sabbatical.

**Provost Review.** CUPP members will complete their analysis of the Provost Review Survey over winter break. An executive summary and final edits will be completed in early January so the final report can be submitted to President Nugent.

**Resource Advisory Group Workgroup.** The CUPP-CC joint task force is finalizing recommendations for creation of a new RAG process. Members of the workgroup have discussed who should be involved, what data are required, how the process should work, and how RAG will communicate with CC. The final proposal will come to the faculty for approval.

**IDEA Center Planning Committee.** The IDEA Center Planning Committee is being convened by Associate Provost Roesner. Thank you to the faculty who have agreed to serve. They will begin their work in December with plans to conclude by March 15, 2021. The goals of the Planning Committee are to 1) solidify the concept of the Center in a short written document and 2) draft a position description for a donor-funded Director who will bring the specialized expertise that Illinois Wesleyan will need to launch and manage this new type of facility and programming.

## Motion 1

### New Major Sequence in Entrepreneurship

#### Current / Proposed Catalog Description (pp. 147 - 149):

The Department of Business Administration offers majors in Business, Marketing, **Entrepreneurship**, and International Business.

The mission of the department is to prepare students for life-long learning. Faculty attempt to do more than simply meet incoming students' expectations of their academic experience; we hope to shape those expectations as well. In particular, faculty in the department are committed to the following activities: awakening students to the excitement of learning; exposing students to technological, analytical, research, and communication skills necessary to function successfully in managerial, ~~or~~ organizational, **or entrepreneurial** careers; preparing students for advanced graduate programs, particularly in law, business, government, international relations, or related fields; helping students to function independently in a professional environment immediately upon graduation; sensitizing students to a world in which respect for cultural and intellectual diversity is essential; and encouraging students to consider at all times how their actions and the action of those organizations of which they are **leading or** a part affect society.

Through course work and co-curricular activities sponsored by the department, faculty encourage students to gain an awareness of their own potential, assuming responsibility for their own actions, and making ethical long-term choices. The curriculum in the department offers students a broad range of instructional methods and engages students in a wide variety of assignments, including those which stress reading, writing, quantitative analysis, **experiential activities**, and group work. Students are encouraged to participate in internships, including those for academic credit. Internships add a new dimension to remaining courses and can help students prepare for **leading or entering** into for-profit or non-profit organizations after graduation. Students are also encouraged to pursue individual research projects in collaboration with faculty and to take advantage of the many leadership opportunities associated with the department's student clubs and organizations.

Lower-level (100-200) courses in the department are open to all students. Upper-level (300-400) courses in the department are open to students not majoring or minoring in business, marketing, **entrepreneurship**, accounting, finance, or economics with consent of the department head; a small percentage of seats in each class is reserved to

accommodate such students, but such students should follow the department's closed course process by contacting the department head. However, students not majoring or minoring in business, marketing, **entrepreneurship**, accounting, finance, or economics may take only one upper-level course in the department unless required to do so by a major outside the Department of Business Administration, or unless they receive permission from the department head.

...

**Entrepreneurship is the study of creating, planning and implementing new businesses and not-for-profit organizations. The entrepreneurship major is designed to provide students with the knowledge and skills necessary to ideate and deliver new products and services. Courses will develop students' entrepreneurial mindset through work in the fields of marketing, finance, accounting, computer science, law, and management. Entrepreneurship majors tend to pursue business related career paths with a focus on intrapreneurship or entrepreneurially thinking.**

...

Students seeking to matriculate into a major in business, marketing, **entrepreneurship**, or international business, should ideally complete the following six courses by the end of their sophomore year: (1) Gateway Colloquium; (2) Mathematics 110, 140, 176, or university credit for AP Calculus; (3) Economics 100 (Introduction to Economics); (4) Economics 227 (Statistics for Business and Economics); (5) Accounting 112 (Accounting for Decision Making I); and (6) Accounting 212 (Accounting for Decision Making II) **for business, marketing or international business. Entrepreneurship majors should focus on taking BUS 240 (Introduction to Entrepreneurship) as the sixth class mentioned above.**

Business, Marketing, **Entrepreneurship**, and International Business majors may count no more than 2 non-required ACC or FIS courses toward the 18 courses outside their major department.

...

**Catalog page 150, before Minor Sequence in Business Administration:**

**Major Sequence in Entrepreneurship:**

**A minimum of 12 courses to include:**

- 1) Accounting 113 or 112**
- 2) Business Administration 240, 330, 331, 340, 341, 350, 440, and 490**
- 3) Economics 227**
- 4) Finance 303**

### 5) Computer Science 126

Other courses outside the department that entrepreneurship majors are required to complete:

1) Mathematics 110, 140, 176, or university credit for AP Calculus

2) Economics 100

## **Rationale**

We are proposing a new major in Entrepreneurship to reside in the Business department. The new major will have 12 courses required with two other courses outside the department that majors are required to complete. Anecdotally, we have seen an increased interest in entrepreneurship from our current students and prospective students. Data composed from Gray's Associates last academic year for the PETF process indicated that entrepreneurship is growing on a national level at 5% year over year with a median completion rate per institution of 9. In regards to Illinois enrollment trends, entrepreneurship has a higher growth rate than the national average at 11%, but a lower median completion rate of 3. With the closing of the DTE program, we feel our students and future students will be best served by offering a comprehensive entrepreneurship major within the business department. Multiple alums including the IWU Entrepreneurship Leadership Circle (an advisory group made up almost exclusively of active and successful IWU alumni entrepreneurs) have also expressed interest in IWU offering an entrepreneurship major to help us compete with many of our peer schools and other universities across the nation.

This proposed major has been an interest of faculty and has been considered for some time but with the recent closure of DTE, the new tenure-line entrepreneurship hire in business last academic year, and the approval of a new instructional staff position in business (paid for with donor support on a temporary basis), we believe now is the perfect time to offer this new opportunity to our students. Due to the instructional staff position approval and the primary use of currently offered classes, we believe this new major will not require additional resources (outside of the already approved position).

## **Staffing Changes**

The above changes will have no effect on staffing requirements due to the already approved instructional staff position that is being hired during the Fall of 2020. All but one course in the proposed entrepreneurship major are already offered and taught by existing faculty. The new additional course as well as any need for additional sections of currently offered courses will be staffed by the instructional staff position.

### **Courses Outside of the Department**

The Entrepreneurship major includes courses from Accounting/Finance, Computer Science, Economics, and Mathematics. This Curriculum Council request has been presented to the affected departments for their written approval.

### **Library, Computer, Media and Other Resources are Adequate**

Current resources in the library, computer labs, media and other areas are adequate for this proposed change in the curriculum.

## **Motion 2**

### **Revisions to the Minor Sequence in Psychology**

Current catalog language (pp. 295-296):

Minor Sequence in Psychology:

Six course units of which at least two are upper division. If students meet competencies through advanced placement or through coursework in another department, they must take additional courses to meet unit requirements.

Requirements include:

- a.) Psychology 100
- b.) Either Psychology 211, 212, or 213
- c.) Either Psychology 251, 252, 253 or 259
- d.) One of the following options:
  - a.) Psychology 202 and two additional Psychology courses number 301 or above
  - b.) Psychology 227 and 300 and one additional Psychology course number 301 or above
  - c.) Completion of methodology competency in another department (approved by the Psychology department chair), two additional Psychology courses numbered 301 or above, and one additional Psychology course as necessary to meet the six unit requirement.

### **Proposed catalog language (p. 295):**

Minor Sequence in Psychology:

Six course units of which at least two are upper division. If students meet competencies through advanced placement or through coursework in another department, they must take additional courses to meet unit requirements.

Requirements include:

- a.) Psychology 100
- b.) Either Psychology 211, 212, or 213
- c.) Either Psychology 251, 252, 253 or 259
- d.) Either Psychology 227, Biology 323, Economics 227, Sociology 225, Nursing 385, or Political Science 392

**e.) Two additional Psychology courses numbered 301 or above**

**Rationale:**

We are proposing to alter the requirement currently labeled "d" above. Currently, students choosing to minor in psychology need to take either Psychology 202 (a combination stats/methods course designed specifically for minors), complete both our statistics and methodology courses, or complete a stats/methods sequence in another department.

From conversations with students, it is clear that the majority of those individuals who choose to minor in psychology do so because of an interest in understanding human behavior. However, the methods requirement (d from above) proves to be a stumbling block for many. We are no longer able to offer the 202 course (one course on statistics and methodology), which means all minors must take our statistics and methods sequence or complete two courses in another department (i.e., two courses on methodology). This path is often difficult for the students to navigate as it involves an additional writing intensive course and less flexibility to take upper level psychology courses of their interest. . As such, we feel that we could increase the flexibility of our minor by reducing such an intense focus on research design and methodology, such as that gained through both a statistics and methodology course. We further feel that students would benefit from taking another one of our 300-level content courses instead of the second methods course.

We will still require one statistics or methods-type course and have listed in the new description the courses from psychology and other departments that we will accept for this requirement (Psychology 202 is not listed as we plan to no longer offer this course due to low enrollment and changes in faculty scheduling demands). Note: We have accepted these courses previously for the "stats" portion of the requirement, so essentially nothing has changed regarding these outside courses. However, we contacted the department chairs of Biology, Economics, Sociology, Nursing, and Political Science (those departments whose courses appear in the list of options) to let them know of the change to our requirements and all expressed their approval.

These changes do not affect staffing and current resources are adequate.



## Motion 3

### Revisions to the Major Sequence in Neuroscience

Current/proposed catalog language (pp. 266-268):

#### Major Sequence in Neuroscience

Six core courses. Students must also complete the course work in one of two concentrations (Behavioral Neuroscience or Cellular and Molecular Neuroscience).

#### The Neuroscience Core

- 1) Biol 107: Human Biology: Anatomy and Physiology I
- 2) Biol 108: Human Biology: Anatomy and Physiology II
- 3) Chem 201: General Chemistry I
- 4) Chem 202: General Chemistry II
- 5) Psyc 213: Behavioral Neuroscience
- 6) **Neuro 400: Neuroscience capstone**
- ~~6) Senior capstone experience. Choose one of the following:~~
  - ~~a. Neur 400: Neuroscience capstone~~
  - ~~b. Neur 499: Research/Thesis~~

...

#### Behavioral Neuroscience Concentration

A minimum of 13 courses (at least 7 of which are 300-level or above) to include the following (in addition to the core courses listed above):

- 7) Psyc 227: Statistics
- 8) Psyc 300: Research Methods
- 9) Two additional Psychology courses from the following:
  - Psyc 302: Neuropsychopharmacology
  - Psyc 311: Foundations of Learning
  - Psyc 313: Advanced Behavioral Neuroscience
  - Psyc 314: Advanced Human Neuroscience
  - Psyc 321: Brain Injury and Recovery
  - Psyc 329: Special topics in neuroscience (as approved by program director)
- 10) Three additional courses at the 300- or 400-level
  - Biol 307: Animal Physiology
  - Biol 311: Developmental Biology
  - Biol 312: Genetics

Biol 325: Cellular and Molecular Neuroscience  
Biol 410: Molecular Foundations of Developmental Biology  
Biol 411: Experimental Embryology  
Biol 412: Molecular Genetics  
Psyc 302: Neuropsychopharmacology  
Psyc 311: Foundations of learning  
Psyc 313: Advanced behavioral neuroscience  
Psyc 314: Advanced human neuroscience  
Psyc 321: Brain injury and recovery  
Psyc 329: Special topics in neuroscience (as approved by program director)  
Neur 395: Directed Study  
Neur 499: Research/Thesis

11) At least one of the above courses at the 300- or 400-level must include a laboratory component. In Psychology, these courses are denoted in the course catalog with an EXP designation. In Chemistry and Biology, laboratories are included in course descriptions and/or carry 1.25 unit credit. **Neur 499 and Neur 395 (with director's approval) can also fulfill this requirement.**

\*Students pursuing a major in Neuroscience should be aware of the following: Students may count up to two units of independent study or directed research (Neur 395, Neur 499 or Chem 395) toward fulfilling major requirements.

### **Rationale:**

We are proposing to eliminate Neur 499 as an option for the senior capstone experience from the Neuroscience major for both the Behavioral Neuroscience and the Cellular/Molecular Neuroscience concentrations. All students will be required to take the Neur 400: Neuroscience capstone course. Neur 499: Thesis will remain an optional course for students to take to fulfill an upper level requirement. There are several reasons that have prompted this proposed change:

1. The majority of our majors choose to complete the capstone requirement through research (i.e., Neur 499: Thesis) as opposed to taking the capstone course. Neur 499 is offered as an independent study and represents an overload for whomever is directing the thesis project. With the elimination of the banking system for independent studies, this has become an untenable way for us to accommodate the requirement. Further, as the major has grown there aren't enough affiliated faculty to do intensive research projects with every student in their senior year. While it is not unreasonable to support two students at a time,

facilitating three or more regularly is challenging while maintaining a full teaching load, meeting service responsibilities, and continuing faculty scholarship activities. As noted above, Neur 499 will remain an optional course for students to complete toward their major, allowing those students who really want a research experience to use the experience toward fulfilling major requirements. However, students will no longer be forced to choose between a capstone course and independent research, and the burden on faculty to provide uncompensated thesis experiences or to support too many students in a given year will be reduced.

2. Neuroscience has a newly established and very modest budget, yet we are requiring many students to participate in independent research, which is often expensive. Many of these students are only doing research because they find that option more appealing than the capstone class for whatever reason. As a result, other departments are required to subsidize research expenses. Right now, Psychology is disproportionately bearing the burden of this expense as most of the students who have completed research for their capstone experience (all of our majors last year and at latest half of this year's majors) have done so with faculty housed in the Psychology department. Again, this is an untenable model. Eliminating the capstone requirement would decrease the burden on independent research and consequently decrease the financial burden of the Neuroscience program.

We are also proposing the addition of language that permits director approval to allow independent laboratory research (completed through Neur 395 or Neur 499) to fulfill the advanced laboratory requirement for the major. Many students completing independent research under the direction of a faculty mentor are practicing significant laboratory skills and engaging thoroughly with the scientific method. We believe that this experience is akin to an upper level laboratory course in terms of gaining more independent experience in laboratory settings and therefore should be permitted to fulfill the laboratory requirement, provided the director verifies the specifics of the independent study experience.

Report from the Nominating Committee to the Faculty  
December 2, 2020 faculty meeting

We are in need of a Parliamentarian for the spring! Please contact any member of the Nominating Committee if you are interested.

The Nominating Committee has met once since the last faculty meeting. There are several vacancies on committees for the spring: FCD, IFC, Pre-law, Library, Hearing, and Parliamentarian. Both Pre-law and Library have agreed to forego searching for replacements for now due to the high number of vacant positions that need filled. There is at least one candidate for the Hearing Committee, so an election will occur soon.

Updated handbook descriptions of all appointive committees have been approved by the respective committees. These updates codify the minimum number of faculty members to be appointed to each committee.

The Nominating Committee has been exploring ways to increase the number of opportunities for staff members to serve on committees where such participation would be beneficial and appropriate. We are asking for input from current committee chairs/members/convenors. If you think your committee would benefit from having more staff participation, then please let anyone on the Nominating Committee know.

Submitted by Dan Roberts, chair.

Report from the Assessment Committee  
December 2, 2020 Faculty Meeting

The Assessment Committee is undertaking General Education assessment of CSI (Contemporary Social Institutions), LA (Language), and FR (Formal Reasoning) courses for the spring of 2021. The committee would like to thank all those who have agreed to participate in the assessment of their CSI and FR courses next semester. Faculty have the flexibility to develop their own assessment tool and assessment rubric, with a summary of the results due at the end of the semester. As of Nov. 18, we are in need of LA volunteers. Please email [assessment@iwu.edu](mailto:assessment@iwu.edu) if you can participate.

The committee will begin the review of General Education assessment reports in the categories of Cultural and Historical Change (CHC), Intellectual Traditions (IT), and the Arts (AR) early spring semester. If you assessed a course this fall, please send your results to [assessment@iwu.edu](mailto:assessment@iwu.edu).

Submitted by Lisa Nelson, chair

## **November 6, URAC Meeting Report**

### **Members Present:**

Todd Fuist (Chair)

Maggie Evans

Given Harper

Will Jaeckle

Rebecca Roesner (*ex officio*)

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

We continued discussing the logistics of a virtual JWP conference. This included (1) whether we might want to vet the proposed oral presentations since they will be presented online, (2) whether or not students who are still at the University who were bumped from last year's cancelled conference would get priority on oral presentations if demand is high, (3) and when the date for submissions would be. We settled on Feb 19, 2021.

We decided to get in touch with John in Communications about a future meeting to discuss how to best promote what research faculty and students are conducting.

We discussed the possibility of Eckley papers being archived in the Digital Commons. We will explore this idea further but, for now, were happy to say that, at the very least, the Eckley summaries could go in there, and we will further explore the projects themselves going in. We also discussed the possibility of a Zoom session with former Eckley students explaining to potential applicants how the process works. Todd has reached out to a few former Eckley scholars and found some interest among them in participating in this.

Finally, based on questions from a constituent, we discussed possible ways to recognize faculty for writing grants. Ultimately, this is somewhat outside of URAC's purview, but we did add URAC re-engaging with Advancement on support for student-faculty research to our Spring Semester agenda.

The meeting was adjourned at 4:35 pm.

**CETAL Written Report**  
**IWU Faculty Meeting, 2 December 2020**  
**Scott Sheridan, Chair (fall 2020)**

CETAL has had a busy and productive semester. In addition to meeting 6 times and sponsoring a variety of activities and resources on the IWU campus (a virtual happy hour; 3 “Lunch and Learn Mini-workshops”; a HyFlex Teaching Circle; a repository of teaching tools via Moodle), CETAL is happy to welcome a cohort of 19 colleagues who are now enrolled in the UW-Madison *Fundamentals of Online Teaching* 6-week workshop during the winter break. The course, which will run from 12.1.20 to 12.21.20 and 1.5.21 to 1.25.21, brings the total of IWU participants in this important professional development opportunity to over 40 individuals, when combined with the summer 2020 cohort. Encompassing nearly 30% of our faculty, this impressive figure represents a significant percentage of our teaching corps that is committed to excellence in online instruction, and demonstrates IWU’s commitment to both its faculty and its students. In spring the Council expects to continue to carry out its mission and serve an important purpose on campus, in its workshops and reading groups, possible collaborations with other campus entities (such as FCD), and of course through its advisory capacity to the Academic Affairs administration.

I would like to take this opportunity to thank the members of CETAL for their incredible dedication and hard work during the complex and challenging fall 2020 semester: Kate Browne; Stephanie Davis-Kahl; Deborah Halperin; Libby Haywood; Freya Jennison; Joshua Lowe; Anna Scanlon; Mike Theune; and our ex officio, Kevin Sullivan. Brandi Reissenweber will resume her duties as chair of CETAL in spring 2021, as I step off of the Council.

As always, feel free to contact us via email at [cetal@iwu.edu](mailto:cetal@iwu.edu) with questions about your instructional needs.



Sharla Brown-Ajayi <[sbrownaj@iwu.edu](mailto:sbrownaj@iwu.edu)>

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## [IWU-Faculty] discussion of grade relief measures at today's faculty meeting

1 message

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Rebecca Roesner <[rroesner@iwu.edu](mailto:rroesner@iwu.edu)>

Wed, Dec 2, 2020 at 10:11 AM

To: [faculty@lists.iwu.edu](mailto:faculty@lists.iwu.edu)

Dear faculty,

When the COVID Instructional Group met right before Thanksgiving to discuss the fall 2021 calendar, there was considerable interest in following [U of I's example](#) and providing some sort of grade "parachute" for students who struggled academically this fall owing to the challenges of COVID-19 (physical illness, mental health, disruption, technology challenges, grief, isolation, etc.). As a result of the Instructional Work Group's conversation, you will see the Instructional Work Group on today's faculty meeting agenda. [While there is little agreement in higher education about such measures, several universities with excellent reputations are taking flexible approaches.](#)

Yesterday, Academic Affairs discussed the Instructional Group's collective wisdom on this topic, whether a relief mechanism is right for IWU, and, if so and what it might look like. With your input at today's faculty meeting, we are considering a possible retroactive revival of the CR/NC policy that was made available to students in the spring of 2020.

If we did revive the spring 2020 COVID CR/NC policy for fall 2020 (with modifications to address its retroactive implementation), and perhaps also implement it in the spring of 2021, we would have some consistency across the COVID semesters.

There is also interest among faculty on the Instructional Group to extend the policy to major and minor courses. That would be a more-significant change with bigger implications for student's next steps and the university's record keeping.

We are eager to hear from the faculty as a whole your sentiments toward a "relief" policy.

Best,

Becky

--

Rebecca Roesner  
Associate Provost  
Professor of Chemistry  
PI NexSTEM Scholarship Program (NSF 1742224)  
Illinois Wesleyan University  
[1312 Park St.](#)  
[Bloomington, IL 61701](#)  
(309) 556-3667

"There is no short cut to achievement. Life requires thorough preparation -- veneer isn't worth anything."  
George Washington Carver

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## Faculty Meeting Announcements – December 2, 2020

### **Book Discussion: Campus Counterspaces**

FCD invites faculty and staff to read and discuss *Campus Counterspaces: Black and Latinx Students; Search for Community at Historically White Universities* by Micere Keels. The Zoom discussion will convene on Tuesday, December 8, 2020 at 11:00am

Julie Ballard on behalf of Faculty Campus Diversity Committee

Join Zoom Meeting

<https://us02web.zoom.us/j/82056524922?pwd=MlpmeWhtZndYSUZqeDYrcXlyNXhxUT09>

Meeting ID: 820 5652 4922

Passcode: 860722

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Meeting ID: 820 5652 4922

Passcode: 860722

Find your local number: <https://us02web.zoom.us/j/82056524922?pwd=MlpmeWhtZndYSUZqeDYrcXlyNXhxUT09>

### **Posse 5 Mentor Application - Join this Team!**

Please consider this amazing mentoring opportunity! Posse mentors contribute to academic success, leadership development, and a strong community of support for Posse scholars. *Application deadline is January 18.* Questions? Contact Karla Carney-Hall or any past mentors (Meghan Burke, Amanda Hopkins, Mark Liffiton, and Wendy Kookan). The application can be found [here](#).

### **Opening the door to lesser taught languages. Sessions resume on Friday, February 5, 2021!**

