



2022-2023

2020-2030

12-5-2022

December 5, 2022

Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

Monday, December 5, 2022

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

CNS C101 - in person meeting

- | | |
|---|-------------------------|
| 1. Call to Order | Professor D. Marvin |
| 2. Approval of the Minutes | |
| 3. Consent Agenda | Professor J. Williams |
| 4. Committee Reports | |
| a. CUPP (report) | Professor S. Davis-Kahl |
| b. Curriculum Council (report) | Professor J. Williams |
| i. Motion: NEUR Major revision | |
| ii. Motion: Credit by Exam Motion | |
| iii. Motion: Credit by Exam in Majors Minors | |
| c. Promotion and Tenure Committee (report) | Professor Z. Drici |
| d. Faculty Development Committee (oral report) | Professor K. Nielsen |
| e. Nominating Committee (oral report) | Professor R. Alvey |
| f. Assessment Committee (report) | Professor F. Larey |
| g. Undergraduate Research Advisory Committee (report) | Professor B. Hudson |
| h. CETAL (report) (proposal) | Professor W. Kooken |
| i. Writing Committee (report) | Professor P. Gray |
| 5. Old Business | |
| 6. New Business | |
| 7. Administrative Reports | |
| a. President Report (oral report) | President G. Nugent |
| b. Provost Report (report) | Provost M. Brodl |
| 8. Announcements | |

9. Adjournment

Faculty Meeting
5 December 2022
Administrative Reports

Provost's Report

HLC and Online Instruction

Associate Deans A. Coles and A. Kerr submitted our HLC change request application for Level-2 Online Instruction approval on Nov. 14, 2022 (approval to offer 'three programs and courses' in online formats). The majors included in this first application were Professional Sales, Public Health, and Supply Chain Management, the first two of which are currently under review by CC. The HLC will inform us which of three review mechanisms they will use to evaluate this proposal: a desk review (average timeframe of 3 months), a change panel review (6 months), or a change visit review (9 months). Assuming the HLC chooses to visit our campus for this review, we might not have final approval to offer these three majors with online components until mid-August (or later if the HLC reviewers are inundated with similar change requests.) We are currently approved to offer individual courses in online and hybrid formats, and that will not change. Once we are approved for 'three programs and courses' (Level-2), we will immediately apply for approval for 'all programs and courses' (Level-3).

In Summer 2023, Assoc. Dean Coles will begin our online course review process to ensure our online courses meet federal and Title IV requirements. Assoc. Dean Coles will work with CETAL to refine a rubric during Spring 2023, but essentially, we will review syllabi to make sure each online course meets the following:

- syllabus or LMS clearly specifies how students will engage with the course on a regularly scheduled and predictable basis
- online course uses the LMS as primary means of facilitating student engagement and assessment
- for each 1.0 credit unit, we can document 2800 minutes (appx. 47 hours) of student engagement activities, including synchronous class sessions and asynchronous activities (videos, tests, homework, discussion forums, office hours, etc.) You can, of course, require homework and readings that aren't documentable, but we have to be able to document enough to meet the minimum federal definition of 1.0 credit unit (= 4 semester hours).
- there are at least two different forms of student engagement (i.e., the class must be more than just asynchronous videos)
- Title IV auditors might also ask for evidence of individual student attendance, such as submitting assignments, posting in forums, etc., which we can pull from the LMS. Otherwise, the courses will be evaluated for course design meeting the requirements, not whether individual students have done all the required engagement activities.

The QA Program for Distance Education Draft with complete review criteria can be found here: https://docs.google.com/document/d/1QeN79PdXumHoiBQo_nnXXYkIbBD2nadVr2CSEcmZ2x4/edit?usp=sharing

A comparison between in-person teaching requirements and online teaching requirements with rationales can be found here: <https://docs.google.com/document/d/16WY-TDrOvS8X83Ahlk5I7p4k3TifMODQOyasX6spF8/edit?usp=sharing>

Professor D. Marvin

MEETING OF THE GENERAL FACULTY

Wednesday, November 2nd, 2022 11:10 a.m. - 1:10 p.m.-CNS C101 - in person meeting with zoom link provided

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

- a) **Call to Order:** Meeting called to order by Interim Presiding Officer at 11:09 am .
- b) **Approval of the Minutes:** of the October 3rd, 2022 Faculty Meeting. Minutes approved by consent.
- c) **Committee Reports and Motions**
 - i) **CUPP-Council on University Programs and Policy (report/motion)** Professor S. Davis-Kahl
 - (1) Motion: CUPP Motion for Student Class Attendance
 - (2) Background: carryover from October
 - (3) Action: Motion Passes
 - ii) **Curriculum Council (report)** Professor J. Diaz for J. Williams
 - (1) **Motion: Clarity in Transfer Language**
 - (a) **Background:** allows clarification for language for transfer students in line with best practices with peer institutions. Some language changes and allows credit from institutions that define a pass as a "C" or better. Will also include "may" in edit about 50%
 - (2) **Action:** Motion Passes
 - (3) **Motion:** Transfer Credit Limits
 - (a) **Background:** this will allow IWU students to use up to 16 credits from other institutions. Makes it more clear that can have this amount (as opposed to up to). Allows high school students to transfer credits. Have consulted with constituents, generally positive.
 - (4) **Action:** Motion passes
 - (5) **Motion 1:** Revisions to the Computer Science major
 - (a) **Background:** adding one lower-level course, no other changes
 - (6) **Action:** Motion passes
 - (7) **Action:** Motion 2: Revisions to the Computer Science minor
 - (a) **Background:** adding one course
 - (8) **Action:** Motion passes
 - (9) **Action:** Consent Agenda
 - (a) **Background:** new class (data structures), other changes add in required class
 - (10) **Action:** no objections, passes
 - iii) **PAT-Promotion and Tenure Committee (report)** Professor Z. Drici
 - (1) **Discussion:** upcoming motions
 - (a) Motion 1
 - (i) **Background:** part of the carry over agenda. Making it clear that visiting faculty can not be on slate: rationale is that tenure, tenure-track faculty have knowledge of institution.
 - (b) Motion 2
 - (i) **Background:** Part of larger problem is we have less faculty as an institution. This reduces committee size by one.

1. **Comment:** point well taken that we have less faculty, but there are also a number of committees that prohibit serving on certain elective committees
2. **Response:** CUPP is looking at committee structure
3. **Comment:** someone seeking tenure might want more voices as opposed to fewer

(c) Motion 3: adjust evaluation calendar

- (i) Background: make more precise. Currently date for external reviewers was “May or Early June.” Creates issue for time for external reviewers. Add in date requesting letters from external reviewers. Final date for due date for these letters.
 1. **Question:** September 15th may be a little early. Supposed to give to supervisor at that point, but many require extra time: will this be problematic for evaluators who want full packet? Additionally evaluators themselves are just starting school year, busy.
 2. **Question:** How often are letters late?
 3. **Response from Provost Brodl:** we do get a number late. It ends up pushing things back quite a bit and sometimes still waiting on letters by December deadline.
 4. **Comment:** concern about hard and fast deadline for recommender’s letter. May cause procedural problem.
 5. **Response from Provost:** we need to communicate to external recommenders: this is meant for purposes of transparency. It does allow for wiggle room for assembling these letters, recognizing this process relies on good work for others.
 6. **Response:** this still seems to create a false deadline.
 7. **Question:** could we add the phrasing “internal deadline” to make process clear?
 8. **Question:** could we make it clear somehow that this is a communication deadline?
 9. **Question:** are these letters emailed from recommenders?
 10. **Response:** yes
 11. **Response:** could we consider an automated submission that automatically sends reminders?
 12. **Comment:** this is in faculty handbook, since it’s internally communicated. This is an external date: does it need to be in handbook?
 13. **Response from Chair Drahici:** it’s for transparency
 14. **Response:** it’s good to have in handbook so faculty know deadlines and can communicate clearly. Good that Provost’s office is advocating for tis.
 15. **Comment:** like the earlier deadline, which makes it workable, the hard deadline is good for recommenders, appreciate the flexibility
 16. **Comment:** with concern that this could become a hard deadline. Could we say something like “all materials must be in by Oct 15th” to cover possible lag time?
 17. **Comment:** could say letters will not be considered if received after Oct 15th
 18. **Comment:** to protect colleagues going up for tenure “Candidates will not be penalized by late materials from external sources”
 19. **Response:** general approbation
 20. **Comment:** would PAT be willing to take back to committee to word?
 21. **Response from Chair Drahici:** yes

iv) FDC-Faculty Development Committee (report)

Professor K. Nielsen

v) Joint FDC/CETAL message

- (1) Background from Assoc Dean Kerr: instructional staff can now apply for CPD grants

- vi) **Nominating Committee (oral report)** Professor R. Alvey
 - (1) **Question:** can we do an election by consent for one candidate for PAT?
 - (2) **Action:** Prof Marvin approved in absence of parliamentarian
 - (3) **Action:** Motion passes
- vii) **Assessment Committee (report)** Professor F. Larey
- viii) **Undergraduate Research Advisory Committee (report)** Professor B. Hudson
 - (1) **Oral report:** research fair coming up to get younger students thinking about research opportunities
- ix) **CETAL (oral report)** Professor W. Kookan
 - (1) **Oral report:** Opening up the CPD grant to instructional staff increases professionalization opportunities, working with the results of the LMS survey, student senate is sending out surveys about LMS and midterm grades
- x) **Writing Committee (oral report)** Professor P. Gray
 - (1) **oral report:** corrected meeting time of reading committee
- xi) **Health Care Advocacy Committee (oral report)** Professor W. Chapman
 - (1) **Background:** still need 2 members. No greater way to effect your health care and state of paycheck. Strongly encourages people to join, particularly mid-career. Will be happy to beg in person. Revised charge to be clear about what committee actually does.
- d) **Old Business**
 - i) **None**
- e) **New Business**
 - i) **Question:** state of discussion about Kemp talk
 - ii) **Response from CUPP:** have passed on to President's office
 - iii) **Response from President Nugent:** from memory of the last discussion, the issue is just that students don't come
 - iv) **Response:** issue was that with decoupling from honors day there was no student connection, which led to lack of student attendance
 - v) **Response from President Nugent:** have not moved forward with this, but will return to it
- f) **Administrative Reports**
 - i) **President Report (written and oral report)** President G. Nugent
 - (1) **Oral Report:** Included notes from final meeting with HLC team. Perception: very pleased with visit and extent of participation, which seemed to not be the case last time. Full expectation that there will be recommendations, but no problematic evaluation. Overview from Board of Trustees meeting coming soon
 - ii) **Provost Report (written and oral report)** Provost M. Brodl
 - (1) **Oral Report:** Written report has updates on staffing, faculty, Petrick idea center. Report on midterm grades. Significant uptick in grade reports.
 - (2) **Presentation from Director of Academic Advising Phyllis McCluskey-Titus:** what advising staff is hearing from students who are meeting with them (2 or more Cs). Thanks for submitting midterm grades: almost double of last falls. Noted this is the most generous caring faculty she has worked with: stresses to students that the faculty will go out of their way, they need to make first step
 - (3) **Action:** Presentation shared to be included as Appendix A
 - (a) **Comment:** thank you for the report
 - (b) **General approbation from faculty**
 - (c) **Request from Director McCluskey-Titus:** please send any suggestions you have

- (d) **Request from WC|TS Director Jarvis Freeman:** we need more student success tutors. Please recommend ones who will be good candidates.
- (e) **Question:** have you heard from parents?
- (f) **Response from Director McCluskey-Titus:** no
- (g) **Comment:** commendation of the work of the office of advising. Having regular reports and accountability is a great move forward.
- (h) **Comment:** in past, we got a place to offer explanation with midterm grade reports. Is there a way to incorporate that? Noted explained what percentage of total grade to own classes.
- (i) **Response from Provost Brodl:** we're looking in to that: writing subscript to have it show up in this version of banner
- (j) **General approbation from faculty**
- (k) **Comment from Director McCluskey-Titus:** seemed like students often were not aware of how much of the semester work the midterm comprised
- (l) **Suggestion:** can faculty include language in syllabus about importance of working hard from start of semester
- (m) **Response Director McCluskey-Titus:** yes, the more we explain what is expected, the better. Working with students about how to study: many don't have those skills
- (n) **Question:** advice about resilience? Students stop coming to class, or won't submit because it's not perfect.
- (o) **Response from Director McCluskey-Titus:** what do you guys do? Advises going to professors, peers. Sometimes counseling can be helpful: perfectionism, or student success, strategies.
- (p) **Response from Dean Karla:** normalize it. If you can have a personal story, helps students connect. They don't know how to make up work, and nervous about talking to adults.
- (q) **Comment:** has stressed free resources from textbook. Asked student to send screenshot of what they have done: accountability partner.
- (r) **Comment from Writing Center Director Jarvis-Freeman:** student success tutors are working as accountability partners. Writing center writing parties will start in spring. More ideas would be great!
- (s) **Comment from Director McCluskey-Titus:** students want 1 on 1 time, not group
- (t) **Comment:** dedicate class time to activities, ask high performing students to serve as peer mentors
- (u) **Comment from Director McCluskey-Titus:** investing time early on can pay off
- (v) **Question:** can we add something like self-advocating to academic skills series?
- (w) **Response from Director McCluskey-Titus:** moving more toward one on one vs series: only 15 attendees total last year. Feel free to refer students to that.
- (x) **Comment:** kudos to colleague Wendy Kookan: implemented awesome alert as well as academic alert—recognize good work.
- (y) **Comment (Provost Brodl):** exceedingly important work for our core mission and student success
- (4) **Question:** In response to written report, what support for grant writing will be provided from McCallister & Quinn?
- (5) **Response from Assoc Dean Kerr:** in terms of individual faculty driven grants with McCallister & Quinn: you won't get grant writer, but there is a repository of funded grants and they will review. More details in provost's report.
- (6) **Comment:** uncomfortable with continued use of course enrollment as measure of serving students: becoming less meaningful and apt to be gamed.

- (7) **Response from Provost Brodl:** try to be clear with board that we are above best practices course enrollment. Working on myth busting that we offer classes that students don't want to take. No hard evidence, but feels that this approach is moving board understanding
- (8) **Response:** faculty will be nervous about use of metric, may affect course caps. Something to think about.
- (9) **Question:** what sorts of faculty input have been involved in some of the decisions for Petrick Idea center (ie, theme?). Consulting firm seems to have religious connotations: how was it chosen?
- (10) **Response from President Nugent:** firm is 2 IWU alumni who have worked with local businesses, seemed a good fit. Theme is still a work in progress, testing messaging. Students seem to love heroes language, donors less so: adjusted to audience. This is a short term contract with consulting firm, they got us started. Religious reference does not affect their work, would not discriminate against them for that.
- (11) **Comment [assoc Provost Roesner]:** they were very attentive to previous work by IWU faculty group
- (12) **Comment:** want to emphasize earlier point about percentage of seats filled as a metric: sees as a bad metric and it is shaping course caps as a response. While the sentiment is appreciated, it has bad effects.
- (13) **Comment:** re Petrick center. How is this different than what IWU is about? The values seem aligned with IWU's: what is distinctive?
- (14) **Response (Pres Nugent):** That's a good thing: an instantiation of what we do now with further opportunities for students
- (15) **Comment:** thanks again for written report. Clarification about ratio—is it because we have less students and less faculty?
- (16) **Response from Provost Brodl:** yes
- (17) **Annoucement from Provost Brodl:** Giving Tuesday Nov 29th—an opportunity to make special ask of alumni, way to set up needs for All In Campaign. Will discuss at chairs and directors
- (18) **Question:** where are instructional staff in staffing report?
- (19) **Response from Provost Brodl:** not included
- (20) **Question for President Nugent:** please communicate thanks and gratitude to Enrollment Management: college tour videos were outstanding, as was the participation in the Niche program. Concern about net cost showing up in Niche being high—may discourage participants
- (21) **Response from President Nugent:** appreciates emphasis of efforts on enrollment: progressive and cutting-edge efforts. Numbers are looking better than last year. Admissions/enrollment landscape has changes, we need to change with it (for instance, less students taking SATs) we're participating with entrepreneurial companies

g) Announcements

- i) Students starting a program called MakerGirl: emphasis on girls, though all welcome, use TinkerCat, encourage STEM participation. Pilot session for grand/children of employees.
- ii) Posse Mentor applications due 11/14
- iii) 11/18 Dr Larey will be playing with orchestra
- iv) 11/16 opening of *Sundays in the Park with George*

h) Adjournment 12:39 pm

Professor D. Marvin

Appendix A:
Midterm Grades Report (Phyllis McCluskey-Titus,
Director of Academic Advising)

Information about Midterm Grade Reports, Fall 2022

PHYLLIS MCCLUSKEY-TITUS, INTERIM DIRECTOR OF
ACADEMIC ADVISING

DATA COLLECTION AND REPORTS PREPARED BY
LESLIE BETZ, REGISTRAR AND STAFF, CHERI
ARMSTRONG, RACHAEL WEEKS; AND JASMINE HOWE,
ASSISTANT DIRECTOR FOR ACCESSIBILITY SERVICES

Thank you for submitting Midterm Grade Reports!

- ▶ Based on 1531 total students (excludes non-degree and special students)
- ▶ Total Midterm Grades Reports submitted: 5202/2908
- ▶ Percentage of possible Midterm Grade Reports entered: 80%/41%
- ▶ Percentage of possible Midterm Grade Reports entered for first year students: 85%/64%

The good news first!

- ▶ Total number of students who earned grades of B- or better in all their classes: 792
- ▶ Total number of students who earned grades of B or better in all their classes: 665

The not-so-good news...

- ▶ Total number of students who earned at least 1 grade of C- or below: 437/405
 - 159 first year students (36%)
 - 119 sophomore (27%)
 - 103 junior (24%)
 - 56 senior (13%)
- ▶ Total number of students who earned 2 or more grades of C- or below: 180/132

Students who were already doing poorly

- ▶ Total number of students on academic probation: 22
- ▶ Total number of students on academic probation who earned 1 or more grades of C- or below: 17

Number of student majors receiving at least 1 grade of C- or lower

▶ Nursing	75
▶ Business	52
▶ Biology	46
▶ Psychology	29
▶ Health Promotion/ Fitness Management	27
▶ Computer Science	26
▶ Undecided	24
▶ Physics	21

For all students with 2 or more grades C- or lower

- ▶ Meeting with Academic Advising staff and some others from Students of Concern team
- ▶ Listening to reasons for why students are doing poorly
- ▶ Discussing options they have
- ▶ Making referrals
 - ▶ meeting with professors, advisor(s)
 - ▶ attending class/tutoring/review sessions
 - ▶ referral to campus resources

Reasons students report doing poorly

- ▶ Reports are based on limited information
- ▶ Resilience/embarrassment
- ▶ Mental/physical health concerns
- ▶ First year students reported being unprepared
- ▶ Upperclass students reported feeling overwhelmed or burned out

Curriculum Council Consent Agenda

Academic Year: 2022-23

December 5, 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
FIS 411	15-22	Advanced Portfolio Management	Advanced Portfolio Management. This course will build on FIS 409 by expanding the use of asset classes used in the student-run fund and additional tools such as alternative assets including crypto currencies and fintech, hedging, international investing and management interviews. Prerequisites: FIS 409. <i>Offered annually in the spring.</i>	New Course	None	None
FIS 415	16-22	Quantitative Finance	Quantitative Finance. This course will study mathematical tools to solve a broad range of finance problems such as valuation of a company and its stock, portfolio optimization, fixed income management, and pricing of options. Prerequisites: MATH 176, ACC 112, and FIS 303. <i>Offered annually.</i>	New Course	None	None
FIS 413	17-22	Trading	Trading. This course will build on concepts taught in FIS 309 and will apply them to developing discretionary and systematic trading strategies. We will also explore decision making biases that affect performance and participate in a trading competition. Prerequisite: FIS 309. <i>Offered annually.</i>	New Course	None	None

HLTH 204	19-22	Health Psychology	Health Psychology. Health Psychology examines how psychological, social, and biological factors influence health and illness. The course provides an introduction to key areas of health psychology including stress and coping; psychosocial influences and determinants of health, pain, illness, and injuries; health disparities; nicotine and substance use; eating and exercise behaviors; and health-promoting behaviors, interventions, and prevention. <i>Offered annually.</i>	New course (please note that this course will be cross-listed with PSYC 204).	None	None
PSYC 204	19-22	Health Psychology	Health Psychology. Health Psychology examines how psychological, social, and biological factors influence health and illness. The course provides an introduction to key areas of health psychology including stress and coping; psychosocial influences and determinants of health, pain, illness, and injuries; health disparities; nicotine and substance use; eating and exercise behaviors; and health-promoting behaviors, interventions, and prevention. <i>Offered annually.</i>	New course (please note that this course will be cross-listed with HLTH 204)	None	None
PSCI 318	20-22	Schools and Sects in the Study of Politics	Schools and Sects in the Study of Politics. This seminar course covers many influential writings in political science in order to examine why we ask the questions we ask and why we tend to look for the types of evidence we often gather. We read these texts paying at least as much attention to the theoretical and epistemological approaches used as to the substance of the findings and conclusions. Several short papers are required. Prerequisite: Junior or senior standing or consent of instructor. <i>Offered occasionally.</i>	Requested change of frequency of offering—from “offered every year” to “offered occasionally”	None	None
PSCI 285	21-22	Political Tales We Tell Ourselves	Political Tales We Tell Ourselves. This course leads students through studies of narrative building and mythmaking surrounding public policy in the contemporary US, UK, and Canada. We examine the social functions of political myths and typical trajectories of how they arise and evolve over time. Topics include public health, income mobility, and climate change, among others. <i>Offered in alternate years.</i>	New Course	AV	None

PSCI 385	21-22	Political Tales We Tell Ourselves	Political Tales We Tell Ourselves. This course leads students through studies of narrative building and myth making surrounding public policy in the contemporary US, UK, and Canada. We examine the social functions of political myths and typical trajectories of how they arise and evolve over time. Topics include public health, income mobility, and climate change, among others. Students enrolling in the 300-level version of this course will help co-lead several of our discussions in class and will produce a more extensive research paper than the 200-level students will write. <i>Offered in alternate years.</i>	New Course	AV	None
BIOL 311	22-22	Embryology	Embryology. A survey of the construction of animal body plans at the tissue and organismal levels of organization. Both observational and experimental approaches used in this field of study will be presented. Emphasis on vertebrate embryology, including human development. Lab activities include conducting experiments using live specimens and histological analysis of prepared materials. Four hours of lecture and four hours of laboratory per week. Prerequisites: BIOL 101 and 102 (or BIOL 107 and 108). <i>Offered each spring.</i>	Change title from Developmental Biology to Embryology	None	None
BIOL 332	24-22	Biology of Cancer	Biology of Cancer. An analysis of the molecular and cellular aberrations that initiate unregulated tissue growth, promote continued progression to a pre-cancerous condition, and result in the transformation to a malignant state. Various approaches involved in the treatment of cancer will also be addressed. Case studies will be used to supplement lecture material. Four hours of lecture/discussion per week. Prerequisites: BIOL 101 and 102 (or BIOL 107 and 108) and either BIOL 212, BIOL 312, or 2 years of chemistry. Sophomores interested in course should seek consent of instructor. <i>Offered occasionally.</i>	New Course	None	None
BIOL 330	26-22	Topics in Cell Biology	Topics in Cell Biology. A detailed examination and discussion of selected topics in cell biology. Readings from the primary scientific literature are integral to the nature of the course. Students will read from the primary literature and summarize the material in both written and oral presentations. Prerequisites: BIOL 101 and 102 (or BIOL 107 and 108) and one year of chemistry. <i>Offered occasionally.</i>	Change prerequisites	NONE	Writing Intensive

PSYC 358	27-22	Psychology of Motivation	Psychology of Motivation. A survey of topics in motivation and emotion. This course will guide you through critical thinking in the field of motivation, as seen through a psychological lens. As it would not be possible to cover the entire field of motivation in one semester, this course will focus on the theories, ideas, and perspectives of motivation that are of particular interest in the discipline of psychology. <i>Offered occasionally.</i>	New Course	None	None
THEA 284	29-22	Voice/Speech 1	Voice/Speech 1. This course will focus on the development of a free voice, through breathing and sounding techniques applied to speaking poetry, as well as voice and character work for actor's preparation outside of rehearsal. For Theatre Arts majors only. Permission of Instructor is required. <i>Offered each fall.</i>	Title change and course revision	None	None
THEA 384	30-22	Voice/Speech 2	Voice/Speech 2. Vocal freedom remains central. English speech sounds and International Phonetic Alphabet are studied and applied to monologues. Additionally, several dialects are explored and applied to appropriate dramatic texts. Open to BFA performers only. Prerequisite: THEA 284, or a declared major in Music Theatre. <i>Offered each spring.</i>	Title change and course revision	None	None
THEA 184	31-22	Voice/Speech 1		Deleted course. This material is now absorbed into THEA 284.	None	None
THEA 484	32-22	Voice/Speech 4		Deleted course. This material is now absorbed in THEA 384	None	None
BIOL 307	34-22	Animal Physiology	Animal Physiology. In this course, we will learn about the structures and functions that allow humans and diverse animals (land and aquatic) to thrive, adapt, and survive in a variety of different climates and habitats. The course meets for 4 hours of lecture and 4 hours of laboratory. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. <i>Offered each fall.</i>	Prerequisite change and minor changes to course description	LSL	None
FIS 309	35-22	Investments	Investments. Principles of security analysis, valuation, and formulation of investment policy. Includes study of stocks, bonds, futures, options, mutual funds, and portfolio management. Prerequisite: FIS 303. <i>Offered each semester.</i>	Minor change in course description	None	None

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

CUPP has met four times since the last faculty meeting.

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

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

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

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

Respectfully submitted,
Stephanie Davis-Kahl
CUPP Chair

**Illinois Wesleyan University
Faculty Meeting November 2, 2022
Curriculum Council Report**

Curriculum Council (CC) has met four times since the last faculty meeting.

CC spent the majority of its time discussing course proposals. CC also discussed two motions (which are both being presented at the November Faculty meeting) to change language regarding transfer policies. The primary change in one motion is to allow transfer credit for courses taken as Pass/Fail from institutions that specifically define Pass/Fail as being a “C” or better (which is consistent with our current IWU policy of allowing courses to transfer with a grade of “C” or better). CC also will be presenting a transfer policy motion regarding whether IWU should allow incoming students to count up to 16 units (up from the current 8 units) of college level work completed while they are in high school to count towards their graduation requirements. CC reached out to each of our constituencies for feedback on a draft of the motion and made alterations based on constituent feedback. Lastly, CC also discussed the Mental Health Task Force Report (deciding that CUPP would be a more appropriate body to implement recommendations based on the report) and the Adult Education Report (deciding that further discussion would be more fruitful once a more specific proposal comes before CC).

Respectfully Submitted,

Joe Williams
Chair of Curriculum Council

CC Action Request: Revised Neuroscience Major

Motion: The faculty approves a revised Neuroscience major.

Rationale: The revised major changes Psyc prefixes to Neur prefixes for newly cross-listed courses and adds Biol 310 as an optional elective in the major. There is also a correction in course number that was previously an error. Deletions are noted via ~~striketrough~~. New language in red.

Requirements for the Major

6 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~~ **Neur** 213: Behavioral Neuroscience
- 6) Neuro 400: Neuroscience capstone

Cellular/Molecular Neuroscience Concentration

A minimum of 15 courses (at least 9 of which are 300-level or above) to include the following (in addition to the core courses listed above):

- 7) Choose one of the following
 - a. Biol 309: Biostatistics and Experimental Design
 - b. Psyc 300: Research Methods (Please note that Psyc 300 has a prerequisite of Psyc 227: Psychological Statistics)
- 8) Chem 311: Organic Chemistry I
- 9) Chem 312: Organic Chemistry II
- 10) Biol 312: Genetics
- 11) Chem 317: Survey of Biochemistry or Chem 414: Biochemistry I

Note: Chem 317 is a survey course that covers biomolecules and biochemical processes in a single semester. Chem 414 and Chem 415: Biochemistry II constitute a two-semester sequence for students seeking a more detailed presentation of biochemistry. The first semester concerns biological molecules and the second semester concerns metabolism, cell signaling, and biochemical genetics. Students who elect to take Chem 414 are advised to also take Chem 415.
- 12) Biol 325: Cellular and Molecular Neuroscience
- 13) Two additional biology/chemistry courses at the 300- or 400-level
 - Biol 307: Animal Physiology
 - Biol 310: Comparative Chordate Anatomy**

Biol 311: Developmental Biology
Biol 410: Molecular Foundations of Developmental Biology
Biol 411: Experimental Embryology
Biol 412: Molecular Genetics
Biol 495: Directed Study
Chem 415: Biochemistry II
Chem 495: Directed Study (as approved by program director)
Neur 395: Directed Study
Neur 499: Research/Thesis

14) One additional Psychology course from the following:

~~Psyc 302: Neuropsychopharmacology~~
~~Psyc~~ **Neur** 311: Foundations of Learning
~~Psyc~~ **Neur** 313: Advanced Behavioral Neuroscience
~~Psyc~~ **Neur** 314: Advanced Human Neuroscience
Psyc-Neur 316: Neuropsychopharmacology
~~Psyc~~ **Neur** 321: Brain Injury and Recovery
~~Psyc~~ **Neur** 329: Special topics in neuroscience (as approved by program director)
Neur 395: Directed Study
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~~ **Neur** 311: Foundations of Learning
~~Psyc~~ **Neur** 313: Advanced Behavioral Neuroscience
~~Psyc~~ **Neur** 314: Advanced Human Neuroscience
Psyc-Neur 316: Neuropsychopharmacology
~~Psyc~~ **Neur** 321: Brain Injury and Recovery
~~Psyc~~ **Neur** 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 310: Comparative Chordate Anatomy
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~~ **Neur** 311: Foundations of learning

- ~~Psye~~ **Neur** 313: Advanced behavioral neuroscience
- ~~Psye~~ **Neur** 314: Advanced human neuroscience
- Psye-Neur 316: Neuropsychopharmacology**
- ~~Psye~~ **Neur** 321: Brain injury and recovery
- ~~Psye~~ **Neur** 329: Special topics in neuroscience (as approved by program director)
- ~~Psye~~ **Neur** 395: Directed Study
- ~~Psye~~ **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.

Overview:

IWU currently accepts Advanced Placement exam scores of 4 or 5, which are recommendations of 'Very Well Qualified' and 'Extremely Well Qualified' and equate to B to A range grades, according to the [College Board's AP Score Scale Table](#). The same scale equates AP 3 to grades in the C, C+, B- range, or 'Qualified.' IWU currently accepts transfer course work at the C level (University Catalog 2022-23, p. 83). Furthermore, since 2016, all public 4-year institutions in Illinois must award academic credit for scores of 3 and above ([including UIUC](#)). In order to make IWU's policies consistent and to align with Illinois State policy, CC proposes that IWU grant credit toward graduation for AP 3 scores and equivalent scores on the IB and Cambridge exams. If this motion passes, the faculty will work with the Registrar to update the correspondence charts on Catalog pp. 93-97 to define what credit different AP or other exam scores can earn.

Motion:

The Curriculum Council moves to make the following changes to the University Catalog to accept AP, IB, and Cambridge exam scores that are equivalent to 'C' level work as credit toward graduation.

University Catalog (2022-23, pp. 82 is used in this motion)

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

Proposed Language

Credit by Examination (pp. 82)

2. Advanced Placement scores of **3**, 4, and 5 will receive one course unit of elective ~~or Shared Curriculum~~ credit. **AP scores of 4 and 5 may also earn Shared Curriculum attributes or be equivalent to a 100-level or 200-level IWU course.** No laboratory credit will be awarded.
3. Higher Level International Baccalaureate scores of **4**, 5, 6, and 7 only, will generally receive one course unit of elective ~~or Shared Curriculum~~ credit. **IB scores of 5-7 may also earn Shared Curriculum attributes or be equivalent to a 100-level or 200-level IWU course.** No laboratory credit will be awarded. Credit is not awarded for subjects passed at the subsidiary level.
4. Cambridge International Examinations at the A-Level with scores of A*, A, ~~and B~~, **C, D, and E** will generally receive one course unit of elective ~~or Shared Curriculum~~ credit. **Cambridge scores of A*, A, and B may also earn Shared Curriculum attributes or be equivalent to a 100-level or 200-level IWU course.** No laboratory credit will be awarded. Credit is not awarded for AS-Level examinations.

[Move the AP, IB, and Cambridge Correspondence charts from p. 93 to p. 83 and update them to differentiate between credit earned for AP 3, IB 4, and Cambridge C-E scores and credit earned for AP 4-5, IB 5-7, and Cambridge B-A* scores]

Rationale / Q & A:

Q: How is it student centered to accept AP 3 and equivalent IB and Cambridge credit toward an IWU degree?

At its heart, this motion is a step toward equity between the C grades we accept for transfer courses (University Catalog 2022-23, p. 83) and the same level of achievement in AP, IB, and Cambridge exams. It acknowledges that students who take advanced classes in high school and can pass the board-regulated exams are talented and motivated students. This motion also brings IWU's credit by examination policies in line with Illinois legislation that affects some of our primary cross-admit schools, such as UIUC and ISU.¹ All Illinois 4-year public schools must accept AP exam 3 scores according to [Public Act 099-0358](#). This act stipulates that "[e]ach institution of higher education shall determine for each test whether credit will be granted for electives, general education requirements, or major requirements and the Advanced Placement scores required to grant credit for those purposes." For example, [UIUC grants](#) MATH 234 credit for AP Calculus with a score of 3, but MATH 220 credit for scores of 4 or 5, for non-engineering students. The key point is that an AP exam with a score of 3 earns some course credit, even if not the same credit as a score of 4 or 5 would receive. On this model, we also will grant elective credit for passing IB and Cambridge exams.

If we pass this motion, we will become more attractive to prospective students who need their examination scores to count toward their college graduation requirements for economic or other socially just reasons. Students transferring from a community college, such as Heartland, also will not lose credits because Heartland accepts AP 3s and IWU does not. Transfer students submit their AP/IB/Cambridge exam scores to the IWU Registrar for evaluation, so currently they would lose any credit by examination that their previous institution accepted but IWU does not.

Q: Do our peer/aspirant institutions or cross-application pool accept AP 3, IB 4, and Cambridge E?

[Spreadsheet of peer/aspirant and cross-admit transfer policies](#)

Of our peer/aspirant and new peer group, 10 schools accept AP scores of 3 in at least one discipline, but 9 schools accept only AP 4 and 5.² Of our top cross-admit schools, Illinois public

¹ For links to AP policies at other institutions and charts for IL schools: <https://www.ibhe.org/placement.html>

² Peer and aspirant schools that accept AP 3: Carleton accepts some AP 3 for fewer credit hours; some of DePauw's departments accept 3s; Knox; Lake Forest accepts some AP 3; Macalester accepts AP 3 at department discretion; Rhodes (occasionally); St. Mary's (occasionally); Ursinus (only for Physics C); Wofford (on CALC BC only); Wooster (some 3s). Peer and aspirant schools that accept only AP 4 and 5: Allegheny, Augustana, Denison, Franklin and Marshall, Kenyon, Lawrence, Luther, St. Olaf, Whittier

schools must award credit toward graduation for AP 3s. Of the rest, Augustana (also a peer/aspirant school) and Butler accept only AP 4 and 5. Loyola accepts rare AP 3s, Marquette only accepts AP 3 for language placement, and North Central College accepts 3s only in ECON and CALC. Of our peer/aspirate/cross-admit schools who accept IB credit, Augustana, Carleton, DePauw (for variable credit), ISU, Knox, Lake Forest, Luther, Marquette, Rhodes, St. Louis University, UIUC, and U of I Springfield will accept 4s in at least some disciplines. Fewer of our comparison schools accept Cambridge International exams, but those that do set their level at C or B. IWU has set the level of E based on the corresponding US grade of C (See the next question.)

Q: What do examination score levels mean for AP, IB, and Cambridge?

Advanced Placement exam scores of 4 or 5 are recommendations of 'Very Well Qualified' and 'Extremely Well Qualified' and equate to B to A range grades, according to the [College Board's AP Score Scale Table](#). The same scale equates AP 3 to grades in the C, C+, B- range, or 'Qualified.' AP Score Distributions can be found here:

<https://apstudents.collegeboard.org/about-ap-scores/score-distributions>

International Baccalaureate exam scores earn a [mark from 1 \(lowest\) to 7 \(highest\)](#) for each subject taken. The [description for a score of 4](#) differs by discipline, but in general describes satisfactory knowledge or basic skills with some gaps. IB statistical data can be found here: <https://www.ibo.org/about-the-ib/facts-and-figures/statistical-bulletins/diploma-programme-and-career-related-programme-statistical-bulletin/>

The Cambridge International A-Level is reported on a grade scale from [A* \(highest\) to E \(minimum required performance\)](#). Scores of [E are equivalent to a US grade of C](#). IWU accepts A-levels, not AS-levels because AS are [half of the syllabus content of the A-level](#). Cambridge statistical data can be found here:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/results-statistics/>

Q: Is each department, program, or school obligated to accept AP 3 credit in their major/minor based on this proposal?

No, AP3 credit cannot count toward the major/minor/certificate/Shared Curriculum credit.. Each department, school, or program must specify in our AP/IB/Cambridge Correspondence Chart (2022-23 Catalog p. 93) which type of credit an exam earns for the upper score levels. The credit awarded can count as an elective, a Shared Curriculum attribute, and/or as an IWU course.

As a benchmark, AP 3, IB 4, Cambridge E-C must count at least as 100-level elective credit. AP 4-5, IB 5-7, Cambridge B-A* can count as a 100-level credit with Shared Curriculum attributes or as the equivalent to a 100-level or 200-level IWU course.

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

Much of this is trust, the same sort of trust we accord when accepting a transfer credit earned as a C from a noncompetitive or less competitive institution. Students enrolled in AP courses are, by and large, the academic elites of their high schools, and students taking exams are scored against the academic elites from across the country. We don't have that same degree of rigor when it comes to accepting transfer credit from other institutions.

Q: Will accepting AP 3 affect the rigor of IWU courses?

No. IWU courses will continue to be rigorous. Students who need assistance are encouraged to seek help from tutors or in office hours, as they do now. For comparison, [the appendix](#) to this motion collects the IWU departments who currently set a prerequisite of C- or better for their courses. Otherwise, students must pass an IWU course with a D to continue to subsequent courses.

Q: How and when will this policy be implemented?

If this motion is passed by the faculty, chairs and directors will work with the Registrar to update the AP/IB/Cambridge correspondence charts (currently start on p. 93 of the Catalog) before March 1, 2023. Chairs and directors are encouraged to consult the assessment procedures and definitions for each exam board (see p. 3 of this document for assessment links).

Q: Can current students take advantage of this change?

If passed by the faculty, this policy will go into effect in the 2023-24 Catalog. Current students may elect to change their catalog year to benefit from the new policy.

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

This motion was drafted by the Transfer Policy Task Force (Summer 2022): Amy Coles (Task Force Chair, Associate Dean for Curriculum and Instruction), Aaron Wilson (elected Faculty Representative, outgoing CC Chair), Chris Schumacher (elected Faculty Representative, Athletics), Leslie Betz (Registrar), Becky Roesner (Associate Provost), Mark Brodl (Provost), and Abbie Kerr (Associate Dean for Scholarly and Creative Work). CC discussed and approved this motion on Dec. 1, 2022.

Appendix: Requirements with a prereq of C/C-

In fact, the following IWU departments and programs have already set a prerequisite of C/C- or better for their courses:

p. 123: **Accounting and Finance** - Students seeking to matriculate into a major in accounting or finance should complete the following six courses by the end of their sophomore year: (1) Gateway Colloquium; (2) Mathematics 110, 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. A grade of C- or higher must be earned in each of these courses.

p. 136: **Biology**

All students must earn a "C-" or better in General Biology 102 or 108 in order to take courses requiring 102 or 108 as a prerequisite.

p. 151-153: **Chemistry and Biochemistry**

201, 202 General Chemistry (1.25) (201 - PSL) Fundamental principles and concepts of chemistry. Prerequisites: C- or better in 201 or consent of instructor for 202. Offered each semester.

240 From Beverages to Biofuels ... and have completed CHEM 201/202 and one of the following sequences: BIOL 101/102. BIOL 107/108 or CHEM 311/312, all with grades of C- or better.

300 Chemistry Seminar (Fall 0.00) (Spring 0.25) ... Prerequisites: C- in CHEM 202 or consent of a chemistry faculty member. Offered each semester.

311, 312 Organic Chemistry (1.25) (311 - PSL) ... Prerequisites: CHEM 202 (grade of C- or better); 311(grade of C- or better) for 312. 311 offered each fall; 312 offered each spring.

317 Survey of Biochemistry ... Prerequisites: BIOL 102 or 108, and CHEM 312 (grade of C- or better), or the consent of instructor. Offered each spring.

413 Advanced Organic Chemistry ... Prerequisite: C- or better in CHEM 312. Offered annually.

414 Biochemistry I (1)(1.25) ... Prerequisite: CHEM 312 (grade of C- or better) or consent of instructor. Offered each fall.

p. 155: **Computer Science** (the following have a prereq of CS 128 with C- or above)

253 Software Development (W)

256 Computer Organization and Architecture.

314 Database Systems

330 Computer Networking

338 Artificial Intelligence

354 Algorithm Design and Analysis

355 Programming Languages

357 Models of Computing (W)

370 Special Topics

p. 168: **Educational Studies**

330 Mathematics, Science, and Technology Curriculum and Pedagogy in the Elementary Classroom ... Prerequisites: C- or above grades in Math 105 and Math 106 or equivalent, and acceptance into the Teacher Education Program.

p. 211: **Humanities**

120 First-Year Humanities Fellows Seminar ... Credit/No Credit. Prerequisites: C- in Gateway and consent of instructor. (0.5 unit) Offered each spring.

p. 237: **Music**

In the state of Illinois, Music Education majors must not receive lower than a C- in any professional education and/or music coursework. A grade of C or higher must be earned in all music, music education, and educational studies courses in order to gain licensure.

p. 254: **Nursing**

It should be noted that students may not progress in the nursing curriculum (a) with a grade in any nursing course lower than a C (not a C-) and/or (b) with a cumulative GPA lower than a 2.0. Students who earn a final grade lower than "C" in any required nursing course must repeat the course and earn a final grade of "C" or better to progress in the nursing curriculum.

p. 272: **Political Science**

Two Political Research Seminars are offered each Fall semester and provide opportunities for collaborative learning and the integration of knowledge at an advanced level. As such, these seminars mark a step in student's emergence as an independent scholar and must be passed with a grade of "C-" or higher. Students whose grade falls below a "C-" must enroll in another Political Research Seminar or in Political Science 402 Advanced Studies in Politics to revise the research project, earning at least a grade of "C-" in one or the other of these courses.

p. 285-89: **Sociology**

Sociology majors must earn at least a C- in SOC 225 (methods) and SOC 325 (advanced methods) to demonstrate proficiency in the skills needed to complete independent sociological research and register for SOC 490 (senior seminar). ...

***The prerequisite for registering for SOC 490 is earning at least a C- in both SOC 225 and SOC 325 (or its approved equivalent), as approved by the Department Chair. Majors must take SOC 225 prior to SOC 325, and both prior to SOC 490.

325 Advanced Sociological Methods Students move from their research proposal, developed in SOC 225, to collecting and analyzing data using their chosen research method. The development of marketable research skills is emphasized. Prerequisite: SOC 225 at a C- or better. Offered each fall

CC Proposal re: Credit by Examination

490 Senior Seminar (W) ... Prerequisites: SOC 225 and SOC 325, at a C- or above in each. Offered each spring.

Overview:

IWU currently prohibits credit by examination from replacing a course required in a major or minor. Another barrier is that IWU students cannot take Credit/No-Credit courses in the major, minor, or certificate, and credit by examination currently is coded as Credit in Banner. Students receiving credit by exam are thus required to replace the major, minor, or certificate course with an elective course in the discipline to reach the required number of courses. The current motion proposes changes to the catalog that would permit credit by exam to fulfill a course requirement in the major, minor, or certificate, if the department stipulates that the course can be met by a particular AP/IB/Cambridge score level or updates the major/minor/certificate description to include credit by examination (see [the appendix](#) for departments that already have such language in their catalog descriptions.)

Motion:

The Curriculum Council moves to make the following changes to the University Catalog to allow departments to accept credit by exam for major, minor, or certificate credit:

University Catalog (2022-23 version, pp. 75 and 82 are used in this motion)

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

Proposed Language

Credit/No Credit Option (p. 75)

Only IWU elective courses, i.e., courses which are not used to satisfy Shared Curriculum, major or minor field requirements, or academic certificate requirements, may be taken under this designation. In the case of a course taken in a field in which a major, minor, or certificate ~~or minor~~ is later declared, it may be counted toward the major, minor, or certificate if the appropriate department or program chair approves. **Credits earned through examination, which are designated Credit (CR), may also count toward major, minor, or certificate requirements as stipulated in the AP, IB, or Cambridge Correspondence Charts.**

Credit by Examination (p. 82)

8. Credit from AP, IB, and Cambridge or similar programs may ~~not~~ be counted toward fulfillment of major, ~~or minor~~, **or certificate** requirements **as outlined in the Correspondence Charts below.** ~~Departments, in their discretion, may choose to substitute alternate requirements where such credits are substantially similar to major requirements, however.~~

10. **Standard letter grades** ~~Grades~~ are not assigned to credits awarded from AP, IB, and Cambridge or similar programs.

Rationale / Q & A:

Q: How is allowing AP credit to count as major or minor credit mission and student-centered?

Currently Credit by Exam is its own category of credit, which earns a credit unit and sometimes Shared Curriculum credit, but cannot count as a course in a major, minor, or certificate. Thus, students who have passed an AP/IB/Cambridge exam that is equivalent to a major course must still take the full number of courses required in that major by adding an extra elective. For example, a student, who passed the AP Psychology exam with a score of 4 or 5 and, therefore, earned PSYC 100 and LSI credit, must still take 11 other Psychology courses. If this motion passes, that student can use the AP credit in place of PSYC 100 (if approved by the department in the Correspondence charts) and only take 10 more PSYC courses to finish the major. This is mission-centered in that it allows students to expand their breadth of knowledge by taking the extra course in another discipline of their choice.

This policy change is student centered because it gives students credit in the major for courses that we are already giving them credit for in the Shared Curriculum. That is, an AP exam can fulfill a Shared Curriculum requirement. In some instances, the same AP exam that fulfills a Shared Curriculum requirement currently will not fulfill a major, minor, or certificate requirement. The proposed change would acknowledge the value of the work in the AP course for both the Shared Curriculum and the major or minor requirement.

Q: Do our peer/aspirant institutions or cross-application pool accept credit by examination in majors or minors?

See the [spreadsheet of peer/aspirant and cross-admit transfer policies](#) for links to how our peer/aspirant and cross-admit schools accept credit by examination in general. Where schools assign course number equivalents to credit by examination, those courses often count toward majors/minors. For example, Augustana adds a column to their [AP correspondence chart](#) to specify which credits can apply to a major or minor. This sort of chart distills whether the AP credit is equivalent to a course and whether that course is in the major/minor. Unfortunately, not all of our peer/aspirant/cross-admit schools have this sort of transparency.

Q: Is each department, program, or school obligated to accept credit by examination in their major/minor/certificate based on this proposal? What departments would this impact given our current catalog?

No. The current catalog language prevents departments, programs, or schools from accepting AP exam credit as fulfilling a major/minor requirement (i.e., fulfilling the requirement and not requiring an additional course to replace the required course). The proposed change now allows AP to count towards a major under the conditions that: (1) programs approve the substitution; (2) programs do not explicitly disallow it:

1. If the motion to accept AP 3 and equivalent IB and Cambridge credit passes, chairs and directors will help to revise the AP/IB/Cambridge Correspondence Charts (as a benchmark AP 3 and equivalent scores could earn elective credit towards graduation and 4 and 5 scores could earn Shared Curriculum and perhaps major/minor/certificate

credit). If an exam score is set equivalent to an IWU course in those charts, then that course requirement in the major/minor/certificate can be met through credit by examination. If the motion about AP3 does not pass, then the Correspondence Charts on Catalog p. 93-96 will stand as is, and only CHEM 201, ML 201 (and other 201 languages), ECON 100, ENST 120, PSCI 101-103, PSYC 100, LC 170, MUS 164 would count toward major credit as applicable because they are already specified in the Correspondence charts.

2. Individual departments, programs, or schools could revise the catalog to describe how credit by examination will affect their majors/minors/certificates. See the [appendix](#) for how departments currently list AP credit in the Catalog.

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

If passed by the faculty, this policy will go into effect in the 2023-24 Catalog. Current students may elect to change their catalog year to benefit from the new policy.

Q: How does this motion work with the motions to allow departments to accept AP 3 credit and to accept up to 16 credit units of any sort of transfer credit?

If the motion to accept AP 3 and equivalent IB and Cambridge credit passes, chairs and directors will help to revise the AP/IB/Cambridge Correspondence Charts. If an exam score is set equivalent to an IWU course in those charts, then that course requirement in the major/minor/certificate can be met through credit by examination. As a benchmark for those revisions, AP 3, IB 4, Cambridge E-C must count at least as 100-level elective credit, but can count for Shared Curriculum credit if the Registrar, in consultation with chairs and directors, agrees. AP 4-5, IB 5-7, Cambridge B-A* can count as a 100-level credit with Shared Curriculum attributes or as the equivalent to a 100-level or 200-level IWU course as chairs and directors prefer.

Currently, the AP exams that are being accepted count toward the total credit units of any sort that can be transferred into the institution, but they do not fulfill major/minor requirements. If the motion to accept up to 16 credit units of any sort of transfer credit passes, these courses will continue to count toward the total number of transfer units accepted at IWU.

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

This motion was drafted by the Transfer Policy Task Force (Summer 2022): Amy Coles (Task Force Chair, Associate Dean for Curriculum and Instruction), Aaron Wilson (elected Faculty Representative, outgoing CC Chair), Chris Schumacher (elected Faculty Representative, Athletics), Leslie Betz (Registrar), Becky Roesner (Associate Provost), Mark Brodl (Provost), and Abbie Kerr (Associate Dean for Scholarly and Creative Work). CC discussed and approved this motion on Dec. 1, 2022.

Appendix 1: AP credit mentioned in majors/minors

p. 123: **Accounting and Finance**

Students seeking to matriculate into a major in accounting or finance should complete the following six courses by the end of their sophomore year: (1) Gateway Colloquium; (2) Mathematics 110, 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. **A grade of C- or higher** must be earned in each of these courses.

p. 143: **Business, Marketing, and Entrepreneurship**

Students seeking to matriculate into a major in business, marketing, or entrepreneurship, 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**; ...

pp. 149: **Chemistry and Biochemistry**

*The prerequisite for CHEM 202 can be met through completion of CHEM 201 or its equivalent or with **a score of 4 or 5 on the Chemistry AP test**.

Proficiency in courses outside the department that are required as prerequisites for upper level Chemistry courses are: 1) Mathematics 176 and 177 or proficiency. **Students who have scored a 4 or 5 on the AP Calculus BC exam**, or who have studied calculus at another university, should consult with the Chemistry Department Chair to determine whether they have the needed calculus proficiency...

*The prerequisite for CHEM 202 can be met through completion of CHEM 201 or its equivalent or with a score of **4 or 5 on the Chemistry AP test**. **In this case, students would need to take an additional 300-level course to complete a minor in Chemistry.**

p. 150: Proficiency in courses outside the department that counts as prerequisites for upper level Chemistry courses are: 1) Mathematics 176 or proficiency. **Students who have scored a 4 or a 5 on the AP Calculus, BC exam**, or who have studied calculus at another university, should consult with the Chemistry Department Chair to determine whether they have the required calculus proficiency. 2) Physics 101 or Physics 105 or proficiency. Students should consult with the Chemistry Department Chair to determine whether they meet the proficiency. ***The prerequisite for CHEM 202 can be met through completion of CHEM 201 or its equivalent or a score of 4 or 5 on the Chemistry AP test.**

p. 161: **Economics**

Credit by Examination

Credit towards Economics 100, Introduction to Economics, is granted for either: a) Advanced Placement (AP) examinations with scores of 4 or 5 on both the Microeconomics and Macroeconomics tests or b) An International Baccalaureate (IB) Economics Higher Level (HL) examination with a score of 6 or 7 or c) A Cambridge A-Level Economics examination with a

score of A*, A, or B. Students in the major can show the required calculus proficiency through either: a) Advanced Placement (AP) examinations with scores of 4 or 5 on either the Calculus AB test or Calculus BC test or b) International Baccalaureate (IB) examinations with scores of 6 or 7 on the Mathematics Higher Level (HL) test.

p. 165: **Educational Studies**

Teacher licensure also requires completion of Math 105 and Math 106, Mathematical Concepts for Elementary Teachers. The Illinois State Board of Education (ISBE) mandates the following coursework (but not credit hours) for elementary education licensure candidates:

- Coursework that addresses at least four areas of the social sciences: history, international studies, political science, sociology, anthropology, and/or economics. Content addressing Illinois, the United States, and the world must be addressed in your course selection.
- Coursework that addresses at least three areas of the natural sciences: physical, life, earth, and space. Environmental Studies may meet one or more of these requirements pending Educational Studies faculty approval. Psychology does NOT meet this requirement.

AP and transfer courses may count toward the above requirement with Educational Studies advisor approval.

p. 224: **Mathematics**

Placement into MATH 177 or 278 is allowed for those transferring AP/IB or college/university credit. Please consult the Math Department Chair to determine which course you should take.

**Promotion and Tenure Committee
Committee Report
Faculty Meeting December 5, 2022**

PAT membership - Fall 2022:

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

PAT met six times since the last faculty meeting to review tenure and promotion cases. Since this is the last PAT report of the semester, the continuing PAT members would like to express their gratitude to the three colleagues who volunteered to serve as replacements for sabbatical and other leaves. Many thanks to you, Carmela Ferradáns, Marie Nebel-Schwalm and Edgar Lehr for your much appreciated contributions this semester.

Below is a follow up on the carry-over matters on which PAT worked earlier this semester:

1. PAT Membership: See attached **Motions 1 and 2** to amend Chapter II of Faculty Handbook -Section 5 of Article III. These two motions were presented to the faculty in writing at the November faculty meeting and are brought to you for a vote.
2. External Referees' Letters: **Motion 3** to revise the *Evaluation Calendar for Tenure and Advancement* (Chapter IV, Section C part 4) pertaining to the external referees' letters was returned to PAT in November for revision. Due to the heavy calendar of reviews this semester, PAT will bring back the revised motion to the faculty early next semester.
3. Faculty Handbook language pertaining to the review and promotion of Coaches and Physical Education Faculty (Chapter IV- Section C parts e and d):
See attached **Motion 4**: The Committee completed its review of suggested changes and is bringing the revised language to the faculty for a vote. As a reminder, changes to Chapter IV of the Faculty Handbook do not require a 30-day notice.
4. Instructional Staff: PAT had sent to CUPP its recommendations concerning the creation of a structure for advancement in Instructional Positions. PAT received a response from CUPP and will have a follow up meeting with the Chair of CUPP. Once a structure for advancement is developed, PAT will establish a calendar and criteria for review. The structure for advancement, together with the review calendar and criteria, will be presented to the faculty in the spring.

Respectfully submitted,
Zahia Drici

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

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

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

Current language:

Section 5. Promotion and Tenure Committee

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

Proposed Change:

Section 5. Promotion and Tenure Committee

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

Rationale:

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

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

Proposed Change (if Motion 1 does not pass):

Section 5. Promotion and Tenure Committee

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

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

Proposed Change (if Motion 1 passes):

Section 5. Promotion and Tenure Committee

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

Rationale:

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

Motion 4:

PAT updated the language in the Faculty Handbook pertaining to Coaches and Physical Education Faculty (i) to provide more guidance and direction to help coaches and athletic trainers make their best cases, and (ii) to make the language more consistent with the language used in other parts of the handbook. Importantly, this motion does not change the review and promotion process for Coaches and Physical Education Faculty Members.

Rationale: The committee tried to provide more context to coaches and athletic trainers as they make their cases to PAT because they do not follow the same review cycle as tenure-track faculty.

e. Review and Promotion of Coaches and Physical Education Faculty Members

Coaches and physical education faculty members are expected to undergo periodic reflective self-evaluation that serves as the basis for PAT review. The information below is a guide to prepare the materials necessary for these reviews. These reviews occur on the following schedule: first year, fourth year, and every fourth year thereafter.

1) Regular PAT (first-year, fourth-year, and periodic) Review Materials

The following materials ~~must be submitted to~~ **for** PAT ~~for regular reviews. The materials for regular PAT reviews~~ are due in the Athletic Director's Office by 1 November and in the Provost's Office by 1 December.

- Résumé listing relevant educational background, work experience, and major professional activities and achievements

- Evaluation of coaching by the Athletic Director
- Evaluation of teaching Physical Education classes by the Chair of Physical Education and/or evaluation of teaching by the chair of the unit in which the candidate teaches
- **Detailed and reflective** Self-evaluation. ~~responding to criteria as follows. See below for detailed criteria.~~

Faculty Self-Evaluation guidelines for the IWU Athletic Department coaches

Submit two copies of ~~you're~~ **their narrative response to these categories **Part I, II, and III (see below)** of professional responsibility: one to the Athletic Director and one to the Chair of the Physical Education Department.**

The **reflective** self-evaluation is for both physical education teaching and athletic coaching **and consists of Part I, II, and III (detailed below)**. **It is the primary source of information for PAT in promotion recommendations.** ~~It will be~~ **may also be** used by supervisors to help guide the development of the faculty member as a teacher and coach at Illinois Wesleyan, ~~and, when appropriate, it will provide useful information when recommendations for reappointment and advancement must be made.~~ **Coaches/Faculty** addressing ~~these questions~~ **Parts I, II, and III** should provide a thoughtful self-assessment and **reflective** self-evaluation of one's development and accomplishments in all three ~~areas~~ **parts** of the evaluation, including strengths, **evidence of strengths**, and areas of desired growth. Part I is the most significant area of evaluation and should receive the most attention in your ~~narrative~~ **self-evaluation**, followed by Part II (if applicable), followed by Part III.

PART I. Areas related to athletic coaching

- Effectiveness in recruiting student-athletes.** **Provide a thoughtful description of recruiting strategies, philosophy, recruiting efforts, and goals.** Evaluate ~~your~~ recruiting effectiveness for ~~your~~ **one's** sport(s), ~~in terms of the incoming~~ **including identifying prospective** student-athletes' ~~with the~~ academic credentials ability, character, and academic credentials necessary for admission to ~~. Critically evaluate your recruiting strategies for your sports in terms of identifying prospective student-athletes for Illinois Wesleyan University. Also, include your~~ **a detailed assessment of one's** overall effectiveness in guiding and assisting the prospective student-athletes in making ~~his or her~~ **their** college choice.
- The academic success of your student-athletes at IWU.** ~~Comment~~ **Reflect on and describe** the academic success of ~~your~~ student-athletes at IWU **and provide details in the narrative.** Cite evidence of the academic achievements of your student-athletes. Examples could include, **but are not limited to:** GPAs, university academic honors, Academic All-American honors, graduation rates, **retention rates**, etc. ~~Are there~~ **Coaches/Faculty may wish to consider** any identifiable problems hindering your student-athletes' combined success in the academic classroom and on the athletic fields. ~~? If so, do you have any suggestions for~~

change that might enhance your student-athletes' ability to succeed in both arenas? **Explain how problems were addressed.**

- c) **The quality of your teams and your coaching effectiveness.** Evaluate the **development of student-athletes and you're the success in motivating teams with regard to play to their potential** the athletic skills and abilities of the student-athletes. Provide **a** thoughtful assessment on **your** effectiveness in building teamwork and camaraderie among the student-athletes. **Thoughtfully comment on your As appropriate, describe** teams' success in **conference, regional, and national competitions (e.g., team record, standing in CCIW, tournament appearances and championships, special commendations, player awards/honors, record against nationally-ranked teams).** **College Conference of Illinois and Wisconsin (CCIW) and the National Collegiate Athletic Association (NCAA) Division III competition. Evaluate how successful you have been in motivating your teams to play to their potential. If you the coach** experimented with any new coaching approaches/techniques, evaluate how well **they these efforts** worked. **If coaching involved** you working with other IWU coaches, **in coaching your teams,** comment on **your one's** effectiveness in working cooperatively. **Be sure to use specific examples in make the case to PAT.** **with your fellow coaches.**

PART II. Teaching

List and describe courses taught and any significant contribution to other people's courses at IWU. Provide a thoughtful self-assessment of your teaching, including strengths and areas of desired growth. Discuss representative courses taught and any significant contribution to other courses at IWU. If you experimented with any new pedagogical approaches or made substantial revisions in course content, evaluate how well these worked. While distinguishing For example, coaches/faculty need to distinguish between physical education activity courses, physical education theory courses, and other courses **that you teach taught** (if applicable).; **For each class discussed,** evaluate **your** classroom preparation, subject matter competence, classroom effectiveness, and overall ability to communicate the content and teach the skills of your discipline. **This reflective self-evaluation should include a summary of student course evaluations. In addition, describe any challenges that were faced and how they were addressed. If the coach/faculty experimented with any new pedagogical approaches or made substantial revisions in course content, provide a context and supporting evidence behind the motivation for the changes and evaluate how well those efforts worked. If you teach physical education theory courses, provide a summary of student course evaluations along with your own reflections. In For team teaching, coaches/faculty evidence provided by the faculty member should specify the extent of each person's their contribution in relation to the overall course design.**

PART III. Professional development and service

- a) **Professional development.** ~~List and~~ Thoughtfully evaluate your professional activities ~~at IWU. during the past year which~~ These might include publications; participation in coaching clinics, in professional conferences, or in camps; ~~giving and~~ speaking engagements to colleagues in the profession. ~~E~~Describe and evaluate your continuing development of working relations with Illinois high school, college, or professional coaches in your relevant sports, ~~and with CCIW coaches in your sports.~~ If relevant/applicable, comment on any continuing formal and informal education related to your one's development as a teacher of physical education courses. In general, consider how you see these activities contributing to your one's continuing development as a professional. ~~in your field.~~
- b) **Service on and off campus.** ~~List~~ Describe and evaluate ~~on~~ other service on campus. ~~This~~ Examples might include working with the Development Office and/or Admissions Office, speaking to alumni groups, ~~and/or engaging in university committees. work, etc.~~ Where appropriate, also include any community activities such as speaking engagements to civic groups or to groups of high school students, volunteer work, ~~with Special Olympics,~~ or related activities that reflect positively on the University by virtue of your one's prominence as a university coach.

Length of Candidate and Supervisor Evaluations

The candidate's entire reflective self-evaluation narrative should not exceed 10 pages, 12-point, double-spaced. Supervisors' evaluations should not exceed 8 pages, 12-point, double-spaced.

Optional Materials

While no other materials are required, it may also be appropriate to include additional letters from IWU colleagues and people outside the university who are able to comment on their coaching, teaching, or professional-related service.

2) Promotion Review Materials

Promotion Review Materials

~~The following materials must be submitted to PAT for promotion reviews.~~ calendar for submissions is the same as the calendar for faculty in academic areas. The following materials are due to the Athletic Director by 15 September and to the Provost's Office by 15 October:

- Résumé listing relevant educational background, work experience, and major professional activities and achievements

- **Reflective Self-evaluation** following the criteria listed above; (see Section IV.d.1, ~~Faculty Self-Evaluation Guidelines~~ **Review Materials (first-year, fourth-year, and every fourth year)**)
- Evaluation of coaching by the Athletic Director
- Evaluation of teaching Physical Education classes by the Chair of the Physical Education Department or evaluation of teaching by the chair of the unit in which the candidate teaches, if applicable
- Written comments from alumni (former players from teams coached or supported, or students from courses taught if applicable) collected directly by the Provost's Office, using a uniform set of questions developed by PAT. Alumni selected to participate shall include some chosen randomly and some chosen by the coach/faculty member.

Evaluations from alumni shall be solicited in the following manner:

Five alumni, both student-athletes and, if applicable, students, shall be chosen by the coach/faculty member; fifteen alumni shall be chosen by a random process, by the Registrar's Office, from former student-athletes (13 alumni from teams coached) and, if applicable, from former students (2 alumni from physical education courses taught) of the previous six years. This list of fifteen shall be submitted to the coach/faculty member. The coach/faculty member then may eliminate as many as five names from the list, replacing former student-athletes with former student-athletes and, if applicable, former students with former students. The Registrar shall inform PAT of the academic record of all alumni solicited. If the number of alumni is not sufficient to meet this requirement, the candidate, Athletic Director, Provost, and PAT may develop an alternative requirement on a case-by-case basis to be determined by April 1.

- Interpretation and evaluation of the candidate's achievements and contributions from two colleagues (college coaches/other professionals in high school and college athletics ~~of the candidate's choice outside~~ **with no connection to the University) of the candidate's choice**. Candidates should forward names of external evaluators to the Provost's Office in accordance with the Evaluation Calendar for Tenure and Advancement.
- Evidence of professional involvement in service activity on- and off-campus related to the area of professional expertise.

Length of Candidate and Supervisor Evaluations

The candidate's entire self-evaluation narrative should not exceed 40 pages, 12-point, double-spaced. Supervisors' evaluations should not exceed 8 pages, 12-point, double-spaced.

f. Review and Promotion of Athletic Trainer

Athletic Trainers are expected to undergo periodic reflection and self-evaluation that is reviewed by PAT. The information below is meant to guide the process in preparation of materials necessary for these reviews. These reviews occur on the following schedule: first year, fourth year, and every fourth year thereafter.

1) **Regular PAT (first-year, fourth-year, and periodic) Review Materials**

The following materials ~~must be submitted to~~ **for PAT for regular reviews, which are.** The materials for regular PAT reviews are due in the Athletic Director's Office by 1 November and in the Provost's Office by 1 December.

- Résumé listing relevant educational background, work experience, and major professional achievements.
- ~~If applicable, supervisor's evaluation of teaching physical education classes or evaluation of teaching by the chair of the unit in which the candidate teaches~~
- ~~Supervisor's evaluation of athletic training responsibilities~~
- **Detailed and reflective self-evaluation, as outlined below.** responding to criteria as follows:
- ~~Supervisor's e~~**Evaluation of athletic training responsibilities by the Athletic Director.**
- ~~If applicable, supervisor's e~~**Evaluation of teaching physical education classes or evaluation of teaching by the eChair of Physical Education and/or evaluation of teaching by the chair of the unit in which the candidate teaches.**

Faculty Self-Evaluation Guide Guidelines for the IWU aAthletic tTrainers

Submit two copies of ~~your~~ **the** narrative response to these categories (**Part I, II, and III**) of professional responsibility: one to the Athletic Director and one to the Chair of the Physical Education Department.

~~This~~ **The reflective** self-evaluation is for both physical education teaching and athletic training **consists of Parts I, II, and III (detailed below) and is the primary source of information for PAT in promotion recommendations.** It ~~will~~**may also** be used by supervisors to help guide the development of the faculty member **as a teacher and trainer at Illinois Wesleyan. Athletic Trainers addressing the components detailed below** ~~and, when appropriate, it will provide useful information when recommendations for reappointment and advancement must be made. Faculty addressing these questions should~~ provide a thoughtful **reflective** self-assessment ~~and self-reflection~~ of one's development and accomplishments in all three areas of evaluation, including strengths, **evidence of strengths,** and areas of desired growth. **Part I is the most significant area of evaluation and should receive the most attention in your self-evaluation, followed by Part II (if applicable), followed by Part III.**

PART I: Areas related to athletic training (progress also evaluated by the Athletic Director)

a) Effectiveness in supervising/coordinating athletic training services for student-athletes and coaches

~~Evaluate your~~ **Provide a thoughtful description of one's** ability as an athletic training clinical educator to coordinate athletic training services at IWU with **ISU students in their** ~~the athletic training students from the~~ Accredited Athletic Training Education Program (ATEP) at ISU. ~~Also include your~~ **Evaluate** effectiveness in providing a good clinical education experience for these students who need to acquire certain cognitive psychomotor competencies while they are under ~~your~~ **the athletic trainer's** supervision (~~see adjoining survey~~).

b) Quality of your athletic training services

~~Evaluate your~~ **Provide a reflective self-evaluation of** athletic training skills, and abilities, **and effectiveness** in the following domains:

- ~~1) athletic injury prevention (review by team physician);~~ 2) athletic injury recognition, evaluation, and assessment (~~reviewed by orthopedic physician and team physician~~); 3) athletic injury emergency care (~~reviewed by team physician~~); 4) athletic injury treatment, rehabilitation, and reconditioning (~~reviewed by orthopedic physician and team physician~~); 5) organization and administration of Athletic Training Service, including budgeting and coverage of events (~~review by the Athletic Director~~).

In writing the self-evaluation, PAT invites candidates to support claims by referring to the reviews conducted by team and orthopedic physicians and the Athletic Director.

PART II. If applicable, teaching in physical education or other courses (progress also evaluated by the Chair of the Physical Education Department or chair of the unit in which the candidate teaches)

Provide a thoughtful self-evaluation of one' teaching, including strengths and areas of desire growth. List ~~Discuss~~ **representative** courses taught and any significant contribution to other ~~people's~~ **courses at IWU. For example,** **athletic trainers need to** ~~If you experimented with any new pedagogical approaches or made substantial revisions in course content, evaluate how well these worked. If applicable, while distinguishing~~ **distinguish** between physical education activity courses, ~~and physical education theory courses,~~ **and other courses** that you teach (**if applicable**). **For each class discussed,** evaluate ~~your~~ classroom preparation, subject matter competence, classroom effectiveness, and overall ability to communicate the content and teach the skills of ~~your~~ **the** discipline. **This reflective self-evaluation should** ~~Also, include a summary~~ **ies** of student ~~course evaluations with your own reflections.~~ **In addition, describe any challenges that were faced and how they were addressed. If the athletic trainer experimented with any new pedagogical approaches or made substantial revisions in course content, provide a context and supportive evidence behind the motivation for the changes and evaluate how well those efforts worked. In **For team teaching, athletic trainers/faculty evidence****

presented by the faculty member should specify the extent of each person's **their contributions in relation to the overall course design.**

PART III. Professional development and service (progress also evaluated by the Athletic Director)

- a) **Professional development and responsibility. responsibilities.** It is noted that you must maintain Continuing Education Units for National Association of Athletic Trainers Certification and maintain your licensure. ~~Comment on~~ **Thoughtfully evaluate** any continuing formal and informal education related to ~~your~~ development/certification/licensure as an athletic trainer and to ~~your~~ development as a teacher of physical education courses. ~~List~~ **Describe** and evaluate any additional professional activities for the review period, **such as, which might include** participation in athletic training clinics, in professional conferences or in camps,; giving speaking engagements to colleagues in the profession **and/or** publications. ~~Comment about your continuing development of working relations~~ **Provide a thoughtful assessment of any ongoing engagement** with colleagues in ~~your~~ the field, **both locally and in the broader profession.** ~~In general, provide a thoughtful assessment on how you see these activities contributing to your~~ **Explain how these efforts are contributing to one's** continuing development as a professional ~~in your field.~~
- b) **Service on and off campus.** ~~List and comment on~~ **Describe and evaluate** other service on campus. ~~This~~ **Examples** might include working with the Office of Advancement **Development** Office and/or Admissions Office, ~~service on appointed or elected committees, speaking to alumni groups, and/or engaging in university committees work, etc.~~ Where appropriate, also include any community activities such as speaking engagements to civic groups or to groups of high school students, volunteer work, ~~with Special Olympics or related activities that reflect positively on the University by virtue of your prominence as a university athletic trainer.~~

PART IV. (If applicable) Assigned duties beyond teaching and athletic training.

~~You may~~ **Include** relevant information encompassing assigned duties ~~that you performed~~ for the Athletic Department beyond teaching and athletic training ~~here at IWU. You may also wish~~ **It may also be appropriate** to submit additional evidence in the form of letters from colleagues in the Athletic Department that describe ~~your~~ **the athletic trainer's** contributions to the department, letters from assistant coaches, ~~and~~ letters from others on campus with whom ~~you have~~ **the athletic trainer has** worked and who can evaluate ~~your~~ **the athletic trainer's** service on campus, **and people outside the university who are able to comment on the athletic trainer's professional-related service.**

Length of Candidate and Supervisor Evaluations

The candidate's entire self-evaluation narrative should not exceed 10 pages, 12-point, double-spaced. Supervisors' evaluations should not exceed 8 pages, 12-point, double-spaced.

2) Promotion Review Materials

The following materials must be submitted to PAT for promotion reviews. The calendar for submissions is the same as the calendar for faculty in academic areas: materials are due to the Athletic Director by 15 September and to the Provost's Office by 15 October.

- Résumé listing relevant educational background, work experience, and major personal achievements
- **Reflective** Self-evaluation following the criteria listed above, (see Section IV.-ef.1, ~~Faculty Self-Evaluation Guidelines~~ **Review Materials (first-year, fourth-year, and every fourth year)**)
- Evaluation of athletic training by the Athletic Director.
- If applicable, supervisor's evaluation of teaching physical education classes or evaluation of teaching by the chair of the unit in which the candidate teaches
- Written comments from alumni (former players worked with and, if applicable, students from physical education courses taught) collected directly by the Provost's Office, using a uniform set of questions developed by PAT. Alumni selected to participate shall include some chosen randomly and some chosen by the candidate.
Evaluations from alumni shall be solicited in the following manner: Five alums, both student-athletes and, if applicable, students, shall be chosen by the candidate; fifteen alumni shall be chosen by a random process, by the Registrar's Office, from former student-athletes (13 alumni from former players worked with) and, if applicable, from former students (2 alumni from courses taught) of the previous six years. This list of fifteen shall be submitted to the candidate. The candidate then may eliminate as many as five names from the list, replacing former student-athletes with former student-athletes and, if applicable, former students with former students. The Registrar shall inform PAT of the academic record of all alumni solicited.
- Interpretation and evaluation of the ~~faculty member~~ **candidate's** achievements and contributions from two colleagues ~~of the faculty member's choice outside~~ **with no connection to the University with and** an appropriate professional distance from the candidate **of the candidate's choice**. ~~Faculty members~~ **Candidates** should forward names of external evaluators to the Provost's Office in accordance with the Evaluation Calendar for Tenure and Advancement.

- Evidence of professional involvement in service activity on- and off-campus related to the area of professional expertise.

Length of Candidate and Supervisor Evaluations

The candidate's entire self-evaluation narrative should not exceed 40 pages, 12-point, double-spaced. Supervisors' evaluations should not exceed 8 pages, 12-point, double-spaced.

Criteria for the Advancement of Coaches and Athletic Trainers (April, 2014)

A. Coaching or athletic training responsibilities

Successful candidates for promotion as *coaches* should demonstrate their success in:

- ~~Total development and administration of their~~ **Developing and administering one's** sport in conjunction with the *Statement of Philosophy – Varsity Athletics at Illinois Wesleyan University*.
- ~~Representing Illinois Wesleyan in a professional and ethical manner at athletic events while~~ **Complying with CCIW and NCAA rules and regulations in their one's sport and representing Illinois Wesleyan in a professional manner.**
- Motivating ~~their~~ teams to play ~~up~~ to their potential. Success in the CCIW and NCAA contests would be viewed as objective evidence.
- Recruiting academically and athletically qualified athletes.
- Developing relationships and earning the respect of Illinois High School Coaches, their peers within the IWU Athletic Department, coaches in the CCIW conference, and former players through alumni relations.

Successful candidates for promotion as *athletic trainers* should demonstrate their success in:

- Effectively supervising/coordinating ~~A~~athletic ~~T~~training ~~S~~services for athletes and coaches, including working with, and providing a good clinical education experience for, athletic training students from the Accredited Athletic Training Program at Illinois State University.
- Providing quality ~~A~~athletic ~~T~~training ~~S~~services in the following domains: athletic injury prevention; athletic injury recognition, evaluation, and assessment; athletic injury emergency care; athletic injury treatment, rehabilitation, and reconditioning; and the organization and the administration of ~~A~~athletic ~~T~~training ~~S~~services.

B. (If applicable) Teaching responsibilities. Coaches/athletic trainers with teaching responsibilities should demonstrate:

- ~~Professional attitude toward their~~ **Commitment to** teaching responsibilities.
- **Effectiveness in stimulating students' intellectual development.**
- Support ~~the curriculum~~ of the Physical Education Department's **curriculum** and the university's general education requirements.
- ~~Display proper development and preparation for assigned courses.~~

- ~~E~~Effective supervision and administration of course content.
- ~~E~~Ongoing evaluation and recording of ~~student's~~ student progress.

C. Professional achievement. Candidates under consideration for promotion in rank must submit a more substantial **promotion materials than for an annual review.** ~~file. These materials include a more extensive self-evaluation with supporting documentation in comparison to annual review materials.~~ The interpretive and evaluative emphases should be on the faculty member's *achievements* (as opposed to development) in the categories of coaching and/or athletic training, teaching (where appropriate), scholarly achievement, and professional/University service.

The University distinguishes between professional development and professional achievement in considering a faculty member's promotion. Development refers to continuing study and engagement—a refinement of the individual's ability to engage the issues of their profession at more advanced stages. That might take the form, for example, of participation in specialized or advanced course work, attendance at workshops, or participation in internships. Professional achievement goes beyond individual development and refers to visible engagement with one's discipline in efforts to extend the bounds of knowledge and/or refine the practice or application. Professional achievement is necessary for promotion and involves the sharing of results and making contributions to the broader professional community beyond Illinois Wesleyan University. These contributions may take a variety of forms, including but not limited to:

~~Among those activities that may be considered appropriate examples of scholarly and professional achievement are:~~

- Formal presentations at coaching clinics and/or professional meetings.
- Publication of articles in professional journals.
- Participation in CCIW conferences or NCAA committees.
- Active involvement in state, regional, or national coaching organizations.
- Involvement in on and off-campus service activities related to the coach's area of expertise.
- Maintaining essential licensure and Continuing Education Units for NATA Certification (athletic trainer).

Note: Each successive level of advancement will be held to progressively higher standards of expectation.

For Advancement in Rank

In addition to the above criteria, the candidate for promotion must be (a) above the rank of instructor and, (b) except under extraordinary circumstances, must be in at least their sixth year of full-time employment at Illinois Wesleyan University. Whether time spent on leaves of absence or time spent at other accredited colleges or universities will be counted in this time period should be stated in writing by the Provost.

Rank of Assistant Professor

The rank of Assistant Professor is awarded to those members of the faculty who have earned the appropriate terminal degree.

Rank of Associate Professor

Successful candidates for promotion to Associate Professor must meet the standards of effective coaching, athletic training, teaching and professional achievement. Self-directed development is expected in this rank.

Rank of Professor

Successful candidates for promotion to Professor must have reached a level of excellence and professional distinction such that they have achieved recognition from colleagues both within the University and in the broader professional community. As coaches, athletic trainers, or as teachers, they must demonstrate the ability to work with students at all levels, challenging individuals of differing ability and motivation to develop their intellectual and/or athletic strengths. The candidate at this level must be a proven leader within the institution, serving as a role model for other faculty and staff and for students.

Emeritus/a Status

The designation emeritus/a is added to the rank of retiring faculty who has achieved promotion to the rank of Associate Professor or higher and has served the University for at least ten (10) years.

g. Review and Promotion of Library Faculty

Effective Librarianship

In keeping with the educational mission of Illinois Wesleyan University, library faculty foster inquiry and the pursuit of knowledge, intellectual and ethical integrity, excellence in teaching and learning, and respect for diverse points of view. In their candidacy for promotion and tenure, library faculty candidates must exhibit, above all, a demonstrably high level of achievement in these areas:

- Approaches to research inquiry and knowledge of the structure of information in support of teaching and learning, and ability to stimulate students' intellectual curiosity.
- Engagement with faculty and students in the subject disciplines for which the library faculty member is responsible, including a broad and deep understanding of the publishing output and scholarly communication efforts of these disciplines.
- Design and development of effective library programs and initiatives.

- Develop and provide access to active and current library collections that reflect the appropriate material for the subject disciplines that the library faculty member oversees.

Scholarly/Artistic Achievement

Illinois Wesleyan University expects each member of its faculty to pursue lines of intellectual inquiry and/or engage in artistic activity within his or her field. These endeavors should produce results beyond the level and/or requirements of the terminal degree or its equivalent. While the University realizes that the extent of such inquiry and/or activity can only be judged within the limits of the facilities, resources, and time available to IWU faculty members, nevertheless it expects every faculty member to contribute actively to the broader intellectual/artistic community.

The University distinguishes between professional development and professional achievement in considering a faculty member's retention, tenure, and promotion.

Professional development refers to continuing study and research—a refinement of the ~~individuals~~ **individual's** own ability to engage the issues of his/her discipline at more advanced stages. That might take the form, for example, of participation in specialized or advanced course work, attendance at workshops, or participation in internships. Professional achievement goes beyond the development of the individual faculty member. It refers to visible engagement with one's discipline in efforts to extend the bounds of knowledge and/or refine the subtleties of interpretation. It necessarily involves the sharing of results with the professional community beyond Illinois Wesleyan.

Illinois Wesleyan University
Faculty Meeting December 5, 2022
Assessment Committee Meeting Report

At the Assessment Committee meeting on October 11, members shared their work on aggregated reports for ARTS, CHC, IT, GW, LIT, and WI. The chair also reported that feedback on all completed reviews was sent to departmental liaisons.

At the Assessment Committee meeting on October 25, an AV report was assigned for review and the committee discussed the Spring '23 GenEd Assessment for CHC, ARTS, and IT. A call for assessment of these categories was emailed to faculty.

At the Assessment Committee meeting on November 8, the chair provided an update on the responses to the call for GenEd assessment for CHC, ARTS, and IT.

Respectfully submitted,

Franklin Larey

Chair of the Assessment Committee

URAC report for December 5 Faculty Meeting

URAC met twice since our last faculty meeting. We held a successful Research Fair on November 8 in the Dugout. We plan on hosting another fair in the spring. In our last meeting we confirmed submission dates for the Eckley Summer Scholars and Artists awards. Submissions will be due Friday, February 17, 2023, by 4:30 p.m. We will notify applicants of their status by Friday, March 10, 2023.

Respectfully submitted,
Bill Hudson
URAC Chair

CETAL Report
Faculty Meeting December 5

I would like to thank all CETAL members for their diligent work this semester. We have several projects that are ongoing. This report highlights aspects of those endeavors.

1. Assessment of LMS. Faculty were invited to a forum about LMS (Oct. 6, 2022) and surveyed about LMS (Nov. 2, 2022) before demos were brought to campus (Nov. 11, 15, & 21, 2022). Faculty have received recordings of the 3 LMS demos that were presented this semester. These include D2L/Brightspace, Canvas, and Moodle 4.0 (updated version). Faculty have also received a survey, based on previous faculty survey feedback, to respond to the demos as it applies to faculty needs for teaching and student learning. The committee, along with volunteers that will be solicited by CUPP will make a recommendation by the end of January 2023. CETAL will then forward the recommendation and pricing to Cabinet for approval. If a new LMS vendor is chosen, faculty can anticipate beginning the transition as early as March 1, with a full transition completed before Fall 2023 classes begin. Trainings and workshops for a new LMS or for the updated Moodle (if that's the recommendation) will begin in March 2023 and continue through Fall 2023.
2. Potential collaboration with Mindwise. Mindwise Innovations is a not for profit organization focused on solutions for addressing behavioral health needs. Historically they have focused on K-12, but more recently have begin to explore higher education settings. IWU is one of the first universities to use their peer training for students to recognize trouble signs in other students and refer them to the needed resources on campus. This was piloted this semester. Counseling and Consultation gave Mindwise feedback on the developed product and this has allowed us to pilot this and have free use of this training for students. We are discussing the possibility of working with Mindwise as they develop a product aimed at faculty and staff in higher ed. It would likely be a similar product with peer led and computerized content to help faculty and staff gain confidence in recognizing student distress and referring them or getting help from the appropriate resources. Post development, Mindwise may market these to other higher ed settings.
3. We have reviewed several CD and ID grants this semester and would like to encourage faculty and instructional staff to continue to submit these grants. CD next due Feb 13 and ID due by the 20th of each month.
4. Student Senate has sent out 2 surveys in their work with CETAL this semester; Mid term grades survey and LMS survey. The results were insightful.
5. We would like to host a gathering on Dec 14 at 4pm in Thorpe center to share ideas about low stakes assessments that faculty already use or can brainstorm about using to

have early semester assignments in place that could be used as a basis for midterm grades, but more meaningfully, identify students who may be struggling and need connected to on campus resources. We would like to serve snacks and drinks and would like to assess interest on the part of faculty for such a gathering.

Proposal from CETAL
December 5, 2022

Proposal:

Replace “Director of the Writing Center and Tutoring Service” in Chapter II Section 13 to “Writing Program Director or, in the event that role is not filled, the Director of the Writing Center and Tutoring Services.”

Rationale:

Having a colleague who can speak to the work and needs of the writing program at IWU on CETAL is a necessity. The Writing Program Director serves in a more faculty-facing role than the Director of the Writing Center, and thus is the best representative for the committee.

Historically, the Writing Program Director did serve on CETAL as an ex-officio member. When CETAL proposed handbook changes in AY 2021-22 to reclassify CETAL from an administrative committee to an elective committee, the position of Writing Program Director had not been filled for several years. Thus CETAL proposed that the Director of the Writing Center and Tutoring Service serve on the committee. With the revitalization of the Writing Program Director position and the expectation that it will continue to be filled, CETAL is now proposing to return to having the Writing Program Director serve on the committee, while creating a mechanism to ensure CETAL always has someone representing IWU’s writing program on the committee.

Current Handbook Language:

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

Proposed Handbook Language. Strikethrough language will be removed and bold language will be added:

a. Organization. The Council for Excellence in Teaching and Learning shall consist of five faculty elected according to the procedures prescribed in Article V, with new elected members rotating on and off at the new calendar year. These members shall serve two-year staggered terms, and three of the members shall be tenured. The Committee will also include several non-voting members, including two colleagues from the Teaching, Learning, and Technology area of ITS, and one or two students chosen by Student Senate. Additionally, the University Librarian, ~~Director of the Writing Center and Tutoring Service~~ **Writing Program Director or, in the event that role is not filled, the Director of the Writing Center and Tutoring Services**, and a Director from an office that represents high impact practices or their designates will serve as non-voting ex-officio members. The Associate Dean for Curriculum and Instruction will also be a non-voting, ex-officio member.

Other individuals or groups may be invited as non-voting members depending on CETAL's focus for the year. Membership on the Curriculum Council, Council on University Programs and Policy, Promotion and Tenure Committee, Faculty Development Committee, Hearing Committee, or Assessment Committee precludes membership in CETAL except in the case of ex-officio members. The Committee shall elect a Chair and a Vice Chair. The Chair shall be elected from the elected members who are tenured or on the tenure-track. The Vice Chair shall be elected from all elected members. The position of secretary shall rotate among the elected members (excluding the Chair). A majority of the elected membership shall constitute a quorum for the conduct of business. The Committee shall determine its own rules of procedure, which shall be published in the Faculty Handbook subject to the provisions of Article IV.

Writing Program Committee Report

Faculty Meeting

Monday, December 5, 2022

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

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

Gateway: The creation of a Gateway Handbook is underway and will be finalized for the fall semester. Also, a second gathering of Gateway instructors was held November 18, the purpose of which was to norm student papers. A rich and wide-ranging discussion yielded important insights regarding the strengths and challenges in student writing, which will be shared in general terms via the forthcoming Gateway Handbook.

Summer Reading Program: A meeting of the Summer Reading Program Committee was held on November 4 to strategize for the next iteration of the Summer Reading Program. A proposal for the 2023 Summer Reading Program will be shared after the start of the spring semester.

Other information items include:

Student Success Series Pilot: A cohort of faculty and staff including the Assistant Director of Accessibility Services, the Writing Center Director, the Director of Academic Advising, the Director of the Writing Program, and the Director of the Action Research Center has been developing a pilot program designed to provide needed support for students who struggle to be academically successful. Aimed primarily at first-year students, the pilot program will focus on skills like time management, effective and clear communication in a college environment (e.g., emailing professors, attending office hours/drop-in hours), healthy lifestyle habits, engagement in high impact practices, and career path development. While first-year students are exposed to these topics during Turning Titan, they are often unable to fully absorb the content due to the myriad distractions and adjustments that are characteristic of acclimating to the college experience. Thus, the pilot program will be a reiteration and re-emphasis of important skills all students need in order to be successful.

For the spring semester, this pilot program will be connected to the Gateway offerings, which are populated primarily by students who did not pass their Gateway class in the fall as well as transfer students. The pilot program, which will be offered as a series of five active workshops, will be facilitated by faculty and staff who have already confirmed their willingness to participate. Data will be gathered to determine the viability and value of the program. If the program is deemed effective, the plan is to expand the pilot in the fall and offer it to a wider audience of students.

Working Group on AI-Assisted Writing: It's a strange new world, and one current topic of discussion in the writing pedagogy sphere is AI-assisted writing. There are varying perspectives about the degree of concern anyone teaching in higher education should have about the role of AI in student writing. (See [this article](#) in Inside Higher Ed downplaying concerns.) Whatever the case, technologies and tools like [QuillBot](#), [Grammarly](#), [DeepL](#) (translator), and [OpenAI's GPT-3](#) are here and quite possibly being used by some students. Anyone interested in participating in a working group to investigate AI technologies and tools and to consider university policies or practices regarding their use should contact Pennie Gray (pgray1@iwu.edu) post haste.

Provost's Report

HLC and Online Instruction

Associate Deans A. Coles and A. Kerr submitted our HLC change request application for Level-2 Online Instruction approval on Nov. 14, 2022 (approval to offer 'three programs and courses' in online formats). The majors included in this first application were Professional Sales, Public Health, and Supply Chain Management, the first two of which are currently under review by CC. The HLC will inform us which of three review mechanisms they will use to evaluate this proposal: a desk review (average timeframe of 3 months), a change panel review (6 months), or a change visit review (9 months). Assuming the HLC chooses to visit our campus for this review, we might not have final approval to offer these three majors with online components until mid-August (or later if the HLC reviewers are inundated with similar change requests.) We are currently approved to offer individual courses in online and hybrid formats, and that will not change. Once we are approved for 'three programs and courses' (Level-2), we will immediately apply for approval for 'all programs and courses' (Level-3).

In Summer 2023, Assoc. Dean Coles will begin our online course review process to ensure our online courses meet federal and Title IV requirements. Assoc. Dean Coles will work with CETAL to refine a rubric during Spring 2023, but essentially, we will review syllabi to make sure each online course meets the following:

- syllabus or LMS clearly specifies how students will engage with the course on a regularly scheduled and predictable basis
- online course uses the LMS as primary means of facilitating student engagement and assessment
- for each 1.0 credit unit, we can document 2800 minutes (appx. 47 hours) of student engagement activities, including synchronous class sessions and asynchronous activities (videos, tests, homework, discussion forums, office hours, etc.) You can, of course, require homework and readings that aren't documentable, but we have to be able to document enough to meet the minimum federal definition of 1.0 credit unit (= 4 semester hours).
- there are at least two different forms of student engagement (i.e., the class must be more than just asynchronous videos)
- Title IV auditors might also ask for evidence of individual student attendance, such as submitting assignments, posting in forums, etc., which we can pull from the LMS. Otherwise, the courses will be evaluated for course design meeting the requirements, not whether individual students have done all the required engagement activities.

The QA Program for Distance Education Draft with complete review criteria can be found here: https://docs.google.com/document/d/1QeN79PdXumHoiBQo_nnXXYklbBD2nadVr2CSEcmZ2x4/edit?usp=sharing

A comparison between in-person teaching requirements and online teaching requirements with rationales can be found here: <https://docs.google.com/document/d/16Wy-TDrOvS8X83Ahlk5I7pl4k3TifMODQ0yasX6spF8/edit?usp=sharing>

By early summer we might not have updated to Moodle 4.0 or switched LMS vendors, which puts us in a gray area for collecting the student engagement data in this first year. We will do the best we can using the syllabus and what data Moodle lets us collect for now.

Contingent Faculty Requests for 2023-24

Arriving soon in your email inbox you will find information about the submission of requests for full-time visiting faculty and adjunct positions to address anticipated staffing needs for the 2023-24 academic year. As has been done for the past three years, Academic Affairs will work with CUPP to get decisions to chairs and directors in time for an informed completion of the course schedules for the next academic year. The full-time visiting faculty lines will be announced in two tranches: an early, “high need” one on or before February 1 and the second, “budget permitting” one on or before April 11. This will allow us to launch many searches as early in the VAP hiring season as possible.

The process for requesting tenure-line searches to be launched in the fall of 2023 will be coming to you soon.

Board of Trustees Executive Committee Meeting

This Thursday afternoon (December 8th) the Executive Committee of the Board of Trustees will meet on campus. This meeting will mostly be focused on walking Executive Committee members through a set of proformas for possible new academic and athletic programs as well as gifts to the University and projects anticipated to come to maturity during the modeling period. The proformas cover fiscal years 2024 (the 2023-24 academic year) through 2028. The forecasts are conservative. Once we receive feedback from the Board, we will seek feedback and input from the campus community.

Grant Seeking

McAllister and Quinn representatives, Frank Boyd and Mallory Findlay, will be visiting campus January 23-24, 2023. Details regarding the schedule of events are being finalized and will be shared with faculty as soon as they are available. We are currently working with input from CUPP and FDC to finalize our first four funding opportunities as we prepare for the visit. These funding properties will be shared broadly soon.

Notices:

Please mark your calendars for Tuesday, December 6 at 4:00 (in Joslin Atrium) for what promises to be a fascinating presentation by visiting scholar from the University of Wroclaw (Poland), Dr. hab. Dorota Michulka. Professor Michulka will explore the culture of memory in her talk entitled *Meetings with the Past*, subtitled *The Culture of Remembrance: Figures of Memory, Values, and Education in Contemporary Polish Narratives for Children and Young Adults*. Sponsored by a grant through Erasmus +. [Flier](#). [Pennie Gray]

The Ames Library's subscription to RefWorks will end on **December 31 2022**. If you need assistance moving references from RefWorks to Zotero, please contact Stephanie Davis-Kahl (sdaviska@iwu.edu). You can also consult [our online guide](#) for more information.

