



2021-2022

2020-2030

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1-10-2022

**January 10, 2022**

Faculty, Illinois Wesleyan University

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# MEETING OF THE GENERAL FACULTY

**Monday, January 10, 2022 - Updated Agenda (1-7-2021)**

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

**Zoom conferencing [link](#)**

Join Zoom Meeting

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

Meeting ID: 891 0705 3378

Passcode: 318274

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

1. Call to Order Professor A. Shallue
2. Approval of the Minutes: [10 6 2021 amended](#) and [12 1 2021](#) -updated
3. CC [Consent Agenda](#) - updated Professor A. Wilson
4. Committee Reports Professor D. Bollivar
  - a. CUPP ([written report](#))
    - i. [Associate Dean Handbook Changes Motion](#)
    - ii. [Revised Intellectual Property Policy Motion](#) -updated
  - b. Curriculum Council ([written](#) and oral report) Professor A. Wilson
  - c. Promotion and Tenure Committee (oral report) Professor J. Themanson
  - d. Faculty Development Committee (oral report) Professor K. Nielsen
  - e. Nominating Committee (oral report) Professor R. Alvey
  - f. Assessment Committee ([written](#) and oral report) Professor J. Lowe
  - g. Undergraduate Research Advisory Committee ([written report](#)) Professor M. Evans
  - h. CETAL ([written report](#) and oral report) Professor B. Reissenweber
5. Old Business
6. New Business
7. Administrative Reports President G. Nugent
  - a. President Report (oral report)
  - b. Provost Report (oral report) Provost M. Brodl
8. [Announcements](#)
9. Adjournment

# MEETING OF THE IWU GENERAL FACULTY

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

## Summary of business conducted:

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

## Meeting minutes

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

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

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

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

**Motion passes:** 60 yes, 1 no.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Some responses: for IT membership, good to have one software expert and one hardware expert. Regarding voting, took a more inclusive approach to reflect the council’s value for the diversity of perspectives in its membership. Regarding instructional staff, the intent was to include them.

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

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

Respectfully submitted,

Andrew Shallue, Faculty Secretary

## MEETING OF THE IWU GENERAL FACULTY

Wednesday, December 1, 2021 over video conferencing. Voting was performed by electronic ballot after the meeting.

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

### Meeting minutes

1. **Call to order.** The Interim Presiding Officer called the meeting to order at 11:13 am.
2. **Approval of the minutes** of the November 3, 2021 faculty meeting. Minutes approved by consent.
3. **CC Consent Agenda.** ML203/303 removed from the consent agenda. The rest of the agenda passed.
4. **Committee Reports**
  - a. **CUPP** (written report), Prof. D. Bollivar. Additional item: recent minutes included statement of sanction by the AAUP. CUPP has contacted Greg Scholte to discuss steps to have IWU removed from the sanction list.

**CUPP motion** on revisions to the intellectual property policy. Issues raised: summer work, definition of faculty, application to emeritus faculty. The body **returned this motion to committee.**

- b. **Curriculum Council** (written report), Prof. A. Coles

**CC Motion 1:** new Data Science major. Note: resource neutral when at most 10 majors per year.

**CC Motion 2:** revisions to the Data Science minor.

**CC Motion 3a:** ML 203/303, FR credit. Formal linguistics meets requirements of a formal system.

**CC Motion 3b:** revisions to the Japanese Studies minor.

**CC Motion 4:** Catalog changes regarding internships. Note that some majors (such as Physical Education) require internships. Debate: vote no until compensation structure in place, vs. vote yes since the motion clarifies requirements.

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

**Motion:** handbook language update. See written report.

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

Committee is considering including instructional staff in ASD grants. Look for further progress in the Spring.

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

**Motion:** CETAL change. See written report.

- f. **Assessment Committee** (oral report), Prof. J. Lowe

Feel free to contact assessment committee for help with reports.

- g. **Undergraduate Research Advisory Committee** (written report), Prof. M. Evans

No questions.

- h. **CETAL** (written report), Prof. B. Reissenweber.  
Working on responding to DEI report.

**2. Old business – none.**

**3. New business –**

**Motion:** Revise Oct 6 meeting minutes. Under the Nominating Committee section on the CETAL proposal, change “regarding voting, wasn’t addressed because no votes in the past” to “regarding voting, took a more inclusive approach to reflect the council’s value for the diversity of perspectives in its membership. Motion **passed** by consent.

**Motion:** Beginning in Spring 2023, faculty will not offer internships until a good faith effort at the creation of a course banking system has been completed.

Presiding officers note: there was vigorous debate on this motion, and I was unable to manage it and take notes at the same time.

**4. Administrative Reports**

a. **President Nugent**

Regarding the motion under new business involving internships, the President echoed the idea that binding ourselves to not teach students is a bad idea. Cabinet has already agreed to remunerate faculty for banked credits, and the President does intend to honor that commitment.

In response to questions regarding AAUP statement of sanction, there has been no administrative response (beyond the statement issued to media). The President plans to meet with CUPP to discuss the matter. Regarding the findings of hearing committee, those findings are confidential, so they were not made public. The board chair has been kept apprised of proceedings.

b. **Provost Brodl**

Noted the changes to academic affairs staffing, and thanked all involved. Regarding support staff, there are many active searches; difficult to fill positions at this time.

**5. Announcements.**

**6. Adjournment.** The meeting adjourned at 12:50 pm.

Respectfully submitted,

Andrew Shallue, Interim Presiding Officer

**Appendix A – Results of the electronic ballot**

- CC Motion 1, new Data Science major. **Passed:** 69 yes, 4 no.
- CC Motion 2, revisions to Data Science minor. **Passed:** 73 yes, 0 no.
- CC Motion 3a, motion to pass ML 203/303. **Passed:** 39 yes, 7 no, 24 option 1 (mistake on the ballot, note motion passes regardless of what was intended by people choosing option 1)
- CC Motion 3b, revisions to Japanese Studies minor. **Passed** 67 yes, 5 no.
- CC Motion 4, Catalog changes regarding internships. **Passed** 60 yes, 9 no.
- PAT motion, handbook language update. **Passed:** 73 yes, 0 no.
- Nominating Committee motion regarding CETAL change. **Passed:** 60 yes, 12 no.
- Motion under new business regarding internships. **Failed:** 25 yes, 45 no.



## Curriculum Council Consent Agenda

### Academic Year: 2021-22

### January 10, 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
HLTH 351	030	Abuse in America	<b>Abuse in America</b> This course is a study of abuse, utilizing a theoretical framework to examine the societal norms and values that influence the pervasiveness of child abuse, intimate partner violence, sexual assault, elder abuse, and human trafficking. This course focuses on the manifestations of abuse and treatment of the victim and the abuser, as well as prevention and resolution of abuse. <i>Offered occasionally, May Term.</i>	Add Gen Ed Flag	AV	W
IGS 240	031	Thinking Globally: An Introduction	<b>Thinking Globally: An Introduction</b> An examination of the changing forces, processes, and dynamics that have shaped our world. It explores how the world is interconnected through complex flows of people, technologies, goods, money, and cultures, providing an interpretive framework and historical context to understanding globalization in our modern world. <i>Offered annually.</i>	Change course description	NONE	G
ART 430	033	Painting IV	<b>Painting IV</b> Concentrated individualized work for advanced students. Prerequisite: ART 330. May be repeated once for credit. <i>Offered each semester.</i>	Change course title	NONE	NONE
ART 435	034	Printmaking IV	<b>Printmaking IV</b> Concentrated individualized work for advanced students. Prerequisite: ART 335. May be repeated once for credit. <i>Offered occasionally or by special arrangement.</i>	Change course title	NONE	NONE

ART 440	035	Photography IV	<b>Photography IV</b> Concentrated individualized work for advanced students. Prerequisite: ART 340. May be repeated once for credit. <i>Offered each semester.</i>	Change course title	NONE	NONE
ART 437	036	Sculpture IV	<b>Sculpture IV.</b> Concentrated individualized work for advanced students. Prerequisite: ART 337. May be repeated once for credit. <i>Offered occasionally or by special arrangement.</i>	Change course title	NONE	NONE
ART 439	037	Ceramics IV	<b>Ceramics IV.</b> Concentrated individualized work for advanced students. Prerequisite: ART 339. May be repeated once for credit. <i>Offered each semester.</i>	Change course title	NONE	NONE
ART 116	038	Survey of Asian Art	<b>Survey of Asian Art.</b> An introduction to the visual cultures of South and Southeast Asia, Inner Asia, and East Asia from the ancient to the modern and contemporary period. The course explores artistic traditions, materials, media, techniques, and genres, situating objects and monuments in their social, historical, and ritual context, and highlighting the artistic exchange of Buddhist art across Asia. <i>Offered occasionally.</i>	Deletion	AR	G

## **CUPP Report**

January 10, 2022

CUPP has met once since the December 1 meeting.

We have discussed the following:

AAUP sanctions: The AAUP provided a copy of the document “Standards for Investigations in the Area of College and University Governance” that describes the process for sanctioning to occur and be removed. CUPP members determined that removal of sanctions would need to be initiated and led by the faculty. This would only occur if the faculty feel that the situation has changed and the administration and board were viewed as being in compliance with AAUP governance standards. CUPP determined that the situation remains the same as when sanctions were applied and the board and administration are not in compliance with AAUP governance standards.

Intellectual Property policy: A revised policy is a part of the meeting agenda today.

Handbook updates: Updates created to address the newly created Associate Dean positions, including a process for review since reappointment for one additional 3 year cycle is possible. Since part of this will be a change to the Constitution this serves as the initial submission of the proposed language to be voted on at a later meeting.

Visiting Assistant Professor proposals are currently being reviewed by CUPP.

Respectfully submitted

Dave Bollivar

## **Changes needed to Chapter 1: (Provost and President create changes to Faculty Handbook in Chapter 1.)**

- Fig. I.2 Organizational structure needs revised and positions retitled
- Current Chapter 1.C (Division of Academic Affairs) needs to be revised to the two positions with clearly stated responsibilities

### **Currently:**

#### **3. Associate Dean of Curricular and Faculty Development**

This position reports to the Provost and will provide assistance to the Provost on a wide range of academic and curricular issues, as well as sharing in the oversight of some offices and operations related to curricular and faculty development. The Associate Dean of Curricular and Faculty Development will provide leadership in strengthening all curricular programs and assist in balancing the needs of particular academic programs with those of other disciplines and general education. In addition the Associate Dean will coordinate the development of the best practices of teaching and learning among faculty, including those pertaining to technology and information fluency. The Associate Dean would teach one class each year, or its equivalent.

This is a four-year, non-renewable position.

- Serve as the administrative representative to the
  - Faculty Development Committee (FDC)
  - Committee for Excellence in Teaching and Learning (CETAL)
  - Curricular Development and Academic Standards Committees of the Curriculum Council
- Administering general faculty development funds, including grant and leave programs recommended by the Faculty Development Committee and faculty travel budgets
- In partnership with the faculty, work on the continual improvement and expansion of diversity in the curriculum
- Facilitate the implementation of recommendations for improvement of the curriculum from faculty committees such as Curriculum Council
- Direct May Term in consultation with the May Term Advisory Committee
- Oversee the general education program

The Associate Dean of Curricular & Faculty Development shall be appointed by the Provost from among the tenured members of the faculty for a term of four years. The position is not intended to become a career for its occupant; rather, it is a term assignment, with the expectation being that after four years, the Associate Dean of Curricular & Faculty Development will reassume his/her duties on the regular faculty. Replacement of the teaching duties of the

Associate Dean of Curricular and Faculty Development during his/her administrative term will usually, therefore, be handled with four-year term contracts.

The Provost will request that nominations for the position be sent to the chair of CUPP. CUPP will then review the nominations and act as an advisory screening committee to the Provost.

**New:**

### 3. Associate Dean for Curriculum and Instruction

This position reports to the Provost and will provide assistance to the Provost on a wide range of academic issues, particularly those supporting the academic curriculum and faculty development related to pedagogy and instruction. The position also provides oversight and assistance to some offices and committees related to curriculum and instruction, particularly Curriculum Council (CC) and the Committee for Excellence in Teaching and Learning (CETAL). The Associate Dean of for Curriculum and Instruction will provide leadership in strengthening all curricular programs and assist in balancing the needs of particular academic programs with those of other disciplines and general education. In addition, they will coordinate the development of the best practices of teaching and learning among faculty, including those pertaining to technology and information fluency. The Associate Dean for Curriculum and Instruction will teach one unit each semester, or its equivalent. A salary increase equivalent to two-ninths base salary will also be provided. This is a twelve-month, three-year position eligible for a one-time renewal. The Associate Dean for Curriculum and Instruction will become part of an Academic Affairs leadership team that will also include the Provost and Dean of Faculty, Associate Provost, Associate Dean for Scholarly and Creative Work, Administrative Specialist V, and Administrative Specialist III.

The Associate Dean for Curriculum and Instruction bears the following specific responsibilities:

1. Serves as the administrative liaison (working closely with the chair/director) to advance the following key committees:
  - a. CETAL, providing administrative support for programming and internal funding opportunities
  - b. CEL's Engaged Learning Opportunities Office and staff members in the Action Research Center, Study Abroad Office, and Career Center (internships) as well as the faculty on the Undergraduate Research Advisory Committee (URAC)
  - c. CC and Resource Advisory Group, coordinating handbook updates, proposals and the Consent Agenda for Faculty Meetings
2. Oversees the general education program, including the assessment program, the Writing Program, and Gateway Staffing (including the hiring of adjuncts)
3. Advocates tirelessly for inclusive excellence, and in partnership with the faculty, works on the continual improvement and expansion of diversity in the curriculum
4. Facilitates the implementation of recommendations for improvement of the curriculum from faculty committees, such as Curriculum Council and URAC

5. Works with the Associate Provost in directing summer terms (including May Term – on-campus and travel courses, including promotion, survey, and reporting)
6. Works with the Associate Provost to update the University Catalog annually
7. Maintains budgets pertaining to curriculum and instruction in the Associate Deans' Office
8. Maintains an accurate and up-to-date Associate Dean for Curriculum and Instruction website that supports CETAL and CC activities
9. Participates (along with the Registrar, Associate Provost, and Associate Dean for Scholarly and Creative Work) in the review of Academic Exception Petitions and fall, spring, and summer (including May Term) course offerings and enrollments
10. Contributes to New Faculty Orientation and the Pre-Tenure Faculty Mentoring Program with a particular focus on curriculum and instruction; meets with faculty candidates to discuss faculty professional development opportunities curriculum and instruction
11. Meets with the following entities: Board of Trustees, Academic Affairs sub-committee, Chairs and Directors, Faculty Meeting, Advising Committee, Orientation Planning Committee, URAC, Annual Theme Committee
12. Performs other responsibilities as assigned by the Provost & Dean of the Faculty

#### Appointment of the Associate Dean for Curriculum and Instruction

The Associate Dean of Curricular and Faculty Development shall be appointed by the Provost from among the tenured members of the faculty. The appointment is for a three-year term, with the possibility of a one-time renewal. The position is not intended to become a career for its occupant; rather, it is a term assignment, with the expectation being that after serving in the role, the Associate Dean for Curriculum and Instruction will reassume her/his duties on the regular faculty. While serving in the role, the teaching duties of the Associate Dean for Curriculum and Instruction will be replaced on a course-by-course basis, as dictated by demonstrated need. The Provost will request that nominations for the position be sent to the chair of CUPP. CUPP will then review the nominations and act as an advisory screening committee to the Provost.

#### Associate Dean for Scholarly and Creative Work

This position reports to the Provost and will provide assistance to the Provost on a wide range of academic issues, particularly those related supporting faculty scholarly and creative work and experiential and entrepreneurial learning for students. The position also provides oversight and assistance to some offices and committees related to faculty development for scholarly and creative work and experiential learning, particularly the Faculty Development Committee (FDC) and the Center for Engaged Learning's Engaged Learning Opportunities Office (undergraduate research, academic internships, community-based learning-ARC, and reflective study abroad). The Associate Dean for Scholarly and Creative Work will provide leadership in supporting the continued professional growth of our faculty as scholars and artists and ensure that these efforts support student learning and engagement at Illinois Wesleyan. The Associate Dean for Scholarly and Creative Work will teach one unit each semester, or its equivalent. A salary

increase equivalent to two-ninths base salary will also be provided. This is a twelve-month, three-year position eligible for a one-time renewal. The Associate Dean for Scholarly and Creative Work will become part of an Academic Affairs leadership team that will also include the Provost and Dean of Faculty, Associate Provost, Associate Dean for Curriculum and Instruction, Administrative Specialist V, and Administrative Specialist III.

The Associate Dean for Scholarly and Creative Work bears the following specific responsibilities:

1. Serves as the administrative liaison (working closely with the chair/director) to advance the following key committees/operations:
  - a. FDC, providing administrative support for programming and internal funding opportunities as well as pre-tenure and sabbatical academic leaves
  - b. CEL's Engaged Learning Opportunities Office and staff members in the Action Research Center, Study Abroad Office, and Career Center (internships) as well as the faculty on the Undergraduate Research Advisory Committee (URAC)
  - c. The IDEA Center, providing an administrative link for programming and internal funding opportunities
2. Advocates tirelessly for inclusive excellence
3. In partnership with the faculty, works on the continual improvement and expansion of experiential and entrepreneurial learning opportunities
4. Facilitates the implementation of recommendations for improvement of experiential learning opportunities from faculty committees, such as URAC and Study Abroad Advisory Committee
5. Coordinates and oversees External Reviews of Departments and Programs (collaborates with Provost and Dean of the Faculty)
6. Works with the Director of the Office of Grants and Foundations Relations to support the development of proposal-writing skills in our faculty and to advance the development of institutional grant proposals (eg, HHMI, Mellon, TRIO, etc.)
7. Maintains budgets pertaining to scholarly and creative work in the Associate Deans' Office
8. Maintains an accurate and up-to-date Associate Dean for Scholarly and Creative Work website that supports FDC activities
9. Participates (along with the Registrar, Associate Provost, and Associate Dean for Curriculum and Instruction) in the review of Academic Exception Petitions and fall, spring, and MT course offerings and enrollments
10. Contributes to New Faculty Orientation and the Pre-Tenure Faculty Mentoring Program with a particular focus on scholarly and creative work; meets with faculty candidates to discuss faculty professional development opportunities for scholarly and creative work
11. Meets with the following entities: Board of Trustees, Academic Affairs sub-committee, Chairs and Directors, Faculty Meeting, URAC, Advising Committee, Orientation Planning Committee

12. Performs new duties and responsibilities as assigned by the Provost & Dean of the Faculty

#### Appointment of the Associate Dean for Scholarly and Creative Work

The Associate Dean for Scholarly and Creative Work shall be appointed by the Provost from among the tenured members of the faculty. The appointment is for a three-year term, with the possibility of a one-time renewal. The position is not intended to become a career for its occupant; rather, it is a term assignment, with the expectation being that after serving in the role, the Associate Dean for Scholarly and Creative Work will reassume her/his duties on the regular faculty. While serving in the role, the teaching duties of the Associate Dean for Scholarly and Creative Work will be replaced on a course-by-course basis, as dictated by demonstrated need. The Provost will request that nominations for the position be sent to the chair of CUPP. CUPP will then review the nominations and act as an advisory screening committee to the Provost.

### **Chapter I.C add review process**

#### 7. Comprehensive Review of the Associate Deans

If an Associate Dean seeks to be reappointed for a second three-year term, the Provost shall conduct a comprehensive review of the Associate Dean in the Fall of their third year to determine whether to reappoint them (limited to one reappointment). As part of that review, the Provost will solicit advice on the Associate Dean's performance from senior administrative officers, staff members who work with the Associate Dean, and the faculty (see Chapter IV.H for details on the process for faculty involvement). The Provost will prepare a summary report describing the principles, procedures, and criteria of the review, including a statement of whether a reappointment will occur, for the campus community when the review has been completed.

Current Chapter 1.D (Administrative Committees) **Where mentioned the appropriate Associate Dean should be inserted**

## **Chapter II- Constitution changes needed: (Faculty vote after 30 days written presentation)**

**(Throughout this section the yellow highlights indicate the language to be changed and the blue highlights are the new language)**



- Chapter II.D under CUPP description.

Current language:

CUPP will serve as the advisory screening committee for the Academic Affairs Associate Dean **position**. CUPP will confirm that all nominees are willing to serve in these positions; in all other respects, nominations will be kept confidential. After assessing the qualifications, strengths, and weaknesses of each candidate, CUPP may elect to interview finalists for the position in question. Nominees will then be ranked. CUPP's recommendations and the rationales for them will then be forwarded to the Provost.

New language:

CUPP will serve as the advisory screening committee for the Academic Affairs Associate Dean **positions**. CUPP will confirm that all nominees are willing to serve in these positions; in all other respects, nominations will be kept confidential. After assessing the qualifications, strengths, and weaknesses of each candidate, CUPP may elect to interview finalists for the position in question. Nominees will then be ranked. CUPP's recommendations and the rationales for them will then be forwarded to the Provost.

- Chapter II.D under FDC, role of the Associate Dean on FDC.

Current language:

a. Organization. The Faculty Development Committee shall consist of five members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least three of the five members shall be tenured. The **Associate Dean of Curricular and Faculty Development** shall also be a non-voting, ex officio member. Membership.....

New language:

a. Organization. The Faculty Development Committee shall consist of five members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least three of the five members shall be tenured. The **Associate Dean for Scholarly and Creative Work** shall also be a non-voting, ex officio member. Membership.....

- Chapter II.D under Curriculum Council, role of the Associate Dean on FDC.

Current language:

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

New language:

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

### **Chapter III.A changes: requires approval of the faculty**

- Chapter III.A.2, preparation of faculty meeting agenda, the Associate Dean can submit things for inclusion. Also 3.A.3, appears under Administrative reports.

Current language:

The Associate Provost, Associate Dean, chairs of elected councils and committees, chairs of appointed committees and taskforces, and members of the faculty may submit items to appear on the agenda

New language:

The Associate Provost, Associate Deans, chairs of elected councils and committees, chairs of appointed committees and taskforces, and members of the faculty may submit items to appear on the agenda

- Also III.A.3, change to Associate Deans under Administrative reports.

### **Chapter IV changes: the approval of the faculty, the Provost and the President**

- Chapter IV.H

Add process for review of Associate Deans.

3.The Provost shall seek CUPP's assistance in securing feedback from the faculty on the Associate Dean's performance as part of the comprehensive review that

is conducted in the third year of the first appointment if seeking reappointment. CUPP will survey the faculty and incorporate the responses into its draft report on the Associate Dean(s). CUPP will invite the Associate Dean to comment on the draft report before it is made final and forwarded to the Provost. Finally, the Provost will schedule two meetings to discuss the final report, one with CUPP and one with the Associate Dean. CUPP's role in the evaluation of the Associate Dean is to solicit feedback from the faculty, collect and review the data, and provide a report to the Provost outlining the Associate Dean's strengths and weaknesses. All information gathered by CUPP, including the final report, shall be kept confidential. Information collected will be made available to the Provost upon request.

#### 4. Selection, Term, and Review of a Department Chair/School Director

### **Chapter V.A, V.C-G changes: approval of Provost and President; V.B changes: approval of Faculty, Provost and President**

- Chapter V.A page 9,

Current language:

All departments and schools should institute and maintain policies whereby syllabi or other descriptions of course procedures for all courses offered are collected by the Department Chairs and School Directors. Syllabi for Gateway and May Term courses should also be filed in the Mellon Center with the Associate Dean of Curricular & Faculty Development.

New language:

All departments and schools should institute and maintain policies whereby syllabi or other descriptions of course procedures for all courses offered are collected by the Department Chairs and School Directors. Syllabi for Gateway and May Term courses should also be filed in the Mellon Center with the Associate Dean of Curriculum and Instruction.

- Chapter V.B page 19

Current language:

Faculty members wishing to offer a May Term travel course should contact the Associate Dean of Curricular & Faculty Development to learn more about the responsibilities and prerequisites of leading travel courses.

New language:

Faculty members wishing to offer a May Term travel course should contact the Associate Dean of Curriculum and Instruction to learn more about the

responsibilities and prerequisites of leading travel courses.

- Chapter V.D.2.a

Current language:

The Associate Provost, Associate **Dean**, chairs of elected councils and committees, chairs of appointed committees and taskforces, and members of the faculty may submit items to appear on the agenda.

New language:

The Associate Provost, Associate **Deans**, chairs of elected councils and committees, chairs of appointed committees and taskforces, and members of the faculty may submit items to appear on the agenda.

- Chapter V.E, Professional Travel. Associate Dean consulted for travel reimbursement.

Current language:

The total amount, as well as maximum amounts for automobile travel, lodging, and meals, for which a faculty member may be reimbursed in a given year is limited as determined by the Provost in consultation with the Associate Dean **of Curricular & Faculty Development** and the Faculty Development Committee.

New language:

The total amount, as well as maximum amounts for automobile travel, lodging, and meals, for which a faculty member may be reimbursed in a given year is limited as determined by the Provost in consultation with the Associate Dean **for Scholarly and Artistic Work** and the Faculty Development Committee.

*Additions highlighted in yellow, green highlighted language in response to feedback at Dec 3 faculty meeting, blue highlighted language are suggestions from University Counsel (added January 4 2022)*

## M. Intellectual Property Policy

### 1. Introduction

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

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

### 2. Definitions

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

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

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

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

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

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

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

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

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

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

### 3. Copyrights

#### A. Works by Faculty

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

The University recognizes and reaffirms the traditional academic expectation that all instructors at IWU, including faculty as defined in Chapter II, Article III, Section 2 of the Faculty Handbook, instructional staff, and those in adjunct positions, own and control instructional materials for both in-person and online courses and programs. Protected materials include, but are not limited to: slide decks/slide sets, quizzes, tests, videos, lectures, lecture notes, syllabi, grading rubrics, handouts, activities, exercises, writing prompts, assignment descriptions, learning objects, laboratory manuals/guides, faculty-authored textbooks (unpublished), creative works, and unpublished research results created by their own initiative with the aid of standard and customary University resources as defined above. (Fordham University, adapted with permission)

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

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

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

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

If a faculty member cannot complete teaching the class (i.e., due to sickness, leave of absence, death, suspension, termination), the University may allow another instructor to use the course materials (without requiring further permission of the instructor holding the copyright to the course materials) for the limited purpose of finishing out the semester.

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

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

Instructors may also want to include a copyright notice on the course materials themselves to emphasize that they are protected. The form of the notice should contain the word copyright or the © symbol, the year the materials were created (multiple years may be listed when new material is added in different years), and the name of the instructor. The instructor may want to add notations to the notice such as "All rights reserved" or "Authorization is given to students enrolled in the course to reproduce this material exclusively for their own personal use." Note: Copyright protection is not contingent on including a copyright notice on your course materials. The materials are protected as soon as they are created. However, including a notice reminds students of instructor ownership and copyrights and of students' obligations to respect those rights. (Syllabi policy courtesy of Office of Legal Affairs, University of North Carolina - Charlotte. Used with permission.) Nothing in this Intellectual Property Policy shall prohibit a student enrolled in a particular course from copying, using or reproducing course materials, in any medium, exclusively for their own personal educational use.

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

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

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

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

#### B. Works by Staff

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

#### C. Works by Students

Students are presumed to own the copyrights in their individual works of original



authorship except when such works are the product of a student's University employment. In that event, the work-made-for-hire rules apply. In all other cases, students are subject to the same policies as those assigned to faculty above.

#### D. Works by Independent Contractors and Others

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

#### 4. Registration of Copyrights

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

#### 5. Exceptional Circumstances

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

- a. Original work funded by third-party grants awarded to, or administered by the University on behalf of the grantee. When a third-party funding agreement stipulates that the University will be the owner of any resulting intellectual property rights, the affected author will execute a written assignment of his or her intellectual property rights in the work to the University as a condition for the release of funds or other resources. Likewise, the University will honor the intellectual property policies of third-party funders for projects so funded, when those policies differ from those of the University.

- b. Occasionally the creation of original work by faculty and/or students requires an extraordinary allocation of University facilities and/or resources. This refers to institutional support beyond the scope of normal practice. As a condition of extraordinary support for a project, the faculty and/or students may be required to assign in writing all or a portion of the Intellectual Property of said project to the University.

- c. The University understands that adjunct and visiting faculty may be subject to conflicting intellectual property policies that restrict the University's claims of ownership in their works of original authorship. Such conflicts will be considered on a case-by-case basis by the Provost.

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

The University is the owner of all rights, title and interest, including, without limitation,

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

## 7. Patents

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

## 8. Inventions

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

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

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

## 9. Exceptional Circumstances

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

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

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

#### 10. Distribution of Revenues

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

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

#### 11. Trademarks and Service Marks

The University may claim ownership of certain registered or unregistered trademarks and service marks. Such marks are for the exclusive use of the University in connection with goods and services, among others, identified in federal and state registrations and pending federal applications. It is a violation of this policy for any member of the University

community to make use of such marks without the express authorization of the Vice President for Communications.

#### 12. Allegations of Infringement

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

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

#### 13. Resolution of Disputes

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

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

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

Curriculum Council Report  
Jan. 10, 2022

The CC met three times between the Dec. 1 and Jan. 10 Faculty Meetings.

The Council continues to refine a proposal to create Experiential Learning Designations (title may change), with a motion to come towards the faculty. Feedback from constituents and committees have been solicited and gathered, so that it may be taken into consideration in the final draft of the proposal.

The Council began discussions of how to effectively work with faculty to address DEI in curricular development. The Council decided to add a question to the Request for Curriculum Council Action Form that will ask how new or significantly revised courses will be addressing DEI. While this is a starting point, the Council will continue to look for ways to “close the loop” on DEI, which could include changes to Course Evaluation Forms and/or recommendations for existing courses. CC will be reaching out to appropriate faculty and committee partners to continue this important work.

Curriculum Council would also like to encourage academic units to engaged in some Catalog “spring cleaning” by looking at courses that have not been taught in >4 years and consider whether they could be deleted. In service to this, the Council will also be considering a “fast track” for reinstating previously-deleted courses, in order to make reversing unwanted deletions less of a hassle.

Respectfully submitted by W. Aaron Wilson, Chair of CC

**Assessment Committee Written Report**  
IWU Faculty Meeting, January 10, 2021

Committee Members: Joshua Lowe (Chair), Franklin Larey, Mignon Montpetit Jolly, Michael Thompson (ex-officio), Jenny Hand (guest)

The Assessment Committee did not meet in December.

Ongoing efforts include:

- Meeting with departments to discuss assessment strategies and calendars.
- Review of documents provided to Assessment Liaisons.
- Continued Discussion: How do we help academic units submit the most useful reports possible?
- Continued Discussion: How should we best respond to submitted documents?
- Receiving Gateway course assessments for Fall 2021.

Upcoming Date to be aware of:

- 1/31/2022: If applicable for your unit, submit new or revised Strategic Assessment Plan (StrAP) to [assessment@iwu.edu](mailto:assessment@iwu.edu)

## **URAC Faculty Meeting Report for January 10th**

URAC met on January 4th, 2022.

URAC's first meeting of the new year focused upon the upcoming JWP conference. URAC has decided to host the annual JWP student research conference on April 9th in-person. If we need to switch to an online format for JWP, the committee will make this decision in March and alert all faculty, staff, and students. A call for students' scholarly presentations and artistic performances will go out to students, staff, and faculty by mid-January. Students must register for the conference by February 18th at 4:30PM. In the meantime, URAC encourages faculty and staff to include the April 9th, 2022 JWP conference on their syllabi!

Respectfully submitted,

Maggie Evans(Chair)

Bill Hudson

Will Jaeckle

Tyler Schwend

Rebecca Roesner (*ex officio*)

CETAL Written Report  
IWU Faculty Meeting, 10 January 2022  
Brandi Reissenweber, Chair

Since the last report, CETAL has met once. The focus of our discussion was the 2021 Report on Diversity, Equity, and Inclusion at IWU. CETAL discussed how the Council can sustain faculty development programming in this area in future years and other efforts the Council can undertake.

Additionally, the Council finalized details for the January Pedagogy Conference on race, equity and inclusion, which is currently in progress. Remaining events include: Reflective Advising: A Case Study from the Biology Curriculum on 10 January from 12-12:50pm, Ungrading on 24 January from 4-5pm, and Diversity Grant Panel on 31 January from 4-5pm.



## Faculty Announcements 1-10-2022

### Theatre Production:

Our first show for ***Heroes of the Fourth Turning*** is Feb 4th - more information to come in the future.

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### Notices:

#### 2022 January Pedagogy Conference

As you are putting together your calendars for the Spring semester, CETAL wants to remind you about the 2022 January Pedagogy Conference, a series of events on inclusive pedagogy that will take place throughout January. Events highlight inclusive practices at IWU, and cover civic engagement, reflective advising, ungrading, and other pedagogical approaches. The full schedule and log-in details are below. We hope you'll join us.

Unfortunately, Dr. Chayla Haynes Davison's workshop has been canceled. CETAL hopes to reschedule this event later this semester.

Sincerely,  
Brandi Reissenweber, CETAL chair

#### Log-In Details

<https://us02web.zoom.us/j/87865233863?pwd=MUVUWmcycWc4c1JEV212MWpEZGcwdz09>

Meeting ID: 878 6523 3863

Passcode: 158065

Find your local number: <https://us02web.zoom.us/u/k2tl055vx>

#### Ungrading

January 24 / 4-5pm

Pennie Gray, Educational Studies

Greg Shaw, Political Science

This session will examine grading rubrics through the lens of equity and inclusion. Pennie will lead with her practices, including contract grading, and Greg will act as collaborator, provocateur, and intrigued skeptic. Session will include time for questions and discussion.

#### Diversity Grant Panel

January 31 / 4-5pm

Amy Coles, History / Mignon Montpetit Jolly, Psychology / Carole Myscofski, Religion / Leah Nillas, Educational Studies

Learn about the innovations in diversity, equity, and inclusion in the classroom that were supported by the diversity grants awarded in academic year 2018-2019.

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## IWU Freeman Asia Internship Program Summer 2022

Funded Internship Opportunities in Asia: Japan, Philippines, Taiwan

Virtual Information session: 4:00 p.m., Tuesday, January 11, 2022

Application Deadline: January 30, 2022

Planning for the Summer 2022 IWU Freeman Asia Internship in Japan, Philippines and Taiwan is moving forward. We are cautiously optimistic that the program will run but will make final determination around the middle of March based on information from various resources.

Through the generous support of the Freeman Foundation, IWU will be able to support around **34 students** to do internships in Asia for 6-10 weeks in summer 2022. This opportunity is available to **both domestic and international students** who are sophomores or juniors at the time of application and who will return to the IWU campus for at least a semester following the internship. Funding support includes: airfare, housing, living allowance (up to \$1,200 or equivalent) and all internship placement and visa costs. Students will have to pay discounted summer tuition fee (\$614).

For more detailed information visit the IWU Freeman Asia Internship Program page at the [Study Abroad website](#) and/or the [Hart Career Center website](#). For more information, contact Teddy O. Amoloza at [tamoloza@iwu.edu](mailto:tamoloza@iwu.edu)

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Welcome back to another Spring Semester! I'm writing to invite you to our third-annual [Douglass Day](#) event at the WC|TS.

Douglass Day is a great opportunity to celebrate the chosen birthday of Frederick Douglass by working in tandem with people throughout the world to transcribe the writing of Douglass's contemporaries. It has a long history you can find out about [here](#).

With the guidance of the [Colored Conventions Project](#), students, faculty, and staff are welcome to join us via Zoom or in-person in Ames 105b to transcribe this work (no previous experience necessary, we'll provide some basic training or you can attend the live event on their YouTube channel on Feb 7 [here](#)).

Douglass Day is a celebration and this year in particular we'll be honoring the work of nineteenth-century female, Black activists. We'll also have birthday cake to celebrate Douglass himself. More information (including date and time) can be found on the attached flyer. Please let me know if you have any questions, would like me to talk with your class about this event, or would like to incorporate it into your class. Thanks so much - Anna Scanlon

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Faculty colleagues, please encourage your students to engage with the Hart Career Center early this semester. Regardless of their year in school, there are many ways in which we can work to ensure their future success. Students should be encouraged to explore internships for summer 2022. There are still opportunities available for the spring of 2022 as well. I'm sure you know that the earlier they begin to search, the more likely they are to achieve success. Please reach out if you need anything for classes or if we can assist in any way. Wishing you all a Happy New Year! - Warren Kistner

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## Faculty Announcements 1-10-2022

Events - Intercultural Corner at the LRC!  
American Sign Language (ASL) Workshop

Friday, January 21st 2022, 4 – 5pm, CLA 305 Classroom and LRC lobby

Learn about the characteristics and culture of the American Sign Language Community. Be more aware and get a better understanding of ASL and its importance. - Carolyn Nadeau



ILLINOIS WESLEYAN UNIVERSITY

# INTERCULTURAL CORNER

## American Sign Language ASL

Friday January 21st, 4pm - CLA 305



**EVERYONE is**



Learn about the characteristics and culture of the American Sign Language Community. Be more aware and get a better understanding of ASL and its importance.  
Create a multilingual Valentine's Card and taste a special cookie!

Sponsored by WLLC & The Language Resource Center

## Faculty Announcements 1-10-2022

The Ames Library will fund two types of grants designed to increase OER adoption and use at Illinois Wesleyan University. Faculty and instructional staff are encouraged to apply for either a \$250 OER Exploration or Open Pedagogy Grant. Full details can be found here:

<https://docs.google.com/document/d/1Z18RZrtyecu1gXDxlt8qDoaeBqen9HR8nFaFr2e8E/edit?usp=sharing>

Chris Sweet



### The Ames Library 2022 OER Exploration and Open Pedagogy Grants

The Ames Library will fund two types of grants designed to increase OER adoption and use at Illinois Wesleyan University. Faculty and instructional staff are encouraged to apply for either an OER Exploration or Open Pedagogy Grant.

## Open Educational Resources (OER)

OER are defined as learning resources, teaching practices, and education policies that use the flexibility of OER to provide learners with high quality educational experiences. OER are either in the public domain or licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities – retaining, remixing, revising, reusing and redistributing the resources. There is increasing interest in OER for higher education because they help to reduce educational inequality by removing (or reducing) student costs to access course materials. [Large scale studies of OER](#) show lower course drop rates, improved student grades, and better retention. The [Ames Library OER LibGuide](#) provides a good overview of OER in higher education.

### OER Exploration Grants

These grants are designed to encourage faculty to explore OER and “free-to-student” resources that could potentially be used in one or more of your courses. Free-to-student resources include web resources, library-owned articles, videos, digital archives, and open access materials.

OER can include any of the following:

- Open textbooks
- Public domain materials
- Videos
- Tutorials / modules / simulations
- Quizzes / ancillary materials

### Requirements

Faculty will be asked to critically review several OERs and/or materials that are free-to-students that have the potential for integration into a current or future course. OER repositories and search engines can be found on the [Ames Library OER LibGuide](#) and the [CARLI Open Illinois Initiative](#) site. Your liaison librarian is happy to assist as well.

At the conclusion of the project, grant recipients agree to participate in a campus panel or informal Q&A session about the materials you discovered and how you plan to incorporate them into an assignment or

## Faculty Announcements 1-10-2022

course. In addition, the faculty member will submit a 2-3 page (single spaced) written report which will include the following:

- Summary and evaluation of specific OER or free-to-students resources that you discovered
- How these materials support your pedagogical goals
- The class or classes these materials could be incorporated into
- Reflection on the evolving role of OER in your discipline and/or higher education in general

Examples of previous reports can be found here: [https://digitalcommons.iwu.edu/ames\\_award/](https://digitalcommons.iwu.edu/ames_award/)

Four, \$250 OER Exploration Grants are available and will be awarded on a first-come, first-served, basis. The grant disbursements will occur after the receipt of your written report. Reports are due no later than July 1, 2022.

## Open Pedagogy Grants

Open pedagogy is a series of practices which involve engaging students in a course through the creation, adaptation, or use of open educational resources. Open pedagogy incorporates students into the teaching process and the co-creation of knowledge. Similar in some ways to service learning practices, open pedagogy results in student-created information that can be accessed and used by others outside of the course. Open pedagogy assignments are not completed just for a grade, but rather, contribute in some way to public knowledge and a larger global conversation. The [Ames Library OER LibGuide](#) and [CARLI Open Illinois Initiative](#) explain open pedagogy in more detail.

Some examples of open pedagogy assignments could include:

- Writing, or improving, Wikipedia articles that pertain to class topics
- Creating ancillary materials for existing open textbooks. Ancillaries could include test bank questions, handouts, lecture slides, quizzes, tests, or videos.
- Collaborating to write, or revise, an open textbook, or a chapter of an open textbook
- Contributing code to an open source project
- Utilizing class concepts to create documentation, reports, case studies, web pages, etc. for a local community partner
- Creating openly licensed curriculum materials for elementary or junior high students

## Requirements

Faculty will revise a course, or major assignment, to incorporate open pedagogy practices. A 2-3 page (single spaced) written report is required and should include the following elements:

- Identify the class or classes which will incorporate open pedagogy principles
- Pedagogical goals of the course/assignment and how these are advanced through open pedagogy
- A description of the assignment, or assignments utilizing open pedagogy
- Reflection on the evolving role of OER in your discipline and/or higher education in general

## **Faculty Announcements 1-10-2022**

Four, \$250 Open Pedagogy Grants are available and will be awarded on a first-come, first-served, basis. The grant disbursements will occur after the receipt of your written report. Reports are due no later than July 1, 2022.

If you have any questions or wish to apply for one of these grants please contact Chris Sweet, Information Literacy & Scholarly Communications Librarian ([csweet@iwu.edu](mailto:csweet@iwu.edu), x3984).