

# MEETING OF THE GENERAL FACULTY

Wednesday, February 9, 2022

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

Zoom conferencing [link](#)

Join Zoom Meeting

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

Meeting ID: 891 0705 3378

Passcode: 318274

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

1. Call to Order Professor A. Shallue
2. Approval of the Minutes: [1-11-2022](#) Faculty Meeting Minutes
3. [CC Consent Agenda](#)
4. Committee Reports
  - a. CUPP ([written report](#)) Professor D. Bollivar
    - i. [CUPP Motion 1](#) Associate Dean Handbook Changes
    - ii. [CUPP Motion 2](#) Handbook Language for Chapter IV
  - b. Curriculum Council ([written](#) and oral report) Professor A. Wilson
    - i. [CC Motion 1](#) New Data Science Major
    - ii. [CC Motion 2](#) Catalog Changes 14/18 Rule
  - c. Promotion and Tenure Committee (oral report) Professor J. Themanson
  - d. Faculty Development Committee ([written report](#)) Professor K. Nielsen
  - e. Nominating Committee ([written report](#)) Professor S. Ferguson
  - f. Assessment Committee (oral report) Professor J. Lowe
  - g. Undergraduate Research Advisory Committee ([written report](#)) Professor M. Evans
  - h. CETAL ([written report](#) and oral report)
    - i. [CETAL Motion](#) Professor B. Reissenweber
5. Old Business
6. New Business
7. Administrative Reports
  - a. President Report (oral report) President Nugent
  - b. Provost Report (oral report) Provost M. Brodl
8. [Announcements](#)
9. Adjournment

## MEETING OF THE IWU GENERAL FACULTY

Monday, January 10, 2022 over video conferencing. Voting was performed by electronic ballot after the meeting.

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

### Meeting minutes

1. **Call to order.** The Interim Presiding Officer called the meeting to order at 4:02 pm.
2. **Approval of the minutes** of the December 1, 2021. Minutes approved.
3. **CC Consent agenda.** Nothing removed from the consent agenda.
4. **Committee Reports**

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

A faculty member asked if it is AAUP policy to have removal of sanctions led by faculty (secretary's note: see written report for context). A: yes.

**Motion:** revised intellectual property policy

Q: does instructional materials include syllabi? A: yes. There was then a back-and-forth over whether this is in conflict with chairs collecting syllabi. The CUPP chair noted that university council had looked over the document, and drew attention to the added paragraph that outlines use of materials by the university in order to complete a course where the faculty member is unable to. A faculty member noted that paragraph outlines use of materials, but not reproduction or modification.

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

A faculty member thanked the council for the "fast track" option mentioned in the written report.

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

Letters sent out for promotion. Next up is annual reviews.

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

Look for a session giving tips for proposals, joint with CETAL.

- e. **Nominating Committee** (oral report), Prof. Alvey

Deadlines upcoming for spring elections.

- f. **Assessment Committee** (written report), Prof. Larey

The biggest matter of discussion on the committee is how to support department assessment efforts.

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

Feb 18 is the deadline for submission to the spring JWP conference.

- h. **CETAL** (written report), Prof. Reissenweber  
CETAL is running a teaching workshop which is ongoing.
- 5. **Old Business** – none.
- 6. **New Business** – Prof. Folsie presented some current covid information. There are 395 students who have not been cleared for in-person classes, and 104 active cases resulting from baseline testing. Thanks to faculty who have been providing support and accommodations, and thanks to students who have delayed their arrival on campus.

Q: students have reported difficulty getting covid tests, where should I direct them? A: This may be an issue in other parts of the state, but doesn't appear to be an issue locally. Students could get tested at the Arnold Health Center or at Heartland Community College.

Q: For faculty who are temporarily online, will this state be extended? The Provost answered that results of the surveillance test will come later in the week, after which it will be decided whether to extend or not.

## 7. Administrative Reports

### a. **President Nugent** (oral report)

Welcome back to a new year and a new semester. The new covid wave has complicated things, and the President recognized the additional work, echoing the thanks expressed by Prof. Folsie. Note we are constantly monitoring the covid situation, and will remain student-centered.

The State of the University report will be given Friday morning.

### b. **Provost Brodl** (oral report)

Two assistant professors in Finance have been hired, will start in the Fall. Searches ongoing in Economics and Business.

This Spring Semester, Academic Affairs will focus on two key initiatives, namely faculty development and student experience. Plan to develop the Thorpe Center as the next iteration of the Mellon Center, a place to celebrate faculty accomplishments, and for faculty to interact with each other. The plan is to also have it be a space for CETAL and FDC to meet once in-person meetings start up again.

The Provost welcomed two new members of the Academic Affairs staff. Amy Coles is the new Associate Dean for Curriculum and Instruction, will be reaching out to chairs/directors to ask about curricular successes and challenges, how she can support programs in their curricular development. Abby Kerr is the new Associate Dean for Scholarly and Creative Work. Plans to restart the faculty colloquium series at a level of 2-3 talks per semester; preparing a call for talks for the Fall. Wants to include pedagogical successes in addition to scholarly work. Also, the review of President's Innovation fund proposals is ongoing; the next round of grants has a deadline of Feb 14.

Prof. Davis-Kahl presented on Titan Pathways. This is an effort to look across the university, talk about student work. Goals include: build on current resources and

programs, position students to graduate with a degree, a resume, and the ability to tell their story. Q: if a student uploads a resume, does that include review and feedback? A: yes, through the existing programs supporting resume building at the Career Center.

Q: A number of faculty have taken leaves. If those people do not come back, will VAP's be hired to fill gaps in teaching schedules? A (Provost): We are currently in the middle of the VAP process. We can't initiate a permanent hire until the faculty member formally chooses not to come back; will need to be flexible to fill gaps in schedules.

Q: What about setting the schedule for next academic year? A: Keep students in mind first, request adjuncts and VAPs as necessary. Goal is to have a concrete answer on VAPs before first draft of the schedule is due to the registrar.

Q: What to do to get off the sanction list? A (President): information from AAUP is that standard practice is to have the faculty as a body express a desire to be removed from the sanction list. A (CUPP chair): good opportunity for faculty to share ideas with their CUPP representative – what would change look like to you?

A faculty member noted that Mclean county has 406 cases of covid per day.

#### **8. Announcements:**

The archivist has created a database of all campus art, found at [https://collections.carli.illinois.edu/digital/collection/iwu\\_art](https://collections.carli.illinois.edu/digital/collection/iwu_art)

Please help the archivist keep that list updated. If art gets added, removed, or moved make sure the change is recognized.

#### **9. Adjournment** – The meeting was adjourned at 5:16 pm.

Respectfully submitted,

Andrew Shallue

Interim Presiding Officer

#### **Appendix A – Ballot results**

CUPP Motion 1: Revised Intellectual Property Policy Motion: **Passed** - 56 Yes and 6 No

**Curriculum Council Consent Agenda**  
**Academic Year: 2021-22**  
**February 9, 2022**

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

Course#	CC #	Course Title	Course Description(s)	Requested Action	GenEd Cat	GenEd Flag
IGS 240	031	Thinking Globally: An Introduction	<b>Thinking Globally: An Introduction</b> An examination of the changing forces, processes, and dynamics that have shaped our world. It explores how the world is interconnected through complex flows of people, technologies, goods, money, and cultures, providing an interpretive framework and historical context to understanding globalization in our modern world. <i>Offered annually.</i>	Add Gen Ed	CHC	G
CHEM 415	039	Biochemistry II	<b>Biochemistry II:</b> A continuation of Chemistry 414. Topics include the major catabolic and anabolic pathways, the integration and regulation of these pathways, cell signaling and biochemical genetics. The majority of the readings for this course will come from the current primary literature. Prerequisite: CHEM 414. <i>Offered each spring.</i>	Add Gen Ed	NONE	W
PSCI 415	041	Senior Seminar	<b>Senior Seminar (W):</b> Students must apply research skills and analytical reasoning acquired in their earlier course work by conducting an original research project on a given theme and presenting their results in writing and in an oral presentation to peers. Students must earn a minimum grade of C- for the course to count in the major. <i>Offered each fall.</i>	New Course	NONE	W

PSCI 420	042	Political Research Seminar: Behaviours and Attitudes	<b>Political Research Seminar: Behaviours and Attitudes:</b> This seminar provides students the opportunity to develop an original research project on political attitude formation and expression. Topics include attitude formation, persuasion, public opinion polling, media effects, voting, and participation. Students will develop an original research question, write a literature review, develop a theory-based empirical analysis, and will present their significant project to the class at the end of the term. Prerequisites: PSCI 101; political science major or consent of instructor; junior or senior standing. Recommended prerequisite: PSCI 392. <i>Offered as needed.</i>	Delete Course	NONE	W
PSCI 421	043	Political Research Seminar: Inclusion and Exclusion	<b>Political Research Seminar: Inclusion and Exclusion:</b> This seminar explores two sides of democratic participation; arguments and mechanisms that promote inclusion versus ideologies and organizations that define the people in exclusionary terms. Students are required to develop an original research project situated in one of those literatures. Students will develop an original research question, write a literature review, develop a theory-based empirical analysis, and will present their significant project to the class at the end of the term. Recommended prerequisites: PSCI 103 and 392. <i>Offered as needed.</i>	Delete Course	NONE	W
PSCI 422	044	Political Research Seminar: American Political Development	<b>Political Research Seminar: American Political Development:</b> This seminar provides students the opportunity to develop an original research project on topics in American political development. Class units may cover American political thought, political regimes, racial orders, religion and politics, policy history, and constitutional law. Students will develop an original research question, write a literature review, develop a theory-based empirical analysis, and will present their significant project to the class at the end of the term. Recommended prerequisite: PSCI 317. <i>Offered in alternate years.</i>	Delete Course	NONE	W

PSCI 424	045	Political Research Seminar: People, Policies, and Power	<b>Political Research Seminar: People, Policies, and Power:</b> This seminar provides students the opportunity to develop an original research project on how public opinion and/or elections affect public policy actions of governments. The effects of public policies upon citizens may also be examined. Recommended prerequisite: PSCI 392. Prerequisite: PSCI 101. <i>Offered as needed.</i>	Delete Course	NONE	W
PSCI 425	046	Political Research Seminar: Hunger	<b>Political Research Seminar: Hunger:</b> The persistence of hunger at global and local levels poses questions of power and politics that are amenable to research from a variety of political science perspectives. These include comparative public policy, political economy, social movement theory, and normative theory. This seminar offers students an opportunity to develop an original research project on a selected aspect of hunger using established political science techniques. Students will be required to develop an original research question, write a literature review, develop a theory-based empirical analysis, and present their project to peers and faculty at the end of the term. Offered as needed.	Delete Course	NONE	W
PSCI 426	047	Political Research Seminar: Democracy	<b>Political Research Seminar: Democracy:</b> Democracy is the institutional and normative lodestone of modern political communities. Yet democratic governance and citizenship remain unfinished political projects. This seminar offers students an opportunity to develop an original research project that explores an aspect of democracy using established political science research techniques. Students will be required to develop an original research question, write a literature review, develop a theory-based empirical analysis, and present their project publicly at the end of the term. <i>Offered every other year.</i>	Delete Course	NONE	W
PSCI 105	048	Civil Liberties and Social Justice	<b>Civil Liberties and Social Justice:</b> An introduction to compelling social justice debates which have reached the United States Supreme Court. Social Justice is defined as a subcategory of justice concerns which treats the oppression or domination experienced by people because of their membership in ascribed groups. Cases will vary, but the issues of equal protection of the laws, fair criminal procedure, the free exercise of religion, and discrimination against immigrants will be addressed. <i>Offered in alternate years.</i>	Number Change	AV	NONE

PSCI 101	049	American Politics	<b>American Politics:</b> An introduction to the structure, institutions and processes of American government. Topics include an analysis of the system of American federalism, separation of powers, Congress, the Presidency, Supreme Court policy-making, elections and voting behavior, political parties and interest groups. <i>Offered each semester.</i>	Change Course Title	CSI	NONE
PSCI 316	050	Modern Political Thought: Liberalism, Religion, and the Nation-State	<b>Modern Political Thought: Liberalism, Religion and the Nation-State:</b> This class uses the defining texts of modern political theory – Hobbes’ Leviathan, Locke’s Second Treatise on Government, and Rousseau’s On the Social Contract – to develop a working definition of liberalism. Problems that plague the application of liberal principles are raised as we address the conundrum of voluntary servitude, the shifting basis of the social contract in consent and reason, the claim that property is a pre-political right, the distinction between negative and positive liberty, and the role of religion in public life. <i>Offered in alternate years.</i>	Change Course Title	IT	W
PSCI 317	051	American Political Thought: Liberalism, Republicanism, and Ascription	<b>American Political Thought: Liberalism, Republicanism and Ascription:</b> American political ideals often express a liberal commitment to individual freedom, but a republican commitment to citizen independence and ascriptive commitments to particular ethnic and religious traditions have also characterized mainstream political ideology in the United States. This class assesses the claim that the liberal tradition dominates American politics. <i>Offered in alternate years.</i>	Change Course Title	IT	W
PSCI	052	Political Science Major	<b>Political Science Major:</b> Political Science will be deleting Political Research Seminars (PSCI 420, 421, 422, 424, 425, and 426) and replacing them with a single Senior Seminar (PSCI 415). This change reinstates the curricular structure of the Political Science major prior to the adoption of the Political Research Seminars. This does not change the number of courses required for the major.	Routine change to major (reversion to earlier form)	NONE	NONE



FIS	053	Finance Major	<p><b>Finance Major:</b> The Accounting and Finance Department is changing the status of two courses (FIS 306 and 409) currently taught in the Finance major from required courses to elective courses. This reinstates this portion of the major to its AY 2019-2020 form. This does not change the number of courses required for the major.</p>	Routine change to major (reversion to earlier form)	NONE	NONE
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## CUPP report for Feb. 9 Faculty Meeting

CUPP has met 4 times since the last Faculty Meeting.

VAP requests: CUPP made recommendations to the Provost for Visiting Assistant Professor positions after reviewing applications. Positions in English, Mathematics, Physics, School of Theatre Arts, and World Languages, Literatures and Cultures were recommended for Phase 1. Recommendations for Phase 2 were History, Library, and Sociology.

Motion to continue with Andrew Shallue as presiding officer for Faculty meetings for this academic year.

AAUP Sanctions: CUPP discussed the question of sanctions and their removal. The minutes of Jan 19, 2022 contain a more complete description of this discussion. CUPP is clear that any removal of sanctions would require clear evidence that the administration is following and will continue to follow good governance processes. CUPP members are also clear that this is not currently the case. In the interest of making the faculty position even clearer, a group of CUPP members met and drafted a motion to be added to the Faculty Handbook that is being presented today.

Motion: Please see the motion to amend the Faculty Handbook in Chapter IV.G.2.a

Handbook update for Associate Deans motion: Updates created to address the newly created Associate Dean positions, including a process for review since reappointment for one additional 3 year cycle is possible. Since part of this will be a change to the Constitution this was presented at the last meeting. It can be voted on today.

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

- Fig. 1.2 Organizational structure needs revised and positions retitled
- Current Chapter 1.C (Division of Academic Affairs) needs to be revised to the two positions with clearly stated responsibilities

### **Currently:**

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

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

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

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

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

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

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

**New:**

### 3. Associate Dean for Curriculum and Instruction

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

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

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

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

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

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

#### Associate Dean for Scholarly and Creative Work

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

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

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

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

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

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

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

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

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

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

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

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

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

- Chapter II.D under CUPP description.

Current language:

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

New language:

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

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

Current language:

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

New language:

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

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

Current language:



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

New language:

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

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

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

Current language:

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

New language:

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

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

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

- Chapter IV.H

Add process for review of Associate Deans.

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

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

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

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

- Chapter V.A page 9,

Current language:

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

New language:

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

- Chapter V.B page 19

Current language:

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

New language:

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

responsibilities and prerequisites of leading travel courses.

- Chapter V.D.2.a

Current language:

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

New language:

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

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

Current language:

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

New language:

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

## Draft Handbook Language

To be added to Chapter IV.G.2.a

New:

### **2. Termination Based on Financial Exigency or Discontinuance of Program**

#### **a.Introduction**

Termination based on financial exigency or discontinuance of a program is governed by joint action of the faculty, administration and the Board of Trustees and shall follow the procedures outlined in the AAUP's "Recommended Institutional Regulations on Academic Freedom and Tenure," sections 4c, 4d, and 8 in the American Association of University Professors Policy Documents and Reports, ninth edition (2001), from which much of the following language is derived.

Should the university find itself needing to redirect resources in ways that hold the potential for program and personnel elimination, it is essential that the criteria of evaluation, along with the process and personnel involved in the evaluation, be firmly established, widely agreed upon early in the process, and clearly communicated to all stakeholders. The process should, without substantial change, be seen through to completion.

Currently:

### **2. Termination Based on Financial Exigency or Discontinuance of Program**

#### **a.Introduction**

Termination based on financial exigency or discontinuance of a program is governed by joint action of the faculty, administration and the Board of Trustees and shall follow the procedures outlined in the AAUP's "Recommended Institutional Regulations on Academic Freedom and Tenure," sections 4c, 4d, and 8 in the American Association of University Professors Policy Documents and Reports, ninth edition (2001), from which much of the following language is derived.

Curriculum Council Report  
Feb. 8, 2022

The CC met six times between the Jan. 10 and Feb. 8 Faculty Meetings. The Council welcomed new student representatives: Jordan Fields and Samantha Wilcox .

Fourteen proposals from 4 different academic units were approved to bring before the faculty, including a new interdisciplinary minor in Criminology.

The Council finalized the language of a motion to remove the “14/18 rule” from the Catalog. The Council considered this change necessary in light of difficulties students have been experiencing in graduating since Banner upgrades allowed the rule to be enforced as written. Feedback from Council members was used to improve the Question and Answer portion of the proposal. The vote to bring the motion before the faculty passed with 8 in favor of the motion and 1 opposed.

In response to constituent concerns, the Council discussed mechanisms that would allow academic units to more easily and efficiently remove courses that have not been taught recently from the Catalog (sometimes known as “zombie” or “vaporware” classes). The Chair will suggest changes to the CC Handbook and Request Form, to be approved by the council before the end of the semester.

The faculty is reminded that all requests that need to be implemented in the 2022-2023 Catalog are due to CC on **Monday, February 14**. Please send all requests to [wshoults@iwu.edu](mailto:wshoults@iwu.edu).

Respectfully submitted by W. Aaron Wilson, Chair of CC

**The Curriculum Council moves that the faculty approve a new Criminology minor.**

**Rationale for a Proposed Minor in Criminology**

Todd Fuist, Courtney Irby, Manori Perera, Amanda Vicary

**The Program:**

Criminology is the social scientific study of crime and the criminal justice system. The goal of this proposal is to create an interdisciplinary minor in criminology, housed within Sociology, but drawing on existing courses in a variety of programs. A criminology minor would be a boon to Illinois Wesleyan University in a variety of ways. As indicated in the Gray's data, suggested by both the PETF committee and the Admissions Office, and evidenced by the consistent popularity of our current criminal-justice based offerings, criminology is 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 job trajectories including law, policing, and research. Ultimately, this minor is designed to (a) help IWU remain competitive by providing a course of study that many students express interest in, (b) deliver a uniquely thorough and rigorous interdisciplinary experience that will provide students with a broad skillset, and (c) be resource neutral, made up of existing courses in sociology, psychology, chemistry, and others. Additionally, regarding resources, because criminology is an offshoot of disciplines we have (sociology in particular, and 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 criminology.

**Course Selection Rationale:**

The courses in the criminology minor are designed to (a) provide students with a broad overview of empirical and theoretical understandings of crime and the criminal justice system and (b) equip them with skills that are applicable to the study and analysis of crime. The courses we have selected both mirror similar course offerings in other universities while also providing a level of interdisciplinarity and depth that is lacking in many other criminology and criminal justice minors.

**Core Courses (4).** Criminology is a subfield of sociology and, thus, the core course for the major will be **SOC 328 Criminology**. This class provides a thorough analysis of the topic of crime including examining how and why crime happens, inequality within the criminal justice system, perspectives on policing, and the social history of the crime.

In addition, students will be required to take **PSYC 359: Crime and the Justice System: A Social Psychology Perspective**. This course gives an overview of criminal justice with an emphasis on empirical research stemming from social psychology. Topics covered include

## CC Motion 1: Proposal for a New Criminology Minor

eyewitness memory, false confessions, and jury behavior, amongst others. Students would also be required to take **CHEM 120: Forensic Chemistry**. This course provides students with the hands-on experience of gathering and evaluating evidence as it pertains to the courts.

Finally, students will take **one social scientific methods course**. The suggested course will be **SOC 225: Methods of Social Research**, because the course provides a broad overview of the key social scientific techniques for gathering and examining data. Students may opt, instead, to take **PSYC 227: Statistics**, or **ENST 200: Introduction to Geographic Information Systems (GIS)**, if one of those classes is more directly applicable to their interests. Criminologists typically use some combination of these social scientific research methods to analyze the criminal justice system and, as such, taking one of these courses will provide students with the skills necessary for the study and understanding of crime.

Thus, the four (4) core courses for the criminology minor will be:

- SOC 328 Criminology
- PSYC 359: Crime and the Justice System: A Social Psychology Perspective
- CHEM 120: Forensic Chemistry
- One of the following:
  - SOC 225: Methods of Social Research
  - PSYC 227: Statistics
  - ENST 200: Introduction to Geographic Information Systems (GIS)

All these courses are currently offered regularly (at least every other year, and annually for some of the courses), meaning that the core courses for the minor would not inherently require any additional staffing or more frequent course offerings. Rather, the minor is pulling together courses already offered frequently into a coherent framework.

**Elective Courses (2).** In addition, students in this minor will take two (2) elective courses. This list of courses has been selected to help students round out a liberal arts-oriented education in criminology, providing them either with a more in-depth look at a particular topic of interest to criminologists or a perspective on crime and the criminal justice system from a different viewpoint than the core classes offer. The relevant programs and instructors for these courses have been consulted and have lent their support to their courses being included in the criminology minor. Students may, with permission of the chair and their advisor, substitute a second course from the research methods core requirements list for one of these electives if they desire.

The course list for the criminology minor electives includes:

- BUS 349: Seminar in Management: Trial Class
- PHIL 205: What is Law?
- PHIL 305: Philosophy of Law
- PSYC 251: Abnormal Psychology
- PSCI 105: Civil Liberties and Social Justice
- SOC 201: Social Problems

## CC Motion 1: Proposal for a New Criminology Minor

- SOC 230: Race and Racism
- SOC 345: Intersectionality
- SOC 270/370: Special Topics (by permission of chair)

### **Proposed Catalog Language:**

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 criminology minor at IWU is unique in that it provides an interdisciplinary framework, grounded in the social sciences but also engaging the natural sciences and humanities, which 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. IWU's criminology minor is a way 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.

The required courses for the Criminology minor include:

- 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:



## CC Motion 1: Proposal for a New Criminology Minor

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).

## **PROPOSAL**

CC Moves that the faculty approve a deletion of the University Graduation Requirements that states that no more than 14 course units from a single department or school may count toward degree programs within the College of Liberal Arts (see pages 53, 56-57 in the 2021-2022 Catalog). See page 3 of this proposal for Question and Answer.

## **Current Catalog Language**

[page 56]

### **7. A limitation on the total number of course units in any given department or school.**

For degree programs in the College of Liberal Arts, not more than 14 course units in any single department or school may be counted toward the degree. Maximums are not prescribed for degree programs in the professional schools.

[page 57]

Majors in the professional schools must necessarily specialize more intensely than do those in the liberal arts. Professional degrees in art, theatre arts, and nursing require from 16 to 22.25 units in the field of specialization. Professional degrees in music require a total of 34 to 36 course units of which 24 to 26 units must be in music, depending upon the degree sought. Liberal arts departments, with few exceptions, require no more than 10 courses in the major field and no more than 14 major courses may be counted toward the bachelor's degree, which requires a minimum total of 32 course units. Undergraduate degrees in all fields require study in the liberal arts disciplines and a writing intensive course in the students' major field of study.

[page 53]

The minimum course unit requirement must be met without counting the fractional portion in courses valued at 1.25 units—that is, courses valued at 1.25 units contribute one unit each toward the minimum number of course units. No more than two units of the minimum course unit requirement may be earned in courses receiving less than one full unit of credit (for example, no more than four courses receiving .5 units of credit can be used in meeting the minimum course unit requirement). Students majoring in Music and Theatre Arts are exempt from this limitation, but must complete at least 18 course units outside their department.

## **Proposed Catalog Language**

Added text has been included in red.

Deleted text is indicated by strikethrough.

[page 56]

### **~~7. A limitation on the total number of course units in any given department or school:~~**

~~—For degree programs in the College of Liberal Arts, not more than 14 course units in any single department or school may be counted toward the degree. Maximums are not prescribed for degree programs in the professional schools.~~

[page 57]

Majors in the professional schools must necessarily specialize more intensely than ~~do~~ those in the liberal arts. Professional degrees in art, theatre arts, and nursing require from 16 to 22.25 units in the field of specialization. Professional degrees in music require a total of 34 to 36 course units of which 24 to 26 units must be in music, depending upon the degree sought. Liberal arts departments, with few exceptions, require no more than 10 courses in the major field ~~and no more than 14 major courses may be counted toward the bachelor's degree, which~~ while the bachelor's degree requires a minimum total of 32 course units. Undergraduate degrees in all fields require study in the liberal arts disciplines and a writing intensive course in the students' major field of study.

[page 55]

The minimum course unit requirement must be met without counting the fractional portion in courses valued at 1.25 units—that is, courses valued at 1.25 units contribute one unit each toward the minimum number of course units. No more than two units of the minimum course unit requirement may be earned in courses receiving less than one full unit of credit (for example, no more than four courses receiving .5 units of credit can be used in meeting the minimum course unit requirement). Students majoring in Music and Theatre Arts are exempt from this limitation, ~~but must complete at least 18 course units outside their department.~~

## **Rationale Questions and Answer**

### **Q: Who initiated a review of the 14/18 rule? Who has been working on it?**

This rule was previously brought before the faculty for a vote in Fall of 2018, initiated by the Curriculum Council. Following questions from the faculty, the motion was returned to committee for further discussion. Discussion continued throughout the 2019-2020 and 2020-2021 academic years. This discussion reflects the input of all CC members and consultation with faculty constituents for nearly four consecutive years.

**Q: What is the purpose of the original rule?** Faculty comments indicated that the original intent of the 14/18 rule was to promote a breadth of student learning as a part of IWU's liberal arts mission. This has been expressed as "a third, a third, a third," the idea being that students within the College of Liberal Arts (others are excepted) take roughly  $\frac{1}{3}$  of their courses within their major program of study,  $\frac{1}{3}$  within the Shared Curriculum (formerly General Education), and  $\frac{1}{3}$  for additional breadth, including minors and free electives. This would result in 11 units in two of these categories, and 10 in the other. The 14/18 rule has been described as a "regulator" to ensure this balance against the depth of major courses to ensure that students experience coursework in many disciplines.

### **Q: How has it been enforced?**

While the *intent* of the rule is to limit disciplinary depth at the expense of breadth, there is currently no accepted definition of disciplines at IWU. Therefore, the rule regulates courses taken in a single department/school or major courses (the presumption is that these two are the same). Unfortunately, neither of these definitions could be tracked until recently, so subject matter code has been used as a stand in. Beginning with the 2022-2023 academic year, enforcement has begun for the definition of courses within a single department or school.

### **Q: Is CC proposing to decrease the breadth within the curriculum?**

CC affirms the importance of breadth within a liberal arts education, however CC sees the Shared Curriculum as the liberal arts core of the institution. Because students cannot complete more than two courses per course subject code to fulfill General Education requirements [page 90], they necessarily engage with a broad representation of academic units on campus through its completion. The Shared Curriculum currently requires 10 to 16 units to complete (depending on student efficiency in completing the natural science requirement, placement for second language requirement, and flags combining with General Education Categories), of which only 2-4 units can come from within the major (again, taking flags into account). This means that all students take 8 to 16 units outside of their major program of study.

## Motion 2: Catalog Changes 14/18 Rule

Because of this, CC believes that the deletion of this rule will not eliminate disciplinary breadth within the curriculum. The 14/18 rule does not affect the size of the Shared Curriculum, nor the size of major requirements. As mentioned above, the Shared Curriculum can in many cases take more than 11 units, as can existing major requirements, both impinging on this additional breadth. CC therefore believes that the Shared Curriculum does more to ensure disciplinary breadth in an enforceable way than the current rule (see below for more).

### **Q: What are the most important reasons for pursuing the deletion of the 14/18 rule?**

Firstly, it is a confusing rule. In one instance in the Catalog, it describes a limit of “not more than 14 course units in any given department or school” [page 56], in another instance, it is no more than “14 major courses” [page 57]. These two iterations of the rule conflate number of courses and number of course *units*, which are counted differently for graduation requirements at IWU. These separate iterations also mean two other functionally different things, since a major program of study can require courses from different departments or schools within it. Courses can also be cross-listed between multiple academic units, making this accounting impossible. It is open to interpretation as to how to count up to 14 using this rule, which leads to the second point.

Secondly, it has not functioned as intended. The 14/18 rule has not been enforced as written since (possibly) its inception. While the language specifically refers to a limit on course units in “any given department or school” [page 56], functionally, the rule has been tracked and enforced by using *course subject codes* rather than courses within a single department or school. However, multiple course codes can exist within a given department or school, reflecting the diversity of curriculum offered within our academic units (for instance, ENGL and JOUR within English, SPAN and JAPN within WLLC, or ACC and FIS within Accounting and Finance). This has resulted in the rule becoming functionally meaningless, since some students could take more than 14 courses within their major department or school, as long as they utilized different course codes within their department/school, or strategically utilized cross-listed courses.

Finally, it is an unfair rule. An analysis in Fall of 2018 determined that this rule only affected 46% of students. These students are those in the College of Liberal Arts who are not taking double majors or in interdisciplinary programs, since these students are effectively exempted. This makes the rule an additional burden to a subset of students. For instance, a student enrolled in a BFA program has more flexibility to take courses within their major than students enrolled in a BA program within the same academic unit (one example of this is Theater). Moving forward, as the rule is implemented more in line with the way it was written (based on departments and schools, rather than course codes), it is likely that other students will be affected (and indeed, some

## Motion 2: Catalog Changes 14/18 Rule

students already require waivers from the rule to graduate). It will also prohibit certain major/minor combinations (see below for more).

In short, many students will, through luck or strategy, be able to circumvent or avoid running afoul of the rule, even in some cases limiting their breadth. Others will unexpectedly be limited on what course or major/minor combinations they can take and still graduate.

### **Q: If the rule is written in a confusing manner, then why can't we choose one version to enforce?**

Both versions of the rule result in problems for students and existing majors based on the wording of the rule. For example, confining students to 14 courses in a single department or school would mean that major/minor combinations that were once possible will no longer be available. For instance, it will prevent Hispanic studies majors (10 courses in WLLC) from minoring in Japanese (5 courses in WLLC). Students in Ed. Studies are unable to take enough reading (READ—also within Ed. Studies) courses to provide them with their Reading endorsement, which is highly coveted by their future employers. Another issue would arise if the university ever had a college with more than one department within it (since, as written, the rule applies equally to departments and schools). This interpretation still does not account for classes cross-listed between departments/schools.

If the rule is changed to limit courses to 14 courses within the major, that leads to a question about what counts as a course “within” a major. The most universal definition would be courses required for a program of study, since not all majors are mono-disciplinary (and this appears to be the definition that is operable in Banner). This would mean that, as long as the program of study is 14 courses or fewer, students could take unlimited courses in any discipline. However, even this limitation can (and currently is) easily circumvented by “hidden” courses such as prerequisites not listed in the major directly. This interpretation would also affect interdisciplinary majors that have in the past been exempt from the 14/18 rule due to their many course codes. For instance, Neuroscience requires 15 courses, but from a breadth of disciplines: biology, chemistry, neuroscience and psychology.

### **Q: Can we make exceptions for the students negatively affected by this rule? (see examples above)**

As far as CC knows, there are no rules from this section of the Catalog (The Academic Program) that apply to one set of majors within the College of Liberal Arts but not another. Different majors have different rules, but only as defined by the Programs of Study. Therefore, there does not appear to be precedent for this kind of exception. Additionally, with the rule affecting fewer than 50% of students already, so many exceptions would call into question the necessity of the rule.

## Motion 2: Catalog Changes 14/18 Rule

**Q: The rule states that additional courses past the 14 limit don't count towards graduation. Couldn't students just take extra courses to make up for 1 that doesn't count?**

Federal financial aid rules are strict when it comes to whether or not courses count towards a final degree, with courses taken as "extra" courses (e.g. those that do not count towards a final degree) being ineligible for financial aid. This means that students cannot always simply choose to take additional courses when one of their chosen courses does not count towards their degree completion. This especially impacts students in areas such as Accounting and Ed. Studies, who have a large number of courses required for outside accreditation.

**Q: What will happen if this rule is not deleted? Would there be any harm in letting it remain?**

Recent updates to Banner have meant that the limit of 14 courses within a single department or school can be applied as written, rather than using course codes. There are many students who have been advised based on the rule being interpreted to mean course codes, who will now have courses that do not count towards graduation. The Registrar's Office has already seen an increase in requests to waive this requirement.

Furthermore, the rule as written does not account for courses cross-listed between more than one department and/or school, or courses that exist outside of departments or schools (for instance, ENST courses exist within the Environmental Studies program, but no department or school). In the past, this was accomplished by referring to course codes, a system that (especially in the case of cross-listing) was easily gamed. Currently, there is no guidance on how to determine which department or school a cross-listed course "counts" towards. Simply choosing to not apply cross-listed courses towards the 14 course limit adds to the inequity in how this rule affects students, as different academic units have different percentages of cross-listed courses on offer.

Without deleting this rule, students will continue to have difficulties in meeting graduation requirements, and the faculty will need to write additional, clarifying language that is acceptable to all academic units as to how the rule is to be interpreted. This would prove to be quite an undertaking.

**Q: Are there alternatives to deleting it that CC has considered? (see question about exceptions, above)**

CC has considered raising the cap from 14 to 16 (creating a "16/16" rule). It was determined that this would cover most instances and make the rule effectively meaningless. Additionally, it doesn't answer any of the questions about enforcement (cross-listed courses, extra-departmental courses, interdisciplinary majors, course units vs. courses, etc.) that would be necessary to enforce the rule coherently.

## Motion 2: Catalog Changes 14/18 Rule

CC has also considered codifying the use of course codes as the means of enforcement, since that has been the *status quo* within recent memory. However, this also does not address equity, since it renders the rule effectively meaningless for students who are in certain programs or who are savvy enough to avoid it. It also encourages a proliferation of course codes, not to reflect diversity of curriculum, but rather to allow students to circumvent this rule. This outcome is not one that CC thought would effectively encourage breadth in student studies.



Faculty Development Committee  
Committee Report  
Faculty Meeting February 9, 2022

FDC has met three times since the last faculty meeting to discuss FDC handbook changes and work on a grant information session for faculty and instructional staff.

On January 26, 2022, FDC and CETAL held its grant information session. Please contact either Kristine Nielsen or Brandi Reissenweber for access to the recording of the session.

February 14 at 4 PM is the upcoming deadline for the third and final review of grants 2021-22. Email your application for the CPD or ASD grant in one PDF (keep the ASD Project Summary as a separate word doc) to [fdc@iwu.edu](mailto:fdc@iwu.edu).

Nominating Committee  
Faculty Report  
Feb. 9, 2022

The Nominating Committee has met twice since the last faculty meeting. We concluded follow-up actions from fall-semester matters, continued discussion regarding the maintenance of the Faculty Handbook, prepared the elective-committee preference form (big thank you to Dan Roberts, our Qualtrics expert), and confirmed procedures and deadlines associated with the annual spring elections.

I am happy to announce that Abby Mann has volunteered to take over as faculty secretary for the remainder of the semester. Thanks to Andrew Shallue for his work as faculty secretary while also presiding over faculty meetings.

Deadline schedule for spring elections:

- Feb. 9: distribute Qualtrics elective-committee preference form
- Feb. 27: deadline to return preference form
- March 9: present committee slates at faculty meeting and take final nominations from floor (slates will be included with March 9 meeting materials in advance of the meeting)
- March 9: distribute Qualtrics ballot following the faculty meeting
- March 11 at 5 p.m.: deadline to return Qualtrics ballot

## URAC Faculty Meeting Report for February 9th

URAC met on January 18<sup>th</sup> and February 1<sup>st</sup>.

URAC is preparing for the JWP Student Research Conference (9 April 2022); the conference is currently scheduled to occur “in person.” Any current student, freshman through senior, who is conducting a scholarly or artistic project with a faculty or staff advisor is eligible to participate in the Conference. The **submission deadline** is **4:30 p.m. Friday, February 18<sup>th</sup>**. Students can register for the conference [at this link](#). More information about the conference can be found at [JWP 2022 website](#). We hope faculty and staff will encourage students to share their scholarly and artistic work!

Respectfully submitted,

Maggie Evans(Chair)

Bill Hudson

Will Jaeckle

Tyler Schwend

Rebecca Roesner (*ex officio*)

CETAL Written Report  
IWU Faculty Meeting, 9 February 2022  
Brandi Reissenweber

CETAL has met twice since the last faculty meeting. Our efforts have been focused on faculty development programming, continued work on CETAL's transition to an elective and grant-making committee, and advocating for the Writing Program Director position.

*Faculty Development Programming:* CETAL wrapped up the January Pedagogy Conference. Recordings of those events are available on CETAL's Moodle repository. Resources created by faculty who participated in last semester's teaching circles are also on Moodle. We continue to develop programming opportunities to support a community of practice around race, equity, and inclusion in the classroom. In response to faculty request, we're hosting a series of informal conversations on this topic, meeting twice a month on Thursdays during the noon hour. We are also in the process of planning a day-long workshop for faculty to engage in critical reflection and action-oriented work to support inclusive excellence in course-related environments. We anticipate this will take place in May. Particulars are forthcoming. We also planned episodes of CETALk, the council's podcast, for this semester.

*Continued work on CETAL's transition:* As CETAL transitions into an elective and grant-making committee, the council is clarifying its procedures and objectives. To that end, we plan to bring forward motions at the next faculty meeting to change the recently approved handbook language, and we are making faculty aware of those proposed changes and our rationale. (See addendum to this report.) Additionally, CETAL discussed plans for grant review.

*Writing Program Director proposal:* Since spring of 2021 this position has not been filled. In the spring, the Provost and Interim Associate Dean invited CETAL to weigh in on this position. In an effort to continue that discussion, CETAL identified concerns regarding the position as it stands, developed a proposal for the position, and shared that proposal with the Provost for consideration. CETAL recognizes the role this position plays in cultivating a culture of writing at our institution and advocates for leadership in this area.

## Proposed Faculty Handbook Language Revisions & Rationale

As CETAL transitions into an elective committee, the council is clarifying its procedures and objectives. As a result, the council is bringing forward proposed changes to the recently approved handbook language. As these changes represent different concerns, they will be presented as four different motions at the March faculty meeting.

Strikethrough language will be removed and bold language will be added.

1) CETAL moves that the faculty approve the following changes to handbook language to include Instructional Staff

b. Functions. The Council for Excellence in Teaching and Learning serves to support teaching and learning at IWU by fostering the pedagogical development of faculty **and instructional staff**.

Rationale: CETAL's efforts are inclusive of instructional staff. This clarifies those intentions.

2) CETAL moves that the faculty approve the following changes to handbook language regarding CETAL's membership rotation.

From section a:

The Council for Excellence in Teaching and Learning shall consist of five voting members elected according to the procedures prescribed in Article V, ~~with new elected members rotating on and off at the new calendar year.~~

From Section c:

Following the changeover meeting, Chairs are responsible for disposing of the supplemental materials created during their **academic** ~~calendar~~ year.

Rationale: CETAL's original intention to have members rotate on and off with the calendar year was to better facilitate advance planning for programming. However, conversations with Nominating Committee have brought to light potential challenges this may create for service on CETAL, as well as service across elective committees. As a result, CETAL would like to rotate members on and off with the academic year, a practice in line with that of all other elected committees, and CETAL plans to accommodate advance planning with practices internal to the council.

3) CETAL moves that the faculty approve the following changes to handbook language to reflect CETAL's commitment to support faculty development in inclusive and equitable pedagogy.

From section b:

Its functions include identifying high-impact teaching methods and best practices in teaching and learning, **supporting faculty development of equitable and inclusive practices (in cooperation with the Faculty Committee on Diversity)**, organizing and coordinating workshops and faculty development initiatives pertaining to pedagogy, coordinating with the Center for Engaged Learning leadership on matters related to student engagement and success, among other activities.

Rationale: CETAL recognizes the importance of embedding into our institution's infrastructure practices that value diversity, equity, and inclusion as a way toward meaningful change. Efforts in this area in the development of pedagogy are particularly essential. This has been the stated focus of CETAL for this academic year, and we anticipate going forward that CETAL will choose areas of development that reflect the needs and interests of faculty on campus and an awareness of developments in the larger discipline of pedagogy. We will embed this commitment to inclusive and equitable practices into our work so that while it may not be the focus of programming each year, it is a routine part of what CETAL offers in faculty development to support our campus efforts in this area. CETAL will work in cooperation with the Faculty Committee on Diversity on these efforts.

4) CETAL moves that the faculty approve the following changes in handbook language to include policy regarding grant-making

From section b:

. . . . organizing and coordinating workshops and faculty development initiatives pertaining to pedagogy, coordinating with the Center for Engaged Learning leadership on matters related to student engagement and success, among other activities. **It shall advise and make recommendations to the Provost concerning University grants and support for faculty development.** CETAL will also advise the Associate Dean of Curriculum and Instruction on matters related to teaching and learning.

Rationale: The handbook language we presented last semester did not include reference to the work the council will do going forward as a grant-making committee. This, in part, had to do with the timing of the separate but related initiatives—CETAL becoming an elective committee and the reorganization of FDC and CETAL. The proposed changes reflect current practices regarding the work of grant-making committees.

## Faculty Announcements 2-9-2022

### Add to Your Calendar:

#### 2022 Rising Titan (Summer Orientation) Announcement - First-Year Students

The vitality of our institution is maintained by our incoming students, and their start at IWU is critical to their success and satisfaction. We need your assistance with making their transition into the university as welcoming and seamless as possible. Due to last year's success, we are continuing Rising Titan (Summer Orientation) for our incoming first-year students. During Rising Titan (Summer Orientation), new first-year students will meet with a generalist advisor and register for their first semester of IWU classes, meet student leaders, and start learning about what it means to transition, thrive, and transform at IWU.

Generalist advisors (faculty advisors from any department) are crucial to facilitate this program; please note that we do our best to pair students with advisors in their or complementary departments when/if possible. It is imperative that there is consistency across all dates and the students' experience with this program, so we ask that advisors be able to participate on all dates\*.

Training Date: Friday, June 10, 9am-12noon, virtual

#### Rising Titan Dates:

Monday, June 13, 1pm-4:30pm, in-person

Thursday, June 16, 1pm-4:30pm, virtual

Monday, June 20, 1pm-4:30pm, in-person

Thursday, June 23, 1pm-4:30pm, in-person

Thursday, July 28, 1pm-4:30pm, in-person (w/ accommodations available for students to be virtual if needed)

Faculty members will be compensated with a \$1000 stipend for participating in the training and all dates (the stipend will be prorated for the dates advisors cannot attend). Please complete the following survey by Friday, March 4, 2022 if you are interested in participating as a generalist advisor for Rising Titan (Summer Orientation):

[https://iwu.co1.qualtrics.com/jfe/form/SV\\_0jN3FfiEUf6PBvo](https://iwu.co1.qualtrics.com/jfe/form/SV_0jN3FfiEUf6PBvo)

\*If there is a date or two that you cannot participate, we ask that you still complete the form as we may consider split assignments.

#### 2022 Rising Titan (Summer Orientation) Announcement - Transfer Students

Transfer students are a growing and important part of our student population. One of the first significant experiences they have on campus is Rising Titan (Summer Orientation), and this program is critical to their transition into and success at the university. This year we are continuing with two virtual Rising Titan (Summer Orientation) sessions for our incoming transfer students. On these dates, transfer students will meet with their department/program chair/director (or delegate) for advising and register for their first semester of IWU classes. During this program, students will also meet student leaders, and start learning about what it means to transition, thrive, and transform at IWU.

Thursday, June 9, 1pm-4:30pm, virtual

Friday, August 5, 1pm-4:30pm, virtual

#### Save the Date: Turning Titan (Fall Orientation): Wednesday, August 24 - Sunday, August 28, 2022

Questions? Concerns?

Contact Chandra Shipley, Director of Academic Advising and Student Accessibility Services, at [cshipley@iwu.edu](mailto:cshipley@iwu.edu) and/or Kevin Carey, Associate Dean of Students, at [kcarey@iwu.edu](mailto:kcarey@iwu.edu).

## Faculty Announcements 2-9-2022

### Add to Your Calendar (contd.):

#### Leadership Speaker Series

The Office of Student Involvement is excited to present "Authentically Leading through Identity," our Spring 2022 Leadership Speaker Series! All of these events will be held in person only, for the workshops listed please sign up at this [link](#). Check out @involvediwu on Instagram for more updates on the leadership series! *Any questions about this leadership series can be directed to [getinvolved@iwu.edu](mailto:getinvolved@iwu.edu).*

February 9 at 7:00 PM: *Mikah Meyer: The Power of Authenticity and Turning Passion into Profession*

We are excited to welcome Mikah Meyer to our IWU community for an in-person keynote talk about *The Power of Authenticity* and then a workshop on *Turning Passion into Profession*. Mikah is an adventurer and leader of diversity and inclusion efforts in the outdoors industry, especially for LGBTQ+ people. Mikah has visited all 419 sites in America's National Park System and became the first openly gay man featured in an outdoors recreation ad and used that credibility to expand access for LGBTQ+ people in outdoors culture by founding the "Outside Safe Space" program. Through the lens of his historic national parks road trip, Mikah shares the "Why" of the importance of leadership, the "How" of using one's unique strengths to bring out the best in others, and the "Now" benefits of leadership that aim to serve others. Click here to learn more about [Mikah Meyer!](#)

February 23 at 6:00 PM: *Dr. Lauren Cook: Name Your Story*

As a therapist and social justice advocate, Dr. Lauren Cook provides an open, honest, and safe space to discuss how to navigate and cope with the challenges surrounding mental health. The talk is broken down into three parts: Name It, Face It, and Embrace It. You'll learn how to recognize some of the signs and symptoms of the more common disorders and also learn how to access and share resources. Lauren also covers self-care and how you can integrate wellness into your life on a daily basis. Her breakout session following her talk will focus on how leaders on campus can bring their own mental health journeys into their roles in organizations. Participants will have the opportunity to talk with Lauren about her strategies and explore what approaches will work best for them.

Click here to learn more about [Dr. Lauren Cook!](#)

March 9 at 7:00 PM: *Samantha Ramirez-Herrera: Live. Create. Inspire*

For twenty years Sam's ethos has been "Live. Create. Inspire." manifested through life experiences as an undocumented immigrant searching for her identity, survival, and purpose ranging from dishwasher to DJ, blogger to failed YouTuber, waitress to a now award-winning filmmaker, entrepreneur, and advocate. In this talk, Sam takes the audience on a visual journey through the last decade of her creative career, the highs and lows, the failures and successes, and everything in between. The goal of "Live. Create. Inspire." is to ignite students to build on every life experience until they discover their passions and purpose in this world. Sam believes that we all have the ability to contribute toward a new and reimagined world that is inclusive, equitable, and vibrant. She believes that we all have the power to demolish barriers and push past the impossible as leaders in our own communities.

Click here to learn more about [Samantha Ramirez-Herrera!](#)

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**Add to Your Calendar (contd.):**

The Office of Diversity and Inclusion and the Center for Human Rights and Social Justice are hosting another Story Exchange on Thursday, Feb. 24 from 4:00 - 6:00 pm. Last semester over 40 students, staff and faculty members participated in this transformative event. All are invited to join us in person or virtually for an afternoon of community and relationship building.

Sharla Brown-Ajayi, Director  
Office of Diversity and Inclusion

Sponsored by  
The Center for Human  
Rights & Social Justice and  
The Office of Diversity &  
Inclusion

**STORY EXCHANGE BY  
NARRATIVE 4**  
Empathy and Dialogue through  
Storytelling

February 24, 2022  
4:00 - 6:00 pm  
State Farm Hall  
& Zoom

Registration form here or at  
[https://forms.gle/HHdairEeLC  
gwKxuu7](https://forms.gle/HHdairEeLCgwKxuu7)

## Faculty Announcements 2-9-2022

### Information:

This [online catalog](#) for the Campus Art Collection is the first comprehensive art inventory at IWU and we need your help to keep track of these works into the future!

Please review the following:

1) If you decide to move any art in your building, please notify me so that I can update the inventory. 2) If you no longer want a particular item that you have, please contact me even if you don't think it's art! I will verify the content and make sure it is stored or disposed of, as needed. 3) Looking for something to liven up your area? There are [almost 700 items](#) in storage and most are available for adoption! (some may be too fragile) If you would like to borrow anything for display in your office, please contact me to discuss your interests.

And if you are just curious about what art has been identified in your building, look for the pre-set search box with building names at the bottom of [the collection's homepage](#). If you know of other works that we need to add to the inventory, please contact me.

Thanks for your assistance,

Meg Miner, University Archivist & Special Collections Librarian  
mminer@iwu.edu

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Even during the pandemic, display space is available at The Ames Library!

Are you an advisor with a group that has something to share? Does your department or program have a milestone to celebrate? A topic you'd like to raise awareness about? The Ames Library Exhibit Team invites any group on campus to contact us about utilizing display space in the library. There are several exhibit spaces in the library to promote student work, class projects, guest speakers, organizations, events, achievements or any topic of interest you'd like to share with the campus community. If your group is interested in scheduling a display, please contact Meg Miner at [mminer@iwu.edu](mailto:mminer@iwu.edu) or x1538.

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