

MEETING OF THE GENERAL FACULTY

January 31, 2024

11:10 a.m. - 12:40 p.m. CNS C101 - in person meeting preferred

Join Zoom Meeting: Meeting ID: 860 8131 3195 Passcode: 444566

<https://us02web.zoom.us/j/86081313195?pwd=VlptdkRBOXNaUE1ldTBRNXhUcDd6QT09>

1. Call to Order Professor D. Marvin
2. Approval of the [Minutes](#)
3. [Consent Agenda](#) Professor J. Williams
4. [CETAL Report](#) and Mental Health Action Plan Presentation E. Haywood
 - a. Jojo Mitchell, Director of Counseling and Consultation Services
 - b. Christina Armstrong, Staff Counselor/Outreach Coordinator
5. Committee Reports
 - a. Presidential Search Committee ([report](#)) Professor S. Davis-Kahl
 - b. CUPP ([report](#)) ([CUPP motions linked in same document](#)) Professor A. Shallue
 - i. Motion 1: Maximum number of teaching-track positions
 - ii. Motion 2: Presidential Search
 - c. Curriculum Council ([report](#)) Professor J. Williams
 - i. [Motion 1](#). Revised Bachelor of Music in Vocal Performance
 - ii. [Motion 2](#). Revision to Economics major
 - iii. [Motion 3](#). New Sociology-Criminology major proposal
 - iv. [Motion 4](#). Deletion of Financial Economics concentration in Economics major (Motion 4 and 5 share the same linked document.)
 - v. [Motion 5](#). Deletion of International Economics concentration in Economics major (Motion 4 and 5 share the same linked document.)
 - vi. [Motion 6](#). Deletion of International Economics minor
 - vii. [Motion 7](#). Addition of a new KIN prefix to IWU's catalog offerings
 - viii. [Motion 8](#). Change in catalog language for the Department of Business Administration
 - d. Promotion and Tenure Committee (oral report) Professor A. Ponce
 - e. Faculty Development Committee ([report](#)) Professor E. Lehr
 - f. Nominating Committee ([report](#)) Professor L. Moon
 - i. Special election
 - g. Assessment Committee ([report](#)) Professor C. Ferradáns
 - h. Undergraduate Research Advisory Committee ([report](#)) Professor G. Harper
 - i. Student Engagement Committee ([report](#)) Professor S. Davis-Kahl

j. Writing Program Committee ([report](#))

Professor P. Gray

6. Old Business

7. New Business

8. Administrative Reports

a. President Report
(report)

President G. Nugent

Provost A. Kerr

b. Provost Report ([report](#))

9. [Announcements](#)

10. Adjournment

Note: At our meeting yesterday CUPP decided to withdraw CUPP Motion 2 (called 2a and 2b) for reasons which I will detail in my report. Motion 1 will still be presented for consideration by the faculty. ~Andrew Shallue

MEETING OF THE GENERAL FACULTY

Wednesday, November 29th, 2023; 11:10 a.m. - 12:40 p.m;

CNS C101 - in person meeting with zoom link provided

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

MEETING OF THE GENERAL FACULTY

November 29, 2023

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

CNS C101 - in person meeting preferred

- 1) Call to Order at 11:12 a.m. Professor D. Marvin
 - a) Noted: quorum present
- 2) Approval of the Minutes
 - a) Action: Approved by Common Consent
- 3) Consent Agenda Professor J. Williams
 - a) Action: Approved by Common Consent
- 4) 4. Committee Reports Professor A. Shallue
 - a) CUPP (written report)
 - i) Overview: noted that CUPP has done a lot over last month: report lists initiatives being discussed, Chair Shallue welcomed questions
 - ii) Question: will the potential change to course schedule ultimately be an administrative issue or will there be a faculty role? Noted some have expressed strong opposition.
 - iii) Answer: CUPP has been passing on feedback, and encourage faculty to reach out to faculty members of task force.
 - iv) Answer (Provost Brodl): in report later, will ask several questions that have arisen.
 - v) Question: in regards to teaching-track positions without tenure, some faculty members opposed to doing work of writing expectations for a position they do not agree with. What is happening with the process?
 - vi) Response: makes sense for CUPP and PAT to meet and discuss coordinating work. CUPP has agreed to engage in work including appropriate ratio of NTT to T/TT faculty (which they hope to bring to faculty soon), will coordinate with other committees.
 - vii) Comment: thanks committees for work on developing expectations, ask for further clarification since we are asking people to move in to the position without set expectations.
 - viii) Question: Time frame within which these expectations will be clarified?
 - ix) Response: Provost has written up expectations of position and that's what CUPP has accepted: their work has been done on aspect of seeking CUPP approval of faculty lines.
 - x) Motion: Criteria for Approving Tenure Line Positions

- xi) Overview: goal is more regularity between applications. Notes that the rationale was to allow flexibility, but that makes CUPP's job in differentiating them difficult. This does not yet address teaching track element.
- xii) Question: does this change how CUPP will evaluate proposals. Will not having data in one criteria negatively affect proposal?
- xiii) Response: yes and no: these are same criteria, but now explicitly asking for all 3 areas. A very strong argument in one criteria could outweigh weakness, but now the weakness would be part of the evaluation.
- xiv) Action: Motion Passes
- b) Curriculum Council (written report) Professor J. Williams
 - i) Motion 1: Change the requirements for the Major Sequence in Music
 - ii) Action: Motion Passes
- c) Promotion and Tenure Committee (written report) Professor A. Ponce
 - i) Motion 1: Language for granting tenure upon hiring
 - ii) Overview: Not introducing anything new: making explicit the practices that have been in place
 - iii) Question: how often does PAT see such cases?
 - iv) Response: 3 cases in last 4 years
 - (1) Motion 2: change Provost to President in new paragraph.
 - (2) Action: Motion Passes
 - v) Comment (President Nugent): eliminating equivalent status is an odd move to make in light of current state of academia—eliminating wiggle room?
 - vi) Response: this actually allows more wiggle room because of this
 - vii) Comment: committee considered diversity carefully in this motion, consulted VP of Diversity Piña
 - viii) Action: Motion Passes
 - ix) Motion 2: Types of appointments
 - x) Overview: this is a question of where appears in the handbook: move this to types of appointments so that it is not hidden within the requirements. Not supposed to make this a common appointment.
 - xi) Question: did you consider adding that this is for exceptional cases?
 - xii) Response: that is the language of previous motion, which will now be placed in current space.
 - xiii) Discussion: the language as stands is fine.
 - xiv) Action: Motion 2 Passes
- d) Faculty Development Committee (written report) Professor E. Lehr
 - i) Overview: reminder TGIF will be 4-6 in Thorpe center
- e) Nominating Committee (written report) Professor L. Moon
 - i) Overview: still have spring vacancies: please reach out to Professor Moon with any interest
 - ii) Motion: Special Election for Assessment Committee: Greg Shaw
 - iii) Action: motion passes
- f) Assessment Committee (written report) Professor C. Ferradán
 - i) Comment: thank members who are going on leave in spring and newly elected member of committee—it's a fun group to be with; consider joining.

- g) Undergraduate Research Advisory Committee (written report) Professor G. Harper
- i) Question: are we considering shifting from 5 Eckleys to 2?
 - ii) Response: Advancement has approved stipend from \$4000 to \$6000 and upping faculty stipend to \$750—this will only allow 2 this year.
 - iii) Response (Associate Provost Roesner): in future years will alternate between 3 and 4—this year is correcting oversight on overspend before.
 - iv) Question: Will students be informed?
 - v) Response: Yes.
 - vi) Comment: there are other departmental stipends that are only \$4000, so there will be inequity.
 - vii) Question: what have applications been like?
 - viii) Response: Understanding is in past few years needed to encourage students to apply; advancement unable to get more funds.
 - ix) Comment (Provost Brodl): in order to meet minimum wage, stipends across campus will need to increase. Look for director of grants with an appetite for seeking these out, part of capital campaign.
 - x) Question: have students been asked? May prefer opportunity to money.
 - xi) Response (Provost Brodl): equity consideration: don't want to offer just to those who can afford opportunity
 - xii) Comment: surveying across institutions shows nothing below \$6000
- h) Student Engagement Committee (no report) Professor S. Davis-Kahl
- i) No Discussion.
- i) CETAL (written report) (slides) (PDF of slides) Professor E. Haywood
- i) Overview: best practices for discussing evals with students: models of how used, what information to give and how they have been used by instructor.
 - ii) Question: Has there been a discussion about timing within class? At start of class better?
 - iii) Response: No discussion by CETAL, but anecdotally have had same experience—doing at start of class gets more responses.
- j) Writing Program Committee (written report) Professor P. Gray
- i) Overview: have been working on dual enrollment credits and writing across the discipline. In terms of summer reading program, question about continuation. Discussed findings given in report.
 - ii) Comment: data given is greatly appreciated
 - iii) Question: do we know how many facilitators were gateway instructors and faculty as opposed to staff?
 - iv) Response: don't have data, but about half of gateway instructors participated; also instructional staff appreciate opportunity to interact with students.
 - v) Comment: Pennie did amazing work on this, a lot of work to assemble interdisciplinary readings: deserves props.
 - vi) General Applause.
 - vii) Question: are we considering going back to a book? Or not doing?
 - viii) Response: we will probably not go back to book format; it is a lot of work; is the amount of work worth the effort?

- ix) Comment: as a faculty member, have prioritized student research over summer reading. From those who have participated, what are thoughts?
 - x) Response: did this a number of times many years ago—stopped in part because disenchanted students had not read book. New format brought speaker back though so much assigned was hard to touch on what was read by students.
 - xi) Response: having less texts is a goal for next year.
 - xii) Comment: unique opportunity for students to interact with faculty and staff, part of what makes Wesleyan distinctive. How do we put this in someone’s workload and compensate appropriately?
 - xiii) Comment: encourage everyone to think about messages we send with the reading program—many don’t read and there’s no further uptake. Encourage to think about ways to integrate more fully—ways to invest intellectually. And applaud Pennie’s work.
 - xiv) Comment: echo the above. A text that effectively asks students to address the sort of questions they should be addressing. Recommend we keep using it.
 - xv) Question: would it make sense to incorporate into every gateway?
 - xvi) Response: like that idea—could all gateway instructors be facilitators? Additional faculty can join. Echo that should be integrated throughout year.
 - xvii) Question: even with Summer Reading committee is it still a heavy load?
 - xviii) Response: yes
 - xix) Comment: echo all of above, note that this can give students a bad first impression of college: not necessary to read to be a participant in class, can talk about subjects without engaging in specific reading. Great program and suggestions make a lot of sense, but is this where we want to invest time and effort now?
 - xx) Poll of Faculty: those who want to continue vs not 29-4-13
- 5) Old Business
 - a) None
 - 6) New Business
 - a) None
 - 7) Administrative Reports
 - a) CIO (written report) Rick Lindquist
 - i) Overview: wants to be sure all are aware of change in printers over next few weeks.
 - ii) Question: how long is anticipated disruption?
 - iii) Response: hope is a few hours/copier, but knows better than to say that. Issue may be people who don’t get computer reconfigured during the change.
 - iv) Clarification: disruption is after finals, before grades submitted.
 - v) Comment: why are we switching copiers?
 - vi) Copier lease ran out 2 years (wear and tear, no longer under warranty)—we had to extend lease bc of supply chain issues. Will be reducing the number of different models—make it easier to get toner.
 - vii) Question: do you need to plan to be on campus to get your laptop updated?
 - viii) Response: most people should be able to do on own with written instructions.
 - ix) Comment: thank you to Rick for everything you do
 - x) General applause

- xi) Comment: re Canvas, as part of the beta test group, it's gone smoothly, there's been a lot of support: don't be afraid.
 - xii) Question: we can still access moodle but not teach through it?
 - xiii) Response: you won't be able to find it—can ask for access. 800 courses being migrated. Will work on any additional needs over spring. Can create bespoke course shells as needed.
 - xiv) Question: are migrated courses now available?
 - xv) Response: If it's been migrated, it's visible on campus: unpublished.
 - xvi) Question: canvas makes it easy to start a course anytime—will new course shells appear for courses?
 - xvii) Response: yes, banner will populate new courses, you can copy over from a shell you created. You can delete a course shell you created, or keep as a repository/sandbox.
 - xviii) Comment: reminder—the migrated moodle course is not the course you will teach in. Be sure you don't work in both.
 - xix) Response: good naming conventions will help with this.
 - xx) Comment: in regards to printers—as a university moving forward need to think about how much we print.
 - xxi) Response: Canvas is a great platform for this.
 - xxii) Comment: since papercut has been implemented, the library has seen a drastic decrease in wasted paper/left papers—may be a tool.
 - xxiii) Comment: if you're on sabbatical/pre tenure leave next semester, don't sleep on Moodle.
 - xxiv) Comment: nursing has switched entirely to online testing, using Respondus: prepares them for their professional exams.
- b) President Report (written report) President G. Nugent
 - i) Overview: Presidential search going forward, trying to move ahead on big 4; fundraising continues for Petrick.
 - ii) Comment: listening session for president at 3:30 this afternoon—please attend.
 - iii) Comment: confidential form linked in agenda for those who can not attend.
 - c) Provost Report (written report) Provost M. Brodl
 - i) Overview: committee on class scheduling will not happen next year—committee will continue to work through spring. Asks people to consider possibilities. Teaching track positions will go forward as non-tenure track—administrative decision.

8) Announcements

- a) See Written

9) Adjournment at 12:41 p.m.

Curriculum Council Consent Agenda
Academic Year: 2023-24
January 31, 2024

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
SOC 280	025_23	Deviance	Deviance. Course examines how people come to understand the “normal” and the “abnormal” by looking at the application of the label of “deviant” to groups and individuals. Students explore what we consider deviant, how we came to these views, and how people may arrive at divergent understandings of what is deemed “normal.” <i>Offered occasionally.</i>	New Course	AV	
ECON 230	027_23	Seminar in Applied Research in Labor Economics	Seminar in Applied Research in Labor Economics. A practical introduction to the process of doing empirical research in labor economics. Seminar participants select a research topic, review related literature, develop an empirical model, and test hypotheses. The end result of the guided research project is an original research paper that is presented to seminar participants. Prerequisites: 100 and 227. <i>Offered occasionally in May Term.</i>	Course Deletion		
ECON 240	028_23	Game Theory Goes to the Movies	Game Theory Goes to the Movies. Game theory is the science of strategic thinking. Through films, readings and discussion students are introduced to basic tools which will help them develop an understanding of the decisions made by individuals in interactive situations. Topics addressed include sequential rationality, the prisoner’s dilemma, credible commitment, brinkmanship, bargaining, and voting. Prerequisite: 100. <i>Offered occasionally in May Term.</i>	Course deletion		

MUS 325	019_23	Vocal Pedagogy	Vocal Pedagogy. An in-depth study of the components of singing - respiration, phonation, resonance, and articulation - combining traditional techniques with modern voice analysis software, along with practical teaching methods to address tonal quality, diction, registration, and other related topics. <i>Offered each fall.</i>	Change in Units from .5 to 1.0. Change in Frequency		
MUS 100	019-23	Minor Study	Minor Study. Applied music lessons open to all students with consent of instructor and payment of the applied music lesson fee. Students will be assigned to teachers for one half-hour private lesson each week (one hour private lesson each week for 0.5 unit). Depending on the area of study, some combination of jury, technical examination, and weekly repertoire class is required. <i>Offered each semester.</i>	Change in description and change in units		
MUS 100x	019_23	Minor Study	Minor Study. Applied music lessons open to all students with consent of instructor and payment of the applied music lesson fee. Students will be assigned to teachers for one half-hour private lesson each week. After completing this course, it will not be possible to substitute it for MUS 100. <i>Offered each semester.</i>	Change in description		
MUS 300	019-23	Minor Study	Minor Study. A continuation of applied music lessons open to all students with consent of instructor and payment of the applied music lesson fee. Students will be assigned to teachers for one half-hour private lesson each week (one hour private lesson each week for 0.5 unit). Depending on the area of study, some combination of jury, technical examination, and weekly repertoire class is required. Prerequisite: Four semesters of minor study (MUS 100) or consent of instructor. <i>Offered each semester.</i>	Change in description and change in units		
MUS 300x	019_23	Minor Study	Minor Study. 300X Minor Study A continuation of applied music lessons open to all students with consent of instructor and payment of the applied music lesson fee. Students will be assigned to teachers for one half-hour private lesson each week. Prerequisite: Four semesters of minor study (MUS 100) or consent of instructor. After completing this course, it will not be possible to substitute it for MUS 300. <i>Offered each semester.</i>	Change in description		
BIOL 315	054_24	Plant Anatomy and Physiology	Plant Anatomy and Physiology (1.25). A study of vascular plant structure and function integrating knowledge of plant anatomy, water relations, metabolism, growth, and development. Three hours of lecture and four hours of laboratory per week. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108. <i>Offered occasionally.</i>	Change in Frequency		

BIOL 340	055-24	Cell Biology	Cell Biology (1.0 or 1.25). An examination of eukaryotic cell structure, function, and biosynthesis of cellular membranes and organelles, transport, receptors, and cell signaling; the cytoskeleton, and cell movements. Offered for 1.25 U (W) with four hours of lecture and four hours of laboratory per week. Offered for 1.0 U without laboratory or WI flag. Prerequisites: BIOL 101 and 102, or BIOL 107 and 108, or consent of instructor. <i>Offered each fall.</i>	Change in units and a change in GEN Ed		(W)
BUS 331	036-23	Marketing: Principles and Management	Marketing: Principles and Management. Functions and activities of the consumer, retailer, and wholesaler. Consideration of development of marketing programs including product planning, marketing communications, and pricing policies. Prerequisite: sophomore standing. <i>Offered each semester.</i>	Change in Prerequisites	None	None
BUS 341	035_23	Organization and Management	Organization and Management. An introduction to organization theory and fundamental considerations of planning, organizing, and controlling organizations. Focus is on theories of motivation, perception, communication, decision making, group behavior, leadership, control tools, and change as they relate to the practicing manager in business, government, hospitals, and schools. Prerequisite: sophomore standing. <i>Offered each semester.</i>	Change in Prerequisites	None	None
BUS 355	037_23	Business Law I	Business Law I. Nature of law and courts; international law; crimes and torts; administrative law; wills, trusts and estates; insurance law; antitrust law; landlord/tenant relationships. Introduction to contracts, sales, commercial paper, secured transactions. Prerequisite: sophomore standing. <i>Offered each semester.</i>	Change in Prerequisites	None	W
FIS 303	038-23	Financial Management	Financial Management. Nature and functions of finance, financial management, and relevant markets and institutions. Topics include financial analysis, time value of money, valuation, capital structure, and international issues. Prerequisite: ACC 112, ECON 100, and ECON 227. <i>Offered each semester.</i>	Change in Prerequisites	None	None
KIN/PETH 325	023_23	Kinesiology	Kinesiology. Use of mechanics and muscular action in balance and movement of the human body. <i>Offered in alternate years, fall semester.</i>	Add KIN 325 as new course. Cross-list KIN 325 with PETH 325	None	None

KIN/PETH 326	023_23	First aid and athletic training	First aid and athletic training. Instruction in administering accepted first aid practices in emergencies and accepted methods for the prevention and corrective treatment of athletic injuries. <i>Offered in alternate years, spring semester.</i>	Add KIN 326 as new course. Cross-list KIN 326 with PETH 326	None	None
KIN/PETH 327	023_23	Essentials of Strength and Conditioning	Essentials of Strength and Conditioning. An application oriented course that provides useful information for students with a background in anatomy, physiology, Kinesiology, and other exercise sciences. Useful for those who intend to pursue professional work as a personal trainer or become involved with exercise prescription. Prerequisite: PE Theory 325, 330, or consent of instructor. <i>Offered in alternate years, spring semester.</i>	Add KIN 327 as new course. Cross-list KIN 327 with PETH 327	None	W
KIN/PETH 330	023_23	Exercise Physiology	Exercise Physiology. Exercise Physiology is the study of movement and the research based principles associated with the systematic and functional responses and adaptations to different forms of exercise. <i>Offered every year in the Fall.</i>	Add KIN 330 as new course. Cross-list KIN 330 with PETH 330	None	None
KIN 100	032_23	Introduction to Exercise Science	Introduction to Exercise Science. This course will explore the foundations of exercise science, including history and philosophy, careers, professional organizations, certifications, sub-disciplines, research methods, and professional issues.	New Course	None	None
KIN 323	034_23	Sports Nutrition	Sports Nutrition. The goal of this course is to develop an understanding of the appropriate nutrition practices specific to exercise or sport training to promote health, energy and adaptations. This course assumes a basic knowledge of nutrition and expands the student's ability to learn, understand and design nutritional programs for exercise and athletics.	New Course	None	None

CETAL Report for Faculty Meeting on January 31, 2024

CETAL has met 6 times since the last faculty meeting.

Grants:

- ID: We received 1 ID grant in December and 1 more in January. The December grant letter has been sent out, and the January grant review and letter is expected to be complete by the end of the month.
- Deadlines: We'd like to remind faculty that the deadline is the 20th of each month for CPD and ID grants. The next CD grant deadline is February 15, 2024.

Programming:

- CETAL has asked members of Counseling and Consultations Services to make [a short presentation](#) during today's faculty meeting on signs that students may be in distress and how that might manifest in the classroom. There will also be a reminder of resources and the referral process on campus, like those explained in the Mental Health Action Plan. They will also take questions and are [eliciting faculty feedback via a short survey](#).
- The Spring 24 [Inclusive Teaching book club](#) launched on January 25 with Vice President for Diversity, Equity, and Inclusion Dakesa Piña, Director of Student Accessibility Services Jasmine Howe, and Lead Instructional Designer Steph Guedet. If you'd like to read along, the [ProQuest online text is accessible for free through The Ames Library](#).
- A 3-part workshop series is expected to launch in February in collaboration with Dakesa Piña, Vice President for Diversity, Equity, and Inclusion, to support faculty in thinking through the use of Racialized Language in the Classroom
- Additional spring canvas trainings are being developed- topics and dates are expected to be announced soon. Canvas support is still available by appointment with Steph Guedet and Rick Lindquist. Videos from the *Getting Ready for Canvas* series are posted in the [Canvas Resources page](#) in the Modules tab.
- Multiple additional avenues of development are being considered, including a keynote to kick off the 24-25 school year in August. Please reach out to cetal@iwu.edu with specific requests or suggestions.

Collaborations:

- PAT/CETAL: A subcommittee composed of faculty members from PAT and CETAL has been formed to address a growing concern about the low rate of return for semester course evaluations to support PAT cases and solicit student feedback for teaching and learning. This committee will also review and evaluate how the design of course evaluations can be augmented to get reliable and sufficient feedback that will minimize the opportunity for bias
- FDC/CETAL: CETAL and FDC are considering methods for improving the granting process. Currently, we are working to develop scoring rubrics for the evaluation of grant applications and discussing strategies that may make the quality of supervisor support consistent across applications that require supervisor letters.

Two Minute Tip, sponsored by CETAL:

In their book *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*, Kelly Hogan and Viji Sathy present two questions that they consider when planning course activities and assignments to help adopt an inclusive mindset:

1. "Who might be left behind as a result of this practice?"
2. "How can I invite those students in?"

They go on to say, "Inclusive teaching is a process that will never be complete." We hope these 2 questions may help us all reflect on our teaching practices as we work to continually develop our courses.

Presidential Search Committee - Report to the Faculty
January 31, 2024

The search committee met twice during the fall semester: first to discuss our charge, timeline, and process and to finalize the position description, which is posted on the WittKieffer website: <https://www.iwu.edu/presidential-search>. Faculty representatives attended listening sessions in late November as well.

Our next meeting is February 1 and will include a recruitment overview and preparation for next steps. We anticipate receiving application materials in early February, with selection of first round candidates later in the month. Airport interviews will be held March 5-6 in Chicago, with on campus visits tentatively scheduled for late March/early April.

The committee is fully aware of the faculty's preference for an open final stage, and discussions about how to proceed according to our candidates' wishes continues.

Respectfully submitted,
Stephanie Davis-Kahl
Joanne Diaz
Bryan McCannon

Council on University Programs and Policies (CUPP) Report
January 1, 2024

Thanks to Zach Burhans and Lisa Nelson for their service on CUPP during the Fall semester. Lisa Nelson is on leave this spring; her one-semester replacement as arts representative is Scott Whitman. The new Student Senate President is Jacob Bickett. The council meets on Tuesdays from 12:15 - 2:15 during the Spring 2024 semester.

Work so far this semester has focused on reviewing visiting line applications. That work is complete, and recommendations have been passed along to the Interim Provost.

CUPP brings two motions to the faculty at this meeting. See the statements and rationales on the separate document.

Respectfully submitted,
Andrew Shallue
Chair, CUPP

CUPP brings two motions to the faculty at the 1/31/2024 meeting.

Motion 1: The faculty advocates that the maximum number of teaching-track positions at Illinois Wesleyan University should not exceed 20% of the total number of full-time non-contingent faculty positions (non-contingent positions are tenure-track and teaching-track). In recognition that flexibility is necessary, this maximum could be expanded to 25% with sound rationale.

Rationale: In bringing this motion CUPP seeks to acknowledge the current state of affairs regarding implementation of teaching-track positions while seeking to preserve tenure as an institution at Illinois Wesleyan University. In developing the 20%-25% framework CUPP took the following into consideration:

- For our peer/aspirant group, full-time untenured faculty (as a percentage of all full-time faculty) ranged between 13% and 26%. Note this would include full-time visitors and exclude part-time adjunct faculty. While this isn't a direct match to teaching-track, it demonstrates that 20-25% is in line with our peers. Datasource: CollegeFactual.
- The current faculty of IWU contains 108 full-time faculty of which 89 are tenured or tenure-track. Roughly 9 instructional staff will convert to teaching-track, one faculty member has been hired into teaching track, and 5 more searches are taking place. This would put the current ratio at $15 / (89 + 15)$ or 15%, leaving room for some more positions to be created if there is a strategic need to be filled. Datasource: office of institutional effectiveness.
- The structure of the motion mirrors a similar motion regarding a limit on the number of instructional staff positions. That previous limit was successful, in the sense that the institution stayed within the limits set, and in the sense that both faculty and administration took it seriously as a guide. Thus there is reason to believe that this motion will have similar success.

In conclusion, the 20-25% proposal preserves the character of the institution, preserves the institution of tenure, keeps us in line with peer institutions, while allowing for strategic flexibility in staffing.

CUPP asks the faculty to vote for one of the following two options regarding the Presidential Search process.

Motion 2a: The faculty advocates for a fully open final stage with open forums for all stakeholders.

Motion 2b: The faculty advocates for a partly-open final stage in which sessions are open to some faculty, staff, and students (as determined by the search committee), with the requirement that everyone attending signs a non-disclosure agreement.

Note the use of the verb "advocates," as it is the presidential search committee that has final authority on the process.

The key reason to advocate for a fully open final stage is the desire to have all stakeholders have the opportunity to meet with candidates, and for candidates to meet with a wide variety of campus stakeholders in order to start building relationships as soon as possible.

The key reason to advocate for a partly open final stage is the desire to make the pool as broad as possible. The search consultants report that about 30% of presidential searches have fully open final stages while 70% have partly open or closed final stages. In addition, they argue that the stronger candidates are exactly those in existing positions who are reluctant to risk those positions, and that candidates from under-represented backgrounds often feel more vulnerable in their current positions.

**Illinois Wesleyan University
Faculty Meeting January 31, 2024
Curriculum Council Report**

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

CC spent a significant amount of its time discussing course proposals.

CC also continued discussions regarding the potential offering of asynchronous, online courses. In the November Faculty meeting, after CC members reached out to their constituents to elicit feedback on asynchronous offerings, CC was in favor of offering an asynchronous class this summer term (Econ 100: Introduction to Economics) as a trial to gather additional information. Since this meeting, CC has received a request to offer an additional asynchronous class this coming summer term and a request to offer partial credit asynchronous courses that would not be stand-alone courses but would rather complement existing courses. CC welcomes any input on whether IWU should expand the trial asynchronous offering originally proposed. Please contact your CC representative or the CC Chair with comments or suggestions on this or any other opinions on asynchronous offerings. CC will continue to discuss a number of issues related to asynchronous learning that have arisen from our internal discussions and feedback solicited from our constituents (e.g., compensation for teaching and designing asynchronous courses; what type of training should be required to teach/design asynchronous courses; what type of support would be available for those teaching asynchronous courses; how does this fit into our mission as a primarily residential institution; should asynchronous offerings be limited to summer term; should there be a cap on the number of asynchronous courses at IWU; should asynchronous courses be allowed to count for a faculty member's teaching load and if so, should there be a limit to this; how should the course offering be assessed/evaluated). Please note that this list is not exhaustive of the issues that need to be discussed. On Feb 1., CC will meet with Stephanie Guedet and Libby Haywood (of CETAL) to discuss some of these issues.

Lastly, as a reminder, CC requests that CC action items be submitted individually (rather than as one large pdf) to facilitate record keeping and evaluation of proposals.

Respectfully Submitted,

Joe Williams
Chair of Curriculum Council

CC Action Request: Revised Bachelor of Music in Vocal Performance

Motion: The faculty approves a revised Bachelor of Music in Vocal Performance

Rationale: The description of the degree remains unchanged. The revised major addresses some frequently under-enrolled courses and combines others in order to increase efficiency. Deletions are noted via ~~strike through~~. New language **in red**.

Requirements for the Major

A minimum of ~~25~~ **24** course units in music to include:

- A. Seven units of applied major study
- B. MUS 103, 104, 124, 201, 202, 203, 204, 205, and 206 (eight units)
- C. One unit of Music History and Literature taken as a writing intensive course (W) selected from MUS 385w, 386w, 387w or 388w
- D. One unit in upper division Music Theory ~~selected from MUS 301, 302, and 309.~~ **(309) OR one additional unit in upper-division Music History and Literature selected from 385, 385w, 386, 386w, 387, 387w, 388, and 388w.**
- E. MUS 227 (.5 units)
- F. One semester of 14X
- G. Six semesters of MUS 15X
- H. Two units of work in appropriate ensembles and organizations
- I. Two units of music electives (minimum)
- J. ~~Two units~~ **One unit Vocal Diction (MUS 190)**
- K. One-half unit Opera Theatre work
- L. ~~One-half unit~~ **One unit** Vocal Pedagogy MUS 325
- M. ~~One-half unit Song Literature MUS 324~~

Rationale

The changes to the degree reflect significant cost-cutting measures to the BM Vocal Performance degrees. The degree requirements have been lessened to align better with the BM Instrumental Performance and BM Piano Performance degrees.

We will mitigate the student learning outcomes due to the loss and reduction of courses by designing asynchronous modules to accommodate the loss of song literature and focus more time in applied lessons and studio classes covering lyric diction.

The loss of a course will mean that full-time faculty will have an additional course load unit to take over hours previously taught by adjunct, offer a Gateway or other non-music specific course.

Our library resource needs will not increase.

Request for Curriculum Council Action
Submitted by: Bryan C. McCannon

The Curriculum Council moves that the faculty approve a revision to the Economics major offered by the Department of Economics in the School of Business and Economics.

Rationale

Our proposal is to add Applied Econometrics (ECON 328) as a required course in the Economics major. We would reduce the number of needed electives to be taken so that the total number of courses required to complete the major is unchanged. Our proposal simply moves one of the electives to a requirement.

There are two motivations for this proposal. First, the course is already treated as “essentially required”. The material in that course is used in the capstone course, ECON 401. From my understanding, it is common practice during academic advising to strongly encourage second-semester juniors to take ECON 328. Collecting data from the Registrar’s Office, over the last five years 82% of students graduating with a major in Economics took ECON 328 (see Table 1 in the Appendix). Thus, we feel this proposal essentially formalizes practice.

Second, our goal is to make our programs distinct. The faculty in the Economics department engaged in a working-group meeting to discuss the ideal student experience in the program. From that meeting we agreed that the teaching of modern data analysis skills, common in economics, is a way for our program to be special. Our capstone experience (ECON 401) consists of completing a research project and Applied Econometrics will support this effort. Also, the Department of Economics at IWU is distinct in the country in that we host the *Undergraduate Economic Review*, which is the only student-run academic journal taking submissions from other undergraduates across the country. By adding this requirement, we can credibly make the argument that our introductory and intermediate classes cover the core theories, the upper-level electives teach students how to apply those concepts to applications, and our sequence of statistics followed by econometrics followed by the senior capstone project builds the analytical tools. This, we feel this setup will best situate our students for professional success and can be articulated well to prospective students.

What are your current requirements and what are the proposed changes?

Currently, a student who wants to complete a major in Economics must complete the following courses:

- ECON 100: Introduction to Economics
- ECON 227: Statistics for Business and Economics
- ECON 301: Intermediate Microeconomics
- ECON 302: Intermediate Macroeconomics
- ECON 401: Senior Project
- Five additional Economics courses, at least four at the 300 level or above

We would like to make ECON 328: Applied Econometrics an additional requirement. Thus, we propose that a student who wants to complete a major in Economics would complete the following courses:

- ECON 100: Introduction to Economics

- ECON 227: Statistics for Business and Economics
- ECON 301: Intermediate Microeconomics
- ECON 302: Intermediate Macroeconomics
- **ECON 328: Applied Econometrics**
- ECON 401: Senior Project
- **Four** additional Economics courses, at least **three** at the 300 level or above

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

Economics is a common major across higher education institutions, and programs are split on whether Econometrics is a required or elective course. For example, the Department of Economics at the University of Illinois offers two majors: Economics and Econometrics & Quantitative Economics. The former does not require a course in econometrics, but the second major requires undergraduate students complete four econometrics courses. As other examples, Augustana College does not require econometrics, but Knox College does.

How does the proposed change affect staffing?

There will not be any affect on staffing. We offer one section of ECON 328 each spring semester. Over the past five years it has averaged 17.0 students in the class. Also, over the past five years 82% of students graduating with a major in Economics have taken ECON 328. Thus, if this requirement had been in place, it would have added 1.6 additional students per class. We would not need to increase course caps or offer a new section of this course by adding the additional requirement.

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

The only proposed change is to move a 300-level course from the list of elective offerings to the list of required courses. It will not have any effect on any other department.

Nevertheless, the proposal was shared with all department chairs in the School of Business and Economics. There was unanimous support for the proposal.

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

We will not need any additional resources.

Provide a description for the University Catalog.

Major Sequence in Economics
A minimum of 12 course to include:

- 1) Economics 100, 227, 301, 302, 328, and 401.
 - 2) Four additional Economics courses; at least three at the 300 level or above.
- Majors are also required to take the calculus course: Mathematics 176, or show equivalent proficiency.

APPENDIX

The appendix provides supplemental information for consideration.

First, I present information shared by the Registrar's Office regarding the number of students graduating each year with a major in Economics and the number of such students who completed ECON 328 during their time at IWU.

Table 1: Breakdown of Majors

	# of graduating Economics majors who took ECON 328	# of graduating Economics majors	% of students taking ECON 328
2022-23	1	2	50%
2021-22	8	9	88.9%
2020-21	9	9	100%
2019-20	10	14	71.4%
2018-19	8	10	80%
Overall	36	44	81.8%

Note: The first column provides the number of students graduating each year in Economics who completed ECON 328. The second column provides the number of students graduating each year in Economics.

The recent dip in enrollment is most likely due to staffing shortages. In the 2020-21 academic year we did not have any tenured or tenure-track faculty in the department. All classes were taught by adjunct and VAP faculty. The department is now fully staffed with three tenure-track faculty. Consequently, the number of students majoring in Economics is growing.

Second, I share enrollment information for our three classes that emphasize data analysis.

Table 2: Enrollment in Selected Economics Courses

	ECON 227	ECON 328	ECON 401
Fall 2022	65		7
Spring 2023	58	13	
Fall 2021	78		9
Spring 2022	47		
Fall 2020	87		10
Spring 2021	72	12	

Fall 2019	67		14
Spring 2020	50	19	
Fall 2018	80		10
Spring 2019	52	24	
Avg units per year	131.2	13.6	10.0

Note: The total number of students who took each class each semester (adding together all sections offered) is presented in each cell.

As one can see, ECON 328 enrollment has been consistently strong. The number of students taking that class exceeds the number of students in the capstone course, ECON 401. This means that it serves more than just Economics majors. The course would be appropriate for Finance majors, for example and, as stated previously, can be used as part of the Data Science minor. Further, ECON 328 has had enrollments in the low teens recently. Thus, the class is under-utilized so that adding a few more students would not come at a cost to the University.

Rationale for a Proposed Major in Sociology-Criminology

Todd Fuist, Courtney Irby, Amanda Vicary

The Program:

Criminology is the sociological study of crime and the criminal-legal system. The goal of this proposal is to create an interdisciplinary major in Sociology-Criminology, housed within Sociology, but drawing on existing courses in a variety of programs. A Sociology-Criminology major would be a boon to Illinois Wesleyan University in a variety of ways. Dating back to evidence in the Gray's data and suggestions by PETF, as well as supported anecdotally by the Admissions Office, there is significant interest among prospective students. Additionally, the quick growth of the criminology minor indicates demand on campus. The major represents a desirable and career-oriented field which could aid in attracting and retaining students.

Criminology both analyzes important current events in ways that students are compelled by while also providing direct job relevance for a variety of professional trajectories including law, policing, and research. Additionally, the Sociology-Criminology major further promotes the University's mission of social justice by providing a framework for students to learn about strategies for combating inequity in some of the foundational institutions of our society.

Ultimately, this major is designed to (1) help IWU remain competitive by providing a course of study that many students express interest in, (2) deliver a uniquely thorough and rigorous experience, grounded in sociology but drawing on our interdisciplinary strengths, that will provide students with a broad skillset, and (c) be deliverable with current and planned staffing.

Peer and Aspirant Institutions:

Of our peer and aspirant institutions, the majority *do not* currently have a program in criminology. The exception is Carleton which has an Institute of Criminology and Criminal Justice and Kenyon which has an interdisciplinary Legal Studies concentration. Many of these institutions, such as Augustana, Knox, and DePauw, offer a few criminology-related courses housed in a sociology program, but do not collect them into a formal major. In contrast, there are several other nearby Illinois colleges that offer degrees in *criminal justice*, such as Eureka, Millikin, and ISU. Criminal justice, however, tends to be a pre-professional program for people entering law-enforcement and corrections, while criminology is a sociological specialization which broadly studies aspects of the criminal-legal system from an empirical perspective. Our proposal to have a joint Sociology-Criminology major uniquely situates us within our peer and aspirant institutions as well as other regional universities. First, the sociological foundation of the major offers a rigorous course of study that examines patterns of crime in society, mechanisms of social control, and the divergent experiences of people within the criminal-legal system. Towards this end, students will be required to take core sociological courses related to theory and methods, as well as substantive courses on topics that intersect with the criminal-legal system. Second, unlike the pre-professional focus on criminal justice programs or the specific focus of a sociological degree, the sociology-criminology major is designed to take advantage of the liberal arts experience by integrating the insights of a variety of disciplinary understandings of crime, justice, and law. These qualities will make IWU's program distinctive by social scientifically and humanistically considering courts and intuitions, inequalities and identities, and laws and values.

Student Interest and Need:

The proposed Sociology-Criminology major programmatically emerged because of the immediate interest in the Criminology minor. In just *one semester* on the books, the Criminology minor had twelve students as of Census Day in Spring 2023, with more students declaring and expressing an interest in the minor since then, bringing us to eighteen students in Fall 2023. This already puts the program in the top minors on campus. In addition to this, UQ data for criminology and the testimony of the Admissions Office indicate that the Sociology-Criminology major can help recruit new students. The Admissions Office has notified us that prospective students often inquire about the ability to study criminology and anecdotally have suggested that students have lost interest in IWU when they find out they cannot major in this field of study here. In fact, a student tour guide informed us that recently a prospective student canceled the rest of their remaining visit after learning that they could not pursue any major in criminology.

Expanding our criminology offerings aligns with the broader mission of the Sociology program, which is to provide students with a broad and actionable education, applicable to a variety of career paths, that includes research, writing, and critical thinking skills. Our program seeks to train students interested in understanding social dynamics to conduct their own research, advocate for social justice, and address our society's most pressing problems. We support our students on this path to becoming informed, well-rounded, and effective members of our society by providing them with a rigorous curriculum where they can see themselves and their future life trajectories represented. As discussed, the criminal-legal system is one of the most important sites in our society in which (a) social inequities play out and (b) future leaders with a knowledge of empirical data and theoretical perspectives will play a crucial role. We thus see the major as a path to provide our students who are interested in any of the many careers which may connect with the criminal-legal system a critical and informed perspective on the issues that they will have to confront when interacting with this institution.

In addition to serving a variety of programs, the Sociology-Criminology major will help to prepare our students for the challenges of the contemporary job market. General public demand for the skills and insights uniquely offered by the broader field of sociology is [strong and rising](#), matching pace with larger job market growth. Jobs in criminal justice, in particular, are expected to grow faster than the overall job market, and we thus ignore this growing industry to our students' detriment. In addition to providing students with the credentials to enter jobs within the criminal justice system, we note that a *strength* of our criminological training at IWU is its strong foundation in empirical research and focus on contemporary issues including diversity, equity, and inclusion (DEI). Sociology is a comprehensive social science which offers students valuable preparation in research methods and data analysis, in-demand [skills](#) which are critical for careers in a variety of fields including those in criminal justice. Additionally, the connection of criminology courses to broader offerings in sociology on diversity and inequality help to prepare our students not just to take jobs in criminal justice, but also to approach their future careers with a critical and transformative lens that will allow them to be future leaders on these issues of fundamental importance to our society. Further, the interdisciplinary offerings of the major will allow students to differentiate themselves for the job market or graduate school with training in fields as diverse as philosophy, business, and chemistry, something many similar programs do not provide.

Further, the substantive area of criminology reflects the University's mission of social justice, as well as represents a demand among our students for courses that can help educate them on issues of DEI. As the Black Lives Matter movement of the last decade has shown, the criminal-legal system remains one of the key sites of inequity in our society, and a commitment to social justice necessitates helping students to understand the concerns activists have regarding this institution. Dovetailing with this, student demand for courses on inequity within the criminal justice system are high, and such courses thus assist with attracting, retaining, and supporting a diverse student population. [Research has found](#) that [first generation students](#) and [students of color](#), who often see themselves reflected in sociological course offerings, are particularly attracted to programs that can help them make sense of their own experiences and, thus, critical criminology is a boon for a liberal arts school that seeks to (a) attract and retain a diverse student population while also (b) preparing those students for a social world where issues of justice and inclusion are increasingly central.

Thus, as part of our ongoing effort to (a) attract new students at a time of declining enrollments, and (b) retain the students we have, we see a Sociology-Criminology major as excellent investment for generating innovative curricular work at IWU. Simply put, *given the interest in these topics and careers among young people, we see it as fundamental to stay ahead of the curve as much as possible by developing cutting edge offerings within criminology.*

Staffing, Courses, and Resources:

The Sociology-Criminology major builds upon existing curricular offerings in Sociology and courses previously identified for the Criminology minor. It makes available a few new existing courses and includes one new course proposal (SOC 280: Deviance). Most of the core requirements in the proposed major are currently housed in the Sociology program and are part of regular offerings with no reasons to anticipate a change. There are two exceptions. One is a data analysis requirement: either PSYC 227, ECON 227, or ENST 200. All these courses are regular offerings on campus and are anticipated to remain so. The second course in question is PSYC 359. As part of Dr. Vicary's move to the School of Business and Economics, she has arranged to be able to continue to teach this course on a regular basis to continue to support this major. Additionally, Sociology is in the midst of two candidate searches. One is a tenure track search intended to broadly support the Sociology program, including by ideally offering courses in Race and Racism. The second is a teaching track position search for a criminologist who could also teach core sociology courses. These two hires will offer added support to Drs. Fuist and Irby, who already teach the listed sociology courses in the proposed major. As designed, the major is thus reliant on existing and planned staffing. The impacted programs, including the School of Business and Economics, Political Science, Environmental Studies, Psychology, Philosophy, Chemistry, and English have all provided written support for the inclusion of their classes, indicated commitment to regular offerings, and noted a willingness to reserving seats in courses for Sociology-Criminology majors.

In addition to no anticipated need for more faculty, there is no expected need for additional space, equipment, or supplies. Regarding resources, because criminology is an offshoot of disciplines we have (sociology in particular, as well as psychology), our existing library

resources should be more than adequate for the minor. We already have access, for example, to several resource collections that deal with related fields, as well as access to the criminal justice article collection specifically, giving us current access to the top journals in the field. Thus, we anticipate being able to deliver this major with existing and planned staffing, space, and resources.

Criminology Catalog Language
Changes in RED

SOCIOLOGY

Fuist, Irby, Staros

Sociology is the study of society. Using sophisticated research methods, we study groups, institutions, beliefs, and experiences to understand how societies work. Some of the topics we're interested in include race, gender, crime, sexuality, families, youth, and politics. Students are often attracted to sociology because of a passion for social justice, a desire to understand different groups or cultures, or a need to understand organizations or institutions.

Students may declare a major in sociology as late as the spring semester of their junior year, although special interests and needs may be accommodated through the advising process. To broaden their educational opportunities, students are encouraged to develop a minor field, to study abroad, or to participate in an internship.

Sociologists are social scientists who learn a variety of research methods to gather and analyze data about society. Sociology students learn about culture, diversity, inequality, and justice, preparing them to navigate a diverse society. Classes on specific topics, such as crime, the media, and the family, also provide students with valuable knowledge about important topics in society. Additionally, critical thinking, effective communication, and writing skills are forefront in the discipline, and these skills are highly sought after by employers in diverse fields. Through internships, an important part of our program, our majors receive practical work experience and insight leading to numerous career choices, while earning college credit.

Major Sequence in Sociology:

A minimum of ten courses in sociology to include:

- 1) Sociology 225, 290, 325*, and 490***; and
- 2) Six additional course units, at least three at the 300-level.

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).

*Sociology majors, in consultation with their advisor, may elect to take a non- sociology course that includes the development of significant social scientific research skills (e.g., GIS, statistics in social science fields, an independent study with this work as its primary focus) in place of the advanced sociological research method requirement for the major. Consultation with and approval from the Department Chair is required.

***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.

Minor Sequence in Sociology:

A minimum of six courses in sociology to include:

- 1) SOC 225, and 290; and
- 2) four additional courses, at least two at the 300-level.

Pre-Professional Opportunities

Sociology offers a good foundation for graduate and professional degrees and for careers in social service, criminal justice, and community organizations. Working closely with their faculty advisor, students develop a course of study, including related minors, which best fits their interests and aspirations.

To support career goals in the following areas, sociology majors/minors can take:

- 1) Law and Criminal Justice: Criminology (SOC 328), Social Problems (SOC 201), Youth Subcultures (SOC 333), and Race and Racism (SOC 230).
- 2) Social Justice/Advocacy: Race and Racism (SOC 230), Sex and Gender in Society (SOC 222), Intersectionality (SOC 345), Sociology of Sexualities (SOC 380), Social Movements and Politics in the US (SOC 340), and Environmental Sociology (SOC 367).
- 3) Marketing and Organizational Research: Race and Racism (SOC 230), Sex and Gender in Society (SOC 222), Media and Popular Culture (SOC 250), Youth Subcultures (SOC 333), and additional methodologies courses (e.g. SOC 2/370 Field Work Experience and SOC 325 Advanced Research Methods).
- 4) Social Work/Not for Profit: The Profession of Social Work (SOC 240), Social Welfare and Human Services (SOC 362), Social Problem (SOC 201), Action Research Seminar (SOC 395), Grant Writing (SOC 398), Marriage and Family (SOC 311), and Sociology of the Life Course (SOC 260).
- 5) Student Affairs: Race and Racism (SOC 230), Sex and Gender in Society (SOC 222), Sociology of the Life Course (SOC 260), Youth Subcultures (SOC 333), Social Movements and Politics in the US (SOC 340), Intersectionality (SOC 345), and Sociology of Sexualities (SOC 380).

For additional information, consult the Sociology program's web page at www.iwu.edu/sociology.

Minor in Criminology

Fuist, Irby, Perera, Vicary

Criminology is the social scientific study of crime and the criminal justice system. As a field, criminology examines a broad array of issues related to crime and criminal justice, including but not limited to policing, crime rates, criminal organizations, and the social construction of crime and deviance. **The study of criminology at IWU both gives students a strong sociological framework for understanding crime and criminal justice, while offering unique interdisciplinary options for students to engage with other social sciences as well as the natural sciences and humanities. The program** focuses on developing knowledge in students about the workings of the criminal justice system, an understanding of inequality with regard to the law, and the skills needed to study crime. **Studying criminology is useful** for students interested in a future working in criminal justice, advocacy, law, or research ~~to complement their primary major with a focus on knowledge and skills related to crime.~~ The course selection is designed to advance the University's mission of social justice by preparing students to confront serious challenges relating to inequality within the criminal justice system in our society, while also helping students to become informed citizens and providing a wide array of skills and competencies for diverse career paths.

~~Students completing a minor in criminology will complete a total of six (6) courses. The core of the minor consists of a series of four (4) courses taken by all students. The four core courses together provide an interdisciplinary foundation on the topic for any student interested in criminology. Sociology 328 and Psychology 359 provide broad overviews of the field from their respective disciplines. Chemistry 120 and the selected methods class, on the other hand, allow students to practice job-relevant, hands-on research applicable to a variety of career paths in criminology. Together, these four courses provide students with a synthesis of theory, empirical research, and methods, to help them both better understand, as well as study, crime and the criminal justice system.~~

~~In addition to the four-course core sequence, students will take two (2) elective courses. These courses have been selected to allow students to round out their criminology minor with classes that focus on their specific areas of interest. Students interested in the legal system, for example, may choose to take Business 349 and a Philosophy class on the law. Conversely, students interested in inequality in the criminal justice system may wish to take some of the listed sociology classes which focus on understanding inequality and diversity within society. Thus, students can complement their major or bolster their preparation for their future career with their selection of criminology electives.~~

Major Sequence in Sociology-Criminology

- 1) SOC 201: Social Problems
- 2) SOC 225: Research Methods
- 3) PSYC 227 OR ECON 227 OR ENST 200
- 4) SOC 290: History of Social Thought
- 5) PSYC 359: Crime and the Justice System
- 6) SOC 328: Criminology
- 7) SOC 490: Senior Seminar in Sociology

Pick FOUR (4) courses from at least TWO (2) categories, and at least TWO (2) must be at the 300-level:

- 1) Courts and Institutions:
 - BUS 349: Seminar in Business: Trial Class
 - CHEM 120: Forensic Chemistry
 - PSCI 105: Civil Liberties and Social Justice
 - PSCI/SOC 395: Action Research Seminar
 - SOC 240: Social Work
 - SOC 311: Marriage and Families
- 2) Inequalities and Identities:
 - PSYC 251: Abnormal Psych
 - SOC 222: Sex and Gender
 - SOC 230: Race & Racism
 - SOC 345: Intersectionality
 - SOC 380: Sex and Sexualities

- 3) Laws and Values:
BUS 355: Business Law
ENGL 133: Crime and Punishment
PHIL 105: Rights and Wrongs
PHIL 205: What is Law
PHIL 305: Philosophy of Law
PSCI 303 International Law and Organizations
SOC 280: Deviance


*Special topics and internships may be included with the permission of the chair.

Minor Sequence in Criminology

- 1) SOC 328: Criminology
- 2) PSYC 359: Crime and the Justice System: A Social Psychology Perspective
- 3) CHEM 120: Forensic Chemistry
- 4) A methods class, selecting from the following:
SOC 225: Methods of Social Research PSYC 227: Statistics
ENST 200: Introduction to Geographic Information Systems (GIS)
- 5) Two (2) courses from the following: BUS 349, PHIL 205, PHIL 305, PSYC 251,
PSCI 105; SOC 201, SOC 230, SOC 345, SOC 270/370 (by permission of the chair).

Consent to Include Courses in Sociology-Criminology Major from Chairs and Directors of Affective Programs

Below, please find consent from the heads of Philosophy, Political Science, Environmental Studies, the School of Business, Psychology, Chemistry, and English for approval of their courses. In addition, most of the respondents agreed to reserve seats for Sociology-Criminology majors if such a thing seemed necessary, as well as noted their intentions to offer the class in question.

 **Andy Engen** to me Mon, Oct 30, 12:31 AM (9 days ago) ☆ ↶ ⋮


Hi Todd,

I approve of the inclusion of PHIL 205 and PHIL 305 as electives in the Sociology-Criminology major.

In response to your questions

1. I plan to offer PHIL 305 every other year, starting next year. PHIL 205 was taught by Prof Criley and our ability to offer it in future years will depend on future hires.
2. I would be willing to reserve seats in PHIL 305. One possible complication is that, as a 300-level course, it has a prereq of one philosophy course.
3. You have included the philosophy courses most relevant to criminology.


Thanks,
Andy

 **Todd Fuist** <tfuist@iwu.edu> to Andy Mon, Nov 6, 10:32 AM (23 hours ago) ☆ ↶ ⋮

Honestly, I'm inclined to include PHIL 105. Both because (a) I like directing people towards Philosophy classes and, (b) one of our stated goals with this major is to make sure that people interested in going into law, law enforcement, etc., think very hard about the kinds of ethical issues it sounds like that class raises. Additionally, I do like giving students the option to take that upper level Phil course with something that will count for Crim without you having to waive anything. If you have a problem with us including it, let me know.

Thanks!
Todd

...

 **Andy Engen** to me Mon, Nov 6, 10:35 AM (23 hours ago) ☆ ↶ ⋮

That sounds great to me, Todd. I appreciate your inclusion of philosophy in the major.

All the best,
Andy

...

 **Michael Theune** to me Mon, Nov 6, 9:15 AM (1 day ago) ☆ ↶ ⋮

Hi, Todd,

About ENGL 133 as a part of the Crim major:

Can you inform us of your ability to regularly offer the courses from your program we have included in the sociology-criminology major?

We can offer this course at least once every other year.

Would you be willing to reserve seats in those courses for criminology students?

Yes.

To the best of your understanding, have we included the courses from your program most appropriate for the topic in this major? If there are additional or alternative courses you would suggest, what are they?

Yes, ENGL 133 is the appropriate course for the Crim major. No other appropriate courses spring to mind.

Let me know if you have any questions!



Abigail Jahiel
to me

Wed, Nov 8, 9:24 AM (1 day ago) ☆ ↶ ⋮

Todd,

Sorry not to get back to you sooner. I've checked with Aaron, and we both see no problem including ENST 200 GIS in the criminology major. GIS is offered every spring, and sometimes 2x in a spring. We would be willing to hold some seats for criminology students.

Please accept this as my endorsement as ES director for this new major.

Abby



William Munro
to me

10:34 AM (0 minutes ago) ☆ ↶ ⋮

Hi Todd:

My apologies for being slow to respond.

Thanks for sharing the description of the new Soc/Crim major with me. With respect to the questions you ask:

1. The Political Science department is currently committed to offering the courses you list (PSCI 105 and PSCI 303) regularly. Currently, PSCI 303 is offered on a bi-annual rotation. We have been offering PSCI 105 on an annual basis, but it is staffed by an adjunct. So our ability to offer that course, which is popular, on a regular basis depends somewhat on the goodwill of the administration.
2. Since the Soc/Crim major has not yet come on-stream, we would like to defer the question about holding seats. Should that become a matter of concern, we'd be happy to have a conversation
3. The Political Science courses you list are certainly appropriate to the Soc/Crim major, and the political science department would be happy to have them listed as electives in the major. I should mention that the Advocacy minor, which is run by Jim Simeone, is independent of the political science department, and may also seek to suggest relevant courses.

Let me know if you have any questions.

Best

William



Ram Mohan
to Wathsala, me

Wed, Nov 1, 1:53 PM ☆ ↶ ⋮

Sorry for the late reply. I was waiting for an answer from Wathsala. Please see responses in RED.

(1) She will not be offering Forensics in Spring or May 2024.

Further, I'd be interested to collect the following information from you regarding this proposal, so as to best present the major to CC:

1. Can you inform us of your ability to regularly offer the courses from your program we have included in the sociology-criminology major?

Wathsala is agreeable to offer this in the future. The soonest she would offer it would be Spring 2026. After that we could consider offering it every other year at best. We have courses needed for the major but no one to teach—Wathsala would be teaching inorganic chemistry in Spr 2025. It is a required course and yet we can probably only offer it every other year. It is a sorry state of affairs.

But her ability to offer Forensics in Spring 2026 depends on how our current two searches go. I hope

1. Would you be willing to reserve seats in those courses for criminology students?

Yes, this should be ok.

1. To the best of your understanding, have we included the courses from your program most appropriate for the topic in this major? If there are additional or alternative courses you would suggest, what are they?

Yes.



Bryan McCannon
to me

Todd, I approve of having ECON 227 listed in the new Criminology program.

Bryan

Bryan C. McCannon, Ph.D.
Dean, School of Business and Economics
Illinois Wesleyan University



David Wallace

to me ▾

Mon, Nov 6, 4:02 PM (4 days ago) ☆ ↶ ⋮

Hello Todd,
Sorry that I didn't follow up sooner.

The courses look fine. Technically, I can't agree for Econ since that is Dave Marvin's department, but we do accept Psych 227 in lieu of Econ 227 for our majors.

We teach the trial class every year.

I'll talk to Rob Kearney about reserving seats.

I'm not sure if you might be interested in Business Law as well. The FTC, which regulates much business behavior, is a civil, not criminal institution, although they do refer cases to other federal agencies like the FBI.

David



Amanda Vicary

to me ▾

Mon, Nov 6, 12:48 PM (21 hours ago) ☆ ↶ ⋮

Hello,
I don't know how to send a digital signature via email, but I approve!

1. We offer Abnormal Psychology every semester, and I have a written document from the Provost's office verifying that I will be teaching Psyc 359 at least once per year.
2. I already have reserved seats in Psyc 369 from crim minors and will certainly do the same for majors. Abnormal psychology seats approximately 30 students per semester, so 60 per year, so will also be able to reserve seats (although I doubt it is necessary).
3. Yes.

Request for Curriculum Council Action
Submitted by: Bryan C. McCannon

The Curriculum Council moves that the faculty approve a deletion of the concentrations to the Economics major offered by the Department of Economics in the School of Business and Economics.

Why are you making this deletion?

Currently, students who choose to major in Economics can elect to have a concentration in either Financial Economics or International Economics. We would like to delete both concentrations.

We expect that this will not adversely affect any current students, will not affect the attractiveness of the Economics program, and has the potential to benefit the University by eliminating scheduling frictions.

The primary motivation for deleting the concentrations is that we cannot guarantee that all the classes needed for these concentrations can (and should) be offered on a frequent enough basis. We have only three faculty in the Economics program and we have heavy service teaching responsibilities as students in numerous programs are required to take ECON 100 and ECON 227. We have historically been teaching 6-7 courses of the former and 5 classes of the latter each academic year. With three faculty teaching 6 courses, this leaves us with the resources to offer six upper-level economics classes each year. The major requires ECON 301, 302, 328, and 401. Thus, absent support through adjuncts, we are only able to offer two additional courses each year. We expect that the newly created Environmental and Natural Resource Economics course will be one of those. It has been experiencing 30-student enrollments in the last few years as it is both popular with economics students, but also services the Environmental Studies program. We also plan on teaching Money and Banking on a regular basis as it a valuable class in the growing Finance program, and popular with economics students as well. To be able to credibly offer these two concentrations, we would need to be teaching International Trade, International Finance, Development Economics, and Time Series Econometrics all on a regular basis. As you can see, we do not have the resources currently to do so. In addition, if we did have the resources, it is not obvious that these four courses are the most impactful ones for our students.

Using data provided by the Registrar's office on the first week of class this semester, only two students have declared concentrations in International Economics. A total of eight students have declared concentrations in Financial Economics. It is worth noting that all eight of these students have second majors as well, and that the plurality of them are Finance majors. Thus, the concentration is essentially redundant for them.

We do not have the resources and do not want to commit the resources we have to ensure that these otherwise elective courses are offered annually. Hence, if we cannot provide the concentrations, then we feel they should not be advertised as options for students.

If the proposed deletion is cross-listed or contributes to other programs, has the other department been consulted and do these colleagues agree?

It is not cross-listed with any other program. All faculty in the Department of Economics have been consulted and are supportive of the proposal.

Request for Curriculum Council Action
Submitted by: Bryan C. McCannon

The Curriculum Council moves that the faculty approve a deletion of the minor in International Economics offered by the Department of Economics in the School of Business and Economics.

Why are you making this deletion?

Currently, the Economics Department offers three minors: Economics, Financial Economics, and International Economics. We would like to delete the International Economics minor leaving the other two as options.

We expect that this will not adversely affect any current students, will have only a negligible effect on the attractiveness of the Economics program, and has the potential to benefit the University by eliminating scheduling frictions.

The primary motivation for deleting the minor is that we cannot guarantee that all the classes needed for this minor can (and should) be offered on a frequent enough basis. Each of the three minors requires five economics classes. The International Economics minor requires three specific courses: ECON 351 (International Trade), ECON 352 (International Finance), and ECON 355 (Economics of Developing Countries). We have only three faculty in the Economics program and we have heavy service teaching responsibilities as students in numerous programs are required to take ECON 100 and ECON 227. We have historically been teaching 6-7 courses of the former and 5 classes of the latter each academic year. With three faculty teaching 6 courses, this leaves us with the resources to offer six upper-level economics classes each year. The major requires ECON 301, 302, 328, and 401. Thus, absent support through adjuncts, we are only able to offer two additional courses each year. We expect that the newly created Environmental and Natural Resource Economics course will be one of those. It has been experiencing 30-student enrollments in the last few years as it is both popular with economics students, but also services the Environmental Studies program. We also plan on teaching Money and Banking on a regular basis as it a valuable class in the growing Finance program, and popular with economics students as well. To be able to credibly offer this minor, we would need to be teaching International Trade, International Finance, and Development Economics all on a regular basis. As you can see, we do not have the resources currently to do so.

Using data provided by the Registrar's office on the first week of class this semester, no student has declared this minor.

We do not have the resources and do not want to commit the resources we have to ensure that these otherwise elective courses are offered annually. Hence, if we cannot provide the minor, then we feel they should not be advertised as an option for students.

If the proposed deletion is cross-listed or contributes to other programs, has the other department been consulted and do these colleagues agree?

It is not cross-listed with any other program. All faculty in the Department of Economics have been consulted and are supportive of the proposal.

Proposal to Add a New KIN Code

Lindsey Kellar, Interim Associate Director of Health Sciences

What motivated the change:

The School of Nursing and Health Sciences is seeking to add a new code for required courses in the Kinesiology and Allied Health (KAH) major. Initially, the KAH major (formerly named Health Promotion and Fitness Management) was developed as a major within the Kinesiology, Sport and Wellness (KSW) department (previously the Physical Education department). The courses were therefore coded as PETH courses, and taught by KSW/PE faculty members. The KAH major moved out of KSW and transitioned into the School of Nursing and Health Sciences in 2022. Subsequently, the faculty members who teach the four listed courses are faculty within the KAH major. One faculty member was a new tenure line hire in 2023 and the other faculty member transitioned from teaching with KSW into KAH, under the Health Sciences umbrella.

With the growth of the Kinesiology and Allied Health major, and subsequently the future addition of new courses specific to the major, it is necessary for the major to create its own code. We propose that the new code for classes specific to the Kinesiology and Allied Health major be KIN (Kinesiology). As new courses are added to the major, the plan is to add them with the KIN code.

If this is a change in course units, does it adhere to the university policy on course units?

n/a

Request for Curriculum Council Action
Submitted by: Bryan C. McCannon

The Curriculum Council moves that the faculty approve a revision to the catalog language for the Department of Business Administration in the School of Business and Economics.

Rationale

There are four core courses taken by students majoring in business-related fields: BUS 331 (Marketing: Principles and Management), BUS 341 (Organizational Management), BUS 355 (Business Law 1), and FIS 303 (Financial Management). This proposal updates the prerequisites for these courses.

Currently, the Catalog entry under Business Administration begins with a lengthy narrative describing the programs offered by the Department of Business Administration. Two paragraphs in particular suggest that students “seeking to matriculate into a major ...” must complete a long list of six classes before taking their business courses. This “should ideally” language has led to Banner requiring students to have completed all six classes prior to registering for the core courses which all students in business-related fields must take. In addition, a second paragraph suggests that only students with declared majors in business-related fields can take these courses. Please see the reproduction of the Catalog entries for the text in question. The restrictions and prerequisites arising because of this language means that students must get waiver forms signed prior to registering. This language creates a serious burden for faculty, staff, and students.

What we are proposing is to update the Catalog entry to eliminate the two paragraphs. We have been assured by the Registrar’s Office that if we delete these two paragraphs, then the Banner system can be updated to eliminate the Restrictions and the Prerequisites for each.

Along with updating the Catalog entry, we would also like to add prerequisites to each course. For BUS 331, BUS 341, and BUS 355 we only require that students have “sophomore standing” to take the courses. This would drop ACC 112 as a prerequisite for BUS 355 (Business Law 1) and turn the six current prerequisites for BUS 331 and BUS 341 into just one requirement that the student have sophomore standing. For the FIS 303 (Financial Management) course, we do have three courses listed as needed prerequisites added.

The primary goal of this proposal is to open up our classes for all students on campus, have only those prerequisites that are necessary for each course required, and improve students’ experience during registration. Our proposal will not affect the content of any course.

What are your current requirements and what are the proposed changes?

To clarify the situation, I will reproduce the prerequisites and restrictions in Benner for each course.

[1] Currently, **BUS 331** does not list any prerequisites in its Catalog course description. Banner lists:

Catalog Prerequisites (BUS 331)

And/Or	Subject	Course Number	Grade
(	Business Administration	212	D
Or	Accounting	212	D)
And	Gateway Colloquium	100	D
And	Economics	100	D
And	Economics	227	D
And (	Mathematics	110	D
Or	Mathematics	176	D
Or	Mathematics	010	CR
Or	Mathematics	020	CR
Or	Mathematics	010	TCR
Or	Mathematics	020	TCR)

as prerequisites. Further, Banner adds the following restriction:

Must be enrolled in one of the following Fields of Study (Major, Minor or Concentration):

- Accounting (ACC)*
- Business (BU)*
- Business Administration (BUS)*
- Economics (ECO)*
- Entrepreneurship (ENT)*
- Finance (FI)*
- International Business (IB)*
- Marketing (MKT)*

Deletion of the two paragraphs in the Catalog should eliminate all of these barriers. We would like to add back simply a requirement that a student has “sophomore standing”.

[2] Currently, the Catalog entry for **BUS 341** does not list any prerequisites in its course description. Banner lists:

Catalog Prerequisites (BUS 341)

And/Or	Subject	Course Number	Grade
(	Business Administration	212	D
Or	Accounting	212	D)
And	Gateway Colloquium	100	D
And	Economics	100	D
And	Economics	227	D
And (	Mathematics	110	D
Or	Mathematics	176	D

Or	Mathematics	010	CR
Or	Mathematics	020	CR
Or	Mathematics	010	TCR
Or	Mathematics	020	TCR)

as prerequisites. Further, Banner adds the following restriction:

Must be enrolled in one of the following Fields of Study (Major, Minor or Concentration):

- Accounting (ACC)*
- Business (BU)*
- Business Administration (BUS)*
- Economics (ECO)*
- Entrepreneurship (ENT)*
- Finance (FI)*
- International Business (IB)*
- Marketing (MKT)*

Deletion of the two paragraphs in the Catalog should eliminate all of these barriers. We would like to add back simply a requirement that a student has “sophomore standing”.

[3] Currently, the Catalog entry for **BUS 355** states, “Prerequisite: sophomore standing and either ACC 112 or consent of the department head.” Banner lists:

Catalog Prerequisites (BUS 355)

And/Or	Subject	Course Number	Grade
	Business Administration	112	D
Or	Accounting	112	D

as prerequisites. Further, Banner adds the following restriction:

Must be enrolled in one of the following Fields of Study (Major, Minor or Concentration):

- Accounting (ACC)*
- Business (BU)*
- Business Administration (BUS)*
- Economics (ECO)*
- Entrepreneurship (ENT)*
- Finance (FI)*
- International Business (IB)*
- Marketing (MKT)*

Deletion of the two paragraphs in the Catalog should eliminate all of these barriers. We would like to keep the requirement that a student has “sophomore standing” and eliminate the requirement that students also complete ACC 112.

[4] Currently, the Catalog entry for **FIS 303** states, “Prerequisite: ACC 112.” Banner lists:

Catalog Prerequisites (FIS 303)

And/Or	Subject	Course Number	Grade
(	Accounting	212	D
Or	Business Administration	212	D)
And	Gateway Colloquium	100	D
And	Economics	100	D
And	Economics	227	D
And (	Mathematics	110	D
Or	Mathematics	176	D
Or	Mathematics	010	CR
Or	Mathematics	020	CR
Or	Mathematics	010	TCR
Or	Mathematics	020	TCR

No restrictions are listed.

The modification of the two paragraphs in the Catalog should eliminate all of these barriers. We would like to add back the requirements that a student has “Prerequisite: ACC 112, ECON 100, and ECON 227”.

What motivated the change?

Many students must take BUS 331, BUS 341, BUS 355, and FIS 303. Currently, Banner requires that students complete six prerequisites and be a declared major before they can register for any of these courses. The classes do not use the material from these prerequisites and students routinely take each class before completing all requirements. Further, BUS 341 has been incorporated into the Nursing major and BUS 355 is incorporated into the Law concentration of the Advocacy major. Therefore, restricting access to only students with business-related majors is outdated. In practice, these restrictions mean that literally hundreds of waiver forms must be signed by students. This creates frustration and confusion with students each advising period. The advisees, department chairs, and staff of the Registrar’s Office must spend a substantial amount of time processing all of these forms. By deleting these paragraphs in the Catalog and clarifying the prerequisites for the courses, our students, the staff, and the faculty advisor will have a better registration experience without affecting the classroom experience.

How does the proposed change affect staffing?

There will not be any affect on staffing.

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

We will not need any additional resources.

Provide a description for the University Catalog.

On the next page, I reproduce the Catalog entry for Business Administration and Finance. The red-colored, strike-through sections are what we would like to have deleted. The bolded red text is what needs to be added.

BUSINESS ADMINISTRATION

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

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

~~Lower-level (100-200) courses in the department are open to all students. Upper-level (300-400) courses in the department are open to students not majoring or minoring in business, marketing, professional sales, supply chain management, entrepreneurship, accounting, finance, or economics with consent of the department head; a small percentage of seats in each class is reserved to accommodate such students, but such students should follow the department's closed course process by contacting the department head. However, students not majoring or minoring in business, marketing, professional sales, supply chain management, entrepreneurship, accounting, finance, or economics may take only one upper-level course in the department unless required to do so by a major outside the Department of Business Administration, or unless they receive permission from the department head.~~

Marketing is the discipline that connects an organization to its customers or clients. It requires decisions relating to pricing, product development, communication and distribution of goods, services, or ideas. The marketing discipline is becoming increasingly dynamic with technological advancements such as social media, data analytics, search engine optimization (SEO), and supply chain management. Marketing majors are open to many career paths, including research, communication, sales, logistics, product management, and online interactions with customers or clients. Marketing majors at Illinois Wesleyan University will graduate career ready.

Professional salespeople play a critical role in the marketing of goods and services. They represent firms that produce the goods and services and connect them with other firms that need them. The Professional Sales major equips students with the knowledge and skills necessary for career success, including presentation, oral and written communication, collaboration, and critical thinking.

Supply chain management is a comprehensive approach to strategic planning, coordinating, and optimizing the flow of goods, services, information, and finances as they move from the supplier to the manufacturer, through various distribution channels, and ultimately to the end customer. An academic program in supply chain management trains students to develop creative solutions, convert data into actionable decisions, and manage the impact those decisions will have on all stakeholders.

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

The increasingly quantitative character of modern business practice urges that students elect additional mathematics beyond that required for the major, and students considering graduate work in business should take at least one semester of undergraduate calculus. For many students, one or more computer science courses may be appropriate. We recommend that students consider obtaining a certificate in analytics, a three-course sequence which includes CS 125, CS 225 and a statistic class.

~~Students seeking to matriculate into a major in business, marketing, professional sales, supply chain management, 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; (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). Entrepreneurship majors should focus on taking BUS 240 (introduction to Entrepreneurship) as the sixth class mentioned above.~~

Upper level (300-400) courses taken at another college or university at a lower level may not be used to satisfy major or minor requirements, absent department head approval.

Business Majors minoring in Hispanic Studies reference page 312.

For the three classes offered by this department, we would like the Catalog to read (again, changes are in bolded red):

331 Marketing: Principles and Management

Functions and activities of the consumer, retailer, and wholesaler. Consideration of development of marketing programs including product planning, marketing communications, and pricing policies. **Prerequisite: sophomore standing.** *Offered each semester.*

341 Organization and Management

An introduction to organization theory and fundamental considerations of planning, organizing, and controlling organizations. Focus is on theories of motivation, perception, communication, decision making, group behavior, leadership, control tools, and change as they relate to the practicing manager in business, government, hospitals, and schools. **Prerequisite: sophomore standing.** *Offered each semester.*

355 Business Law I (W)

Nature of law and courts; international law; crimes and torts; administrative law; wills, trusts and estates; insurance law; antitrust law; landlord/tenant relationships. Introduction to contracts, sales, commercial paper, secured transactions. **Prerequisite: sophomore standing.** *Offered each semester.*

FINANCE

Lower-level (100-200) courses in the department are open to all students. ~~Upper-level (300-400) courses in the department are open to students not majoring in finance with consent of the department head; a~~ **A** small percentage of seats in ~~each class is~~ **upper-level (300-400) courses are** reserved to accommodate ~~such~~ **students not majoring in finance**, ~~but such students should follow the department's closed course petitioning process. However, students not majoring in finance may take only one upper-level course in the department unless required to do so by a major outside the Department of Finance, or unless they receive permission from the department head.~~

IWU's Finance major is designed to produce articulate, well-informed, responsible graduates who learn finance in a liberal art setting. We emphasize critical thinking and communication, two skills that are essential to success in any financial field. At IWU, the program centered on application for real world problems and culminating in multiple real-world experiences including investing actual money. The major in finance prepares students for entry-level positions in the field of finance, investments, and risk management. It also helps students develop the skills necessary to adapt to a changing and increasingly complex world. The study of finance is concerned with the management of money, investments, financial institutions, and analytical preparation for careers in a wide variety of profit-seeking business and not-for-profit agencies. See more at www.iwu.edu/finance.

The increasingly quantitative character of modern business practice suggests that students elect additional mathematics beyond that required for the major, and students considering graduate work in business should take at least one semester of undergraduate calculus. For many students, one or more computer science course may be appropriate. See the Computer Science section of this Catalog for course offerings.

Students seeking to matriculate into a major in 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 with a grade of C- or higher must be earned in each of these courses.** In addition, a student's cumulative GPA in these six courses must equal or exceed 2.50. ~~No student wishing to major in finance will be permitted to enroll in any upper-level course in the department, except Business Law I, prior to meeting these requirements.~~

For FIS 303 we would like the Catalog to read (again, changes are in bolded red):

FIS 303 Financial Management

Nature and functions of finance, financial management, and relevant markets and institutions. Topics include financial analysis, time value of money, valuation, capital structure, and international issues. Prerequisite: ACC 112, **ECON 100, and ECON 227**. *Offered each semester.*

Faculty Development Committee
Committee Report
Faculty Meeting – January 31, 2024

FDC members:

Edgar Lehr (Chair), Leigh Moon, Dan Roberts, Jennifer Rushlow (Vice Chair), Gabriel Spalding, Abbie Kerr (ex-officio)

FDC had one meeting since the last faculty meeting and additional communications by email. We have evaluated one CPD proposal, and a decision letter was sent to the applicant.

Committee work during the spring semester includes:

- Evaluation of submitted grant proposals.
- Developing a scoring rubric for ASD grants.
- Planning (e.g., inviting speakers) the Scholarship Renewal Program for May 6, 2024.
- Updating the Faculty Development Handbook (e.g., including the GIP with cover and budget sheet, including teaching track faculty for all developmental opportunities).

Please keep the following dates in mind:

- February 15, 2024: **ASD grant submissions due** (third review period).
- February 16, 2024: **Next TGIF**.

Respectfully submitted,

Edgar Lehr

Nominating Committee
Faculty Report
January 31, 2024

The committee has met twice since the last faculty meeting. The committee has continued to try to fill committee vacancies through calls for nominations on both elective and appointive committees. A special election is running from Mon, 1/29 to Wed, 1/31 at 5 PM to fill several vacancies. All voting faculty are encouraged to vote and should have received an email to the electronic ballot. A list of vacancies is below. The committee is also working on identifying discrepancies between the Faculty Handbook and the recommended CUPP committee structure.

Elective Committees

- Assessment
 - Need 1 for spring 24
- CETAL
 - Need 1 - must be tenured (term is through spring 25)
- BOT Rep for CUPP
 - Need 1 - must be tenured (term is through spring 25) [Special election currently being held]
- Hearing
 - Need 1 for spring 24 - must be tenured
- URAC
 - Need 1 for spring 24 [Special election currently being held]

Appointive Committees

- Secretary
 - Need 1 for spring 24

Administrative Committees

- IT Governance (Filling on behalf of CUPP)
 - Need 1 for spring 24 [Special election currently being held]

**Illinois Wesleyan University
Faculty Meeting January 31, 2024
Assessment Committee Written Report**

The Assessment Committee (AC) met twice since the last faculty meeting on November 29, 2023. The AC welcomed back Mignon Montpetit, and thanked our colleague in Political Science Greg Shaw who was gracious enough to serve during the spring, substituting an AC member who is on leave.

The AC is in the process of reviewing the following reports sent by faculty:

- Shared Curriculum categories being assessed in the 2023-2024 cycle (Contemporary and Social Institutions, Formal Reasoning and Second Language): for CSI (PSCI 101, and SOC 101); for FR (CS/DS 125, and MATH 110).
- Shared Curriculum categories assessed in the 2022-23 cycle: The Arts (ART 113)
- Strategic Assessment Plans (StrAp): Kinesiology and Health

The results of the committee reviews will be shared with the assessment liaisons and chairs/directors of the respective schools, departments and programs.

The AC recognizes the work and commitment that the assessment of student learning entails, and thanks faculty who are willing to participate in this process. Specially, we would like to thank visiting and adjunct faculty for taking on this extra administrative responsibility.

In light of the Higher Learning Commission's next accreditation visit to IWU in 2026, Associate Dean Coles is leading preliminary conversations with the Curriculum Council about effective ways in closing the loop in the assessment of student learning in the Shared Curriculum. The AC is also discussing ways of giving feedback to faculty that are constructive and provide a clear path for closing the loop in the assessment process.

The Assessment Committee meets every other week on Wednesdays at 1:00 pm. Please send any questions or concerns regarding the assessment of student learning to assessment@iwu.edu or directly to Carmela Ferradáns, cferrada@iwu.edu

Respectfully submitted,

Carmela Ferradáns

Chair of the Assessment Committee

URAC Written Report
25 January 2024

URAC has met twice since the holiday break. The chair requested that the Nominating Committee fill a vacancy to replace a member who withdrew from the committee for personal reasons. The agendas for both meetings were focused on Eckley Fellowships and planning for the 2024 John Wesley Powell (JWP) Research Conference. Tameka Myers sent reminders to students and faculty about the Eckley Fellowships, and applications are due on 29 January 2024. The committee discussed slight modifications to the schedule for the JWP Research Conference, which will include having the keynote address between the first and second oral/poster presentations. We hope this will result in increased attendance at the keynote address. Much of the remainder of the meetings was spent finalizing the registration process for the conference. The call for abstracts and the conference registration link were sent to students and faculty on 24 January 2024, and the deadline for submission will be on 24 February 2024.

Respectfully submitted,

Given Harper
Chair of URAC

SEC Report January 31, 2024

The SEC will meet on January 30 to review engagement data for the fall 2023 semester.

Deborah Halperin
IWU Center for Engaged Learning & IWU F1RST
Ames Library #114
309.556.2202 or 309.825.6006
dhalperi@iwu.edu

Writing Program Committee Report January 31, 2024

Members: Pennie Gray (Writing Program Director), Alyssa Culp, Steph Guedet (Lead Instructional Designer), Billie Jarvis-Freeman (Writing Center/Tutoring Services Director), Linda Kunce, Jim Simeone

I. Gateway:

- Spring semester Gateways are underway, with 38 students currently enrolled in one of the three sections. Last semester, there were 31 students who failed their Gateway, 5 who received an incomplete, and 9 who withdrew.
- An informational session entitled *So You Wanna' Teach a Gateway* will be held on Wednesday, February 7 from 11:00 am to noon in Thorpe. Come to learn more about Gateway courses from seasoned experts. You'll also learn about the resources that are available to support you as you teach a Gateway. A light lunch will be served. There is still time (but not much) to [RSVP](#) if you are interested in joining us.
- Essays submitted for the Best Gateway Essay Contest are being evaluated by the Writing Program Committee. Stay tuned for the results.

II. Summer Reading:

A list of names of talented first-year students was solicited from fall semester Gateway instructors, and we contacted those students to invite them to join a Summer Reading Student Committee. These students will help guide decisions for this year's Summer Reading Program. More information will be shared soon.

III. Writing in the Disciplines:

A workshop will be held in late spring the purpose of which will be to fine-tune how writing is taught in the disciplines. More information is forthcoming.

IV. Writing Program Director:

Please consider whether you might like to take the helm of the Writing Program in the next academic year. It is a gratifying and exciting opportunity that gives one lucky individual an opportunity to network with folks all across campus. The call can be found [here](#). Please reach out to Pennie Gray with any questions you may have about the position.

Faculty Meeting
31 January 2024
Interim Provost Abbie Kerr

Provost's Report

Draft Schedules and Load Increase Update

As a reminder, draft schedules were due to the Registrar's office on January 22. If you are a chair or director and have not submitted your fall 2024 schedule, please do so as soon as possible. There will be an opportunity to revise your schedule by February 16, and final course schedules are due February 23.

As you build your schedules, please remember that we will be looking for each program to increase the number of student seats by 14% next academic year. We are working on calculating the baseline number of student seats in each program and will share that information as soon as it is available. In the meantime, you are encouraged to work to increase seats in the fall semester to the best of your ability. As a reminder, the goal is to increase the number of students taught by tenure-line and teaching track faculty OR decrease the cost of instruction in the program in an effort to save a total of \$500,000 annually. Suggestions for achieving this goal in 2024-2025 include:

Increasing students taught for 2024-25:

- Raising course caps on courses that typically fill (if classroom space allows)
- Offering more or larger, lower-division courses, while maintaining a sound rotation of upper-level courses
- Consolidating courses or course sections of under-enrolled courses
- Scheduling classes at less-popular times to avoid conflicts and allow more students to register in each class

Demonstrating lower instruction cost for IWU as a whole:

- Identifying major/minor courses regularly taught by adjuncts and developing a means to teach them on-load via full-time faculty
- Offering GW sections beyond the usual department/school expectations
- Foregoing a visiting position and instead requesting adjunct faculty for the essential courses.

Departmental/Program Restructuring

As part of our attempt to improve collaboration and coordination between academic units originally proposed in the deans model, monthly chairs and directors meetings will be modified beginning this spring semester. Moving forward, monthly meetings will occur between subgroups of chairs based on shared interests/initiatives. We are in the process of determining the composition of these smaller meetings so that they can be scheduled.

These smaller meetings are meant to be issue-oriented in nature and to promote interdisciplinary collaboration concerning things such as staffing issues, course scheduling, curricular changes, resource issues (including hiring proposals), marketing strategies, advancement strategies, etc.

Contingent Faculty Requests

A total of 9 proposals for visiting faculty were submitted. After consultation with CUPP and the Academic Affairs leadership team, a total of 6 proposals were approved including: Accounting, Biology, English, Mathematics (with support for Economics), Psychology, and the School of Music.

As a reminder, adjunct proposals are due to the Associate Provost's office February 5.

Paid Leave for All Workers Act (PLAWA) Reporting

An initial communication went out to all employees (included as an addendum to this report) indicating changes in Illinois State law that requires all employees to receive 40 hours of PLAWA leave annually, in addition to sick and vacation time accruals. It is important to note that this includes full-time faculty. Regardless of your typical workload, compliance with PLAWA requires us to ensure that you have access to paid leave and that any time taken off is appropriately recorded.

In order to be in compliance with the updated law, beginning January 1, 2024, full-time faculty members will receive 40 hours of PLAWA leave annually. Time can be accessed (and thus recorded) beginning March 31, 2024. When using PLAWA leave, please provide your chair with written notice, preferably a week in advance. Available PLAWA balances will be recorded in Banner, and instructions on reporting time in Banner will be provided prior to March 31. If you have any questions or concerns regarding this information, please don't hesitate to reach out to Human Resources at extension 3373.

A final note

First and foremost, I would like to say that I am honored to serve Illinois Wesleyan as Interim Provost. I appreciate the support of Academic Affairs staff in particular, and IWU's faculty and staff more generally in helping ease this period of transition. I care deeply about this institution and commit to operate the office with integrity and transparency. In my work with Academic Affairs offices and Chairs and Directors, I plan to prioritize recruitment and retention to ensure that we continue to attract and retain engaged and talented students with a thoughtful and innovative curriculum that prepares them for our complex, global world and leads to personal and professional fulfillment. I hope to foster faculty and staff development through on-campus programming and resources for off-campus professional development, to support and celebrate curricular development and innovation, scholarly and creative work, and staff achievements, and to encourage grant seeking activities to permit growth and development outside the bounds of available on-campus resources. Finally, I will continue to run the office in a fiscally responsible fashion, stewarding our resources to serve as many students as possible through judicious allocation, especially in ways that will support the Shared Curriculum, the liberal arts as a curricular backbone that enhances all curricular tracks, and our pre-professional and professional programs. I have been privileged to work alongside a talented, dedicated community of faculty and staff colleagues who

have supported, developed, and nurtured student-centered programming despite looming challenges to higher education generally, and our institution specifically. I will do my best to help our faculty and staff continue to grow, innovate, and evolve in ways that will serve our current and future students as we work together to ensure the health and integrity of our institution. I look forward to our work together.

PLAWA Email: Sent on December 15, 2023

To: Staff and Faculty

From: Cindy Lotz, Director of Human Resources

Earlier this year, Governor Pritzker signed a new law called the [Paid Leave for All Workers Act \(PLAWA\)](#). This law, effective January 1, 2024, ensures that all Illinois workers have access to paid leave. At Illinois Wesleyan University, full-time staff and faculty already receive more generous paid leave than will be required by the state. However, we're happy to share this update which outlines an expansion of paid time off benefits!

PLAWA Leave Specifications:

- IWU will provide 40 hours of PLAWA leave annually to full-time employees* starting January 1, 2024, without affecting existing sick and vacation time accruals. This time will be available to use beginning March 31, 2024. PLAWA leave will be available January 1 in subsequent years.
- Student workers are the only employees at IWU excluded from this law.
- Beginning August 1, 2024, the annual accrual of 2 personal days for staff will be discontinued, in exchange for the adoption of 5 PLAWA days.

Notice Requirement:

You can use PLAWA leave in standard increments for any reason. When possible, please provide your supervisor with written notice, preferably a week before using it.

No Carryover or Payout:

Similar to the current policies for personal time, any unused PLAWA leave at the end of the year will not carry over to the next year. Please use it within the same year it's granted. Accrued but unused PLAWA leave is not paid out upon exit from employment.

Recordkeeping:

This new leave type will be recorded in Banner, and employee balances will be viewable in the Employee Dashboard of Banner Employee Self-Service by March 31, 2024. Instructions on reporting time will be released in 2024.

If you have questions, please contact Human Resources at ext. 3373.

**Note that part-time employees, including adjuncts, will have a prorated amount of paid leave front-loaded.*

Faculty Announcements 1-2024

Thorpe Thursdays: If you have questions or want to know more about accommodations or UDL, come to Thorpe Thursdays! On Thursday afternoons (1:00-4:30 PM) in Thorpe, both **Jasmine Howe and Stephanie Guedet** will be around and able to answer your questions and provide support.

Dates on Faculty Calendar :

- Jan 31: PAT Materials for MPT Reviews due in Provost Office
 - Jan 31: Last day to withdraw from a 1st 7 week class
 - Feb 1: Inst. Staff Review Materials due to Supervisor
 - Feb 2-3: Posse Plus Retreat
 - Feb 8: Credit Card Allocation due in Business Office
 - Feb 12: Chairs and Directors Meeting
 - Feb 15-16 Board of Trustees Virtual Meetings
 - Feb 15: ASD/CD/CPD grants round 3 and Global Engagement Curriculum Dev grants are due
 - Feb 16: TGIF sponsored by FDC and CETAL
 - Feb 20: CPD grant applications due
 - Feb 23: Midterm grades are due
 - Feb 23: Faculty Colloquium Series and Reception
 - Feb 28: Faculty Meeting
 - Mar 1: Athletic Review Materials Due to Provost's Office
 - Mar 1: Instructional Staff Review Materials Due to Provost's Office
 - Mar 1: Last day to add or drop a 2nd 7 week class
 - Mar 4: Chairs and Directors Meeting
 - Mar 11-17: Spring Break
 - April 1: Chairs and Directors notify Provost/Dean of Faculty who they support for Promotion in 24-25
-

Dates for Rising Titan 2024 (Summer Orientation/Course Registration):

1. June 6th (Transfer In-Person)
 2. June 10th (FY/Parent In-Person)
 3. June 13th (FY/Parent Virtual)
 4. June 17th (FY/Parent In-Person)
 5. June 20th (FY/Parent In-Person)
 6. July 25th (FY/Parent Hybrid)
 7. August 1st (Transfer/FY Hybrid)
 8. Registration Open: Monday, March 4th, 2024
-

Spring Senior events:

April is always full of opportunities to honor our seniors and celebrate student accomplishments. Please note the following scheduled events as we continue to plan departmental and organizational events.

April 7 - Multicultural Senior Celebration (ODI), 3pm

April 8 - Do Good Involvement Awards (OSI), 6pm

April 13 - John Wesley Powell Research Symposium

April 15 - Athletics Tommy Awards, 6pm

April 28 - Athletics Senior Awards

April 30 - Senior Class Dinner, 7pm

May 2 - Lavender Senior Recognition, noon (LGBTQ seniors)

Thanks in advance for doing our best to avoid conflicts! Questions? Call Dean of Students office (3111).

Faculty Announcements 1-2024

Below is information for faculty members to place in an email to students that may be taking trips with them during Spring Break or if the students need to work in the department over break. Please let me know if you have any questions.

Thanks,

Terri Knapp, orl@iwu.edu

All IWU residence halls and fraternities will close for Spring Break on March 8, at 6:00 p.m. and will reopen on March 17, at 9:00 a.m. Several students may have a specific need to remain on campus for all or part of the break period. To stay in your campus housing or access your building during the break, you will need approval; therefore, you must complete the **Spring Break Access Application** which is currently open in the **MyHousing portal**. **To avoid charges, complete the application by 8:00 a.m. on March 1.**

There are several reasons for which permission is granted for student requests to remain in housing during a break period:

- students whose permanent home is more than 450 miles away from campus
- students with an essential on-campus job (*with confirmation from the supervisor*)
- students who have a musical or theatre rehearsal or performance (*with confirmation from Director/Professor*)
- students who have an athletic practice or competition (*with confirmation from Coaches*)
- students with academic commitments (*with confirmation from a professor*)

Permission may also be granted to students who have special or unique circumstances. Students who believe their request warrants additional consideration should [discuss it with their Area Director](#), or for fraternity housing members discuss their circumstances with the Office of Student Involvement staff. **If approval is NOT given you will be notified.**

Regardless of circumstance, students must submit an online request using the Spring Break Access Application found in the student's MyHousing portal ([click here for assistance](#)).

Charges may be incurred for the following reasons:

- Requesting access after the deadline - \$50 charge
- Staying without a valid reason - \$50/per night charge
- Students found in the residence hall during a break without requesting access or obtaining permission - a \$50 charge for not completing the break access request application (in addition to the \$50 per night charge) and a judicial referral may also be made in these cases.

When you complete the application you will receive an automated message letting you know the application was completed. If you don't receive the automated message, please go back into the application to make sure all information is complete.

If you have any questions, please contact the Office of Residential Life at orl@iwu.edu.

Thank you,

(Faculty Name)

This is a reminder the Nominating Committee is running a special election for 3 spring vacancies. You should have received an electronic ballot via email. **The election ends at 5 pm on Wed, 1/31.**

Faculty Announcements 1-2024

Please join us for the second Dialogues across the Disciplines talk and bring your students!

Thursday February 15 at 4 pm in Ames, Beckman.

Harlan Chambers will present “Beyond the Labor Struggle: Documenting Lives of Migrant Workers in Contemporary China.” His student discussant is Sampson Mosley.

-Jim Simeone, Dialogues Coordinator

Events to promote to students submitted by Carolyn Nadeau:

Wednesday, Feb 7, 2024

1. Brown bag lunch with faculty 12:00 Vinyard Room (confirming)

Topic: Incorporating socio-environmental phenomenon of mining in Latin America (relationships among health, biopolitics, ecology, race and ethnicity, space/place and time, indigenous onto-epistemologies, and human rights) into course syllabi and in study abroad opportunities.

2. Film: La mina del diablo [The Devil's Miner] 2005). 7:00 Beckman, Ames Library (part of IFS series but note the change in the day of the week)

Thursday, Feb 8, 2024

1. Brown bag with students 12:00 Vinyard Room (confirming)

2. Public lecture title: “Tortured Cities: State-Corporate Mining and Slow-Motion Urbicide in Peru and Beyond” 4:00 Beckman, Ames (confirming)

Abstract: Through the analysis of the routinization of mining violence in the city of Cerro de Pasco, located in the Central Andes of Peru, I propose the concept of “tortured cities” to make visible the process of ecosocial torture and slow-motion annihilation of cities by state-corporate mining in the neoliberal era. Uninterruptedly exploited since colonial times with flagrant impunity, Cerro de Pasco today has a sizeable open-pit mine whose expansion devours the surrounding impoverished neighborhoods, giving rise to the radicalized dispossession of low-income residents and privatization of public space. The notion of torture captures how mining spatializes terror and imposes an acceleration of extraction that results in the slow death of racialized populations, land, and urban life. By emphasizing the emblematic case of Cerro de Pasco, my work aims to draw attention to a growing multiplication of urban and non-urban “tortured zones” not only in South America but also worldwide.

Friday, Feb 9, 2024

1. Master class with students 3:30-5:30 CLA 305

Topic: For a master class at IWU, Dr. Galindo will showcase issues of extractivism in Latin American culture and literature, highlighting the challenging boundaries between periods and regions within the Luso-Hispanic world, and using as evidence iconic mining sites that have been exploited for centuries, such as the village of Almaden (Spain), the Andean cities of Potosi (Bolivia), Cerro de Pasco, and Cajamarca (Peru), the province of Jujuy (Argentina), the State of Minas Gerais (Brazil), and the Amazon as a mythical Eldorado that continues to be rearticulated by economic and cultural discourses. Working with the group, collectively we could brainstorm causes, characteristics, and solutions to these global issues of public and environmental health, with the goal of setting students up with resources for further research.

Faculty Announcements 1-2024

Counseling and Consultation Services want to alert faculty about an upcoming mental health event on **February 21, 2024 from 11:00 am - 2:30 pm located in the CNS Wilson Atrium. Titans Revive and Mentally Thrive** is a mental wellness fair for students that aims to promote checking in with one's mental health and learning ways to cope with stress. We invite you to share this information with students. We also want to alert CNS faculty about the additional noise and traffic on that day. Questions regarding the event can be sent to **Jojo Mitchell at jmitche4@iwu.edu**.

Global Engagement Curriculum Development grants supported by the UISFL grant

Second round due February 15, 2024.

Course development grants in support of:

1. new or revised 3-week study abroad courses (to be delivered in May or summer),
2. embedded travel experiences for existing courses (1-week),
3. revise or create new courses with global engagement modules geared to pre-professional programs.

Examples of activities supported by the grant: developing local globally-focussed internship experiences; embedding international figures via chat-room; embedding 1-2 hours per week field-work with global focus in the community for existing courses; augmenting second language and cultural competency into pre-professional courses, for example, refiguring Spanish or Japanese courses to focus on pre-professional topics. **(from Carmela Ferradans)**

Nominations for the 2024 Illinois Wesleyan Alumni Awards are now open!

Every year, Illinois Wesleyan University recognizes outstanding achievements of our alumni with the announcement of the Alumni Awards. The winners will be celebrated during Homecoming Weekend (October 4-6, 2024) at the Best of Illinois Wesleyan Awards Ceremony.

We are seeking your nominations of deserving alumni for the categories below. Please [nominate](#) your candidate(s) before March 1, 2024.

[Nominate Now](#)

Distinguished Alumni Award This award is presented to an alumnus/na who has made a distinguished contribution to society, has achieved professional distinction, or has demonstrated civic leadership.

Robert M. Montgomery Outstanding Young Alumni Award Named for Robert Montgomery '68 alumnus and former IWU Alumni Director. This award recognizes young alumni for outstanding professional achievement, civic leadership, or both. Nominees for this award should have graduated within the last fifteen years.

Loyalty Award This award recognizes alumni who have benefited Illinois Wesleyan either through service to the University, strong financial support, or both.

[View list of previous award winners.](#) For questions, contact the Alumni Engagement Office at 1-888-498-2586 or iwualum@iwu.edu.

PLEASE SAVE THESE DATES

Be a Summer 2024 Rising Titan - Academic Advisor!

First Year Rising Titan Advising Opportunities

Monday, June 10th: FY Rising Titan (In-Person)
Thursday, June 13th: FY Rising Titan (Virtual)*
Monday, June 17th: FY Rising Titan (In-Person)
Thursday, June 20th: FY Rising Titan (In-Person)
Thursday, July 25th: FY Rising Titan (Hybrid*/In-Person)

- \$175 – Compensation provided to advisors for each First-Year Summer Rising Titan advising session
- *International students will be advised at alternate times to accommodate time zones and we will work with RT summer advisors to arrange advising sessions.

A New Approach for Training for Summer Rising Titan Advisors

- **Returning Rising Titan Academic Advisors**
 - Asynchronous Returner RT Advisor Training
 - Available after May 6, provided via CANVAS - Required
 - In-Person Follow-Up Training - Recommended
 - Attend Monday, 5/20/24 OR Tuesday, 6/4/24
 - Time TBD, 1.5 Hours
- **New Rising Titan Summer Academic Advisors**
 - Asynchronous New RT Advisor Training
 - Available after May 6, provided via CANVAS - Required
 - In-Person Follow-Up Training - Required
 - Attend Monday, 5/20/24 OR Tuesday, 6/4/24
 - Time TBD, 1.5 Hours
- \$125 – Compensation for all who complete the required training

***Sign-Up for Training & Advising Opportunities
Available After March 1 via Google Forms
Shari Rich, srich@iwu.edu***

ILLINOIS WESLEYAN SCHOOL OF THEATRE ARTS PRESENTS

THE WOLVES
FEBRUARY 21-25

The Effect
March 22-24, 2024

The Scarlet Pimpernel
April 10-14

ILLINOIS WESLEYAN UNIVERSITY iwu.edu/theatre/season


THE TITAN PANTRY

HELPING ADDRESS FOOD INSECURITY
WITHIN THE IWU COMMUNITY
IT'S ANONYMOUS AND FREE

The pantry is located in the Hansen Student Center in
the lockers by the main floor restrooms.

Donations Include
Non-Perishable Food and Hygiene Items
(They can be dropped off at the Hansen Info desk)

Please select the links below for:
[Information](#) about the Titan Pantry
[Hosting a food drive for the Titan Pantry](#)
[Amazon Wish List](#)



Sponsored by the J.E.D.I - Titan Pantry Committee
Contact: Courtney Turnbull with any questions.
cturnbul@iwu.edu or (309) 556-3555

Links: [Information](#), [Hosting](#), [Wish list](#)