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2023-2024

2020-2030

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2-28-2024

**February 28, 2024**

Faculty, Illinois Wesleyan University

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## MEETING OF THE GENERAL FACULTY

February 28, 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=VlptdkRBOXNaUE1dTBRNXhUcDd6QT09>

- |                                                                             |                         |
|-----------------------------------------------------------------------------|-------------------------|
| 1. Call to Order                                                            | Professor D. Marvin     |
| 2. Approval of the <a href="#">Minutes</a> *                                |                         |
| 3. <a href="#">Consent Agenda</a>                                           | Professor J. Williams   |
| 4. Committee Reports                                                        |                         |
| a. CUPP ( <a href="#">report</a> )                                          | Professor A. Shallue    |
| i. <a href="#">CUPP motion</a>                                              |                         |
| b. Curriculum Council ( <a href="#">report</a> )                            | Professor J. Williams   |
| i. Revision to the Public Health Minor ( <a href="#">060 24</a> )           |                         |
| ii. Revision to the Health Minor ( <a href="#">061 24</a> )                 |                         |
| iii. Revised Coaching minor ( <a href="#">064 24</a> )                      |                         |
| iv. Revised Physical Education Minor ( <a href="#">065 24</a> )             |                         |
| v. Revised Public Health Major ( <a href="#">076 24</a> )                   |                         |
| vi. Revision to Exercise Science minor ( <a href="#">078 24</a> )           |                         |
| vii. New Proposed major: Supply Chain management ( <a href="#">016 23</a> ) |                         |
| c. Promotion and Tenure Committee ( <a href="#">report</a> )                | Professor A. Ponce      |
| i. <a href="#">Motion 3</a>                                                 |                         |
| d. Faculty Development Committee ( <a href="#">report</a> )                 | Professor E. Lehr       |
| e. Nominating Committee ( <a href="#">report</a> )                          | Professor L. Moon       |
| f. Assessment Committee ( <a href="#">report</a> )                          | Professor C. Ferradns  |
| g. Undergraduate Research Advisory Committee ( <a href="#">report</a> )     | Professor G. Harper     |
| h. CETAL ( <a href="#">report</a> )                                         | Professor E. Haywood    |
| i. Writing Program Committee ( <a href="#">report</a> )                     | Professor P. Gray       |
| j. Student Engagement Committee ( <a href="#">report</a> )                  | Professor S. Davis-Kahl |
| k. Presidential Search Committee ( <a href="#">report</a> )                 | Professor S. Davis-Kahl |
| 5. Old Business                                                             |                         |
| 6. New Business                                                             |                         |
| 7. Administrative Reports                                                   |                         |
| a. Student Accommodations Office ( <a href="#">report</a> )                 | Director J. Howe        |
| b. President Report (report)                                                | President G. Nugent     |
| c. Provost Report ( <a href="#">report</a> )                                | Provost A. Kerr         |
| 8. <a href="#">Announcements</a>                                            |                         |
| 9. Adjournment                                                              |                         |

\*Corrected minutes were added on 2-26-24 at 2:07 pm. Brenda

**MEETING OF THE GENERAL FACULTY**  
**Wednesday, January 31, 2024**  
**CNS C101 – also zoom link provided**

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

**MEETING OF THE GENERAL FACULTY**

The meeting convened promptly at 11:10. The minutes were approved without objection.

The Curriculum Council (CC) consent agenda was approved as is—no items were pulled out.

Andrew Shallue stood up to deliver the Council on University Policies and Programs (CUPP) report and motion. He moved that the meeting allow 10-minute limits on debate. He noted that the 10 minutes limit could be extended, but it required a motion to extend, whereas routinely the default is that a motion is needed to close debate. Such a motion needs a two-thirds vote to pass and proceeds without discussion. It was seconded and passed.

CUPP Chair Shallue then asked that we amend the agenda and move up the Council for Excellence in Teaching and Learning (CETAL) report so that the faculty could hear from Jojo Mitchell, the Director of Counseling and Consultation Services (CCS) and Christina Armstrong, a counselor with CCS. They gave a short presentation on student health.

- The student “Mental Health Action plan” released in the fall was revamped and improved from previous years.
- Faculty are a key part of student mental health; CCS is not asking us to be therapists but to react with empathy; our key role is to be able to refer them to existing resources.
- Health Services and CCS are located on the north side of Magill Hall; they share the same office suite.
- They have crisis hours and now can direct students to a new urgent care center in downtown Bloomington on Market Street near Jimmy Johns.
- Faculty can once again walk students over if need be, post-Covid.
- A direct e-mail to CCS is better than an email in contacting them about a concerned student.
- Students can usually get in to see a counselor in 1-2 days or at most a week.
- Once IWU counseling services are used up, students will be referred to mental health providers in the community, which can be difficult to access during some point of the year.

Libby Haywood offered the written report for CETAL and asked that questions be sent directly to her via email.

Next Stephanie Davis-Kahl took questions for the Presidential Search Committee (PSC). Discussion ensued on the question of a closed search. It was reported that the faculty members on the committee have made the faculty’s distrust of closed searches clear to the other members of the committee. No discussion of the matter has occurred in the whole committee. The first

packet of candidates has yet to be delivered to the search committee by the search firm; once it has, details like how many candidates in the pool might withdraw if the process is open, and whether to hold open campus meetings will be broached. It was noted that search firms have a vested interest in keeping the search closed, an interest that should be resisted and balanced by the university interest in an open process.

CUPP Chair Shallue stepped up again to give the CUPP report. He noted that the Promotion and Tenure Committee (PAT) decided not to make policies for the Non-tenure Teaching Track (NTT) positions. CUPP is appointing a Working Group to write the policies. Andrew also explained why CUPP pulled its second motion dealing with the faculty stance on the presidential search process. Between the meeting where CUPP approved the motion and this meeting, CUPP got a chance to hear the views of the three faculty members on PSC, and they argued persuasively that a faculty vote would not do much at this time, so CUPP was withdrawing the motion.

CUPP Chair Shallue then turned to the remaining CUPP motion on faculty's advocacy of a limit on NTT positions. The motion limits NTT positions "should not exceed 20% of the total number of full-time non-contingent faculty positions," with the proviso that this "maximum could be expanded to 25% with sound rationale." Andrew made a few preliminary remarks. He noted that CUPP has had some success in having its suggested limits for Instructional Staff respected by the administration and that Michael Thompson has agreed to track the figures so that the faculty has a count always at the ready. After five faculty spoke, at least one in favor and one against, the vote was taken. **The motion passed 45 yes; 5 no; 11 abstention.**

Joe Williams took the floor as CC chair. He presented eight motions.

Motion 1 on the Revised Bachelor of Music in Vocal Performance **passed.**

Motion 2 on the Revision to Economics major **passed.**

Motion 3 on the New Sociology-Criminology major proposal **passed.**

Motion 4 on the Deletion of Financial Economics concentration in Economics major **passed.**

Motion 5 on the Deletion of International Economics concentration in Economics major **passed.**

Motion 6 on Deletion of International Economics minor **passed.**

Motion 7 on the Addition of a new KIN prefix to IWU's catalog offerings **passed.**

Motion 8 on the Change in catalog language for the Department of Business Administration **passed.**

Adriana Ponce for PAT presented an oral report.

Edgar Lehr for Faculty Development Committee offered a written report.

Leigh Moon for Nominating Committee offered a written report.

Carmela Ferradans for the Assessment Committee offered a written report.

Given Harper for the Undergraduate Research Advisory Committee offered a written report. He noted there were 17 applications for the two Eckley Fellowships.

Stephanie Davis-Kahl for the Student Engagement Committee offered a written report.

Pennie Grey for the Writing Committee offered a written report.

Dave Marvin noted the call for old business. No takers.

Dave Marvin noted the call for New Business. No takers.

President Nugent gave the President's Report. She noted that the board is between meetings, so there was not a lot to report. The board is awaiting a report focused on cash flow from David Myron. In response to a question, she noted that the Illinois Board of Higher Education had awarded IWU a grant nearing \$5 million for capital improvements. In response to another question, she discussed the impact on the university of the federal changes and delays in getting out the new FAPSA financial aid form. The matter is out of our control, and all schools face the same constraints, but it will likely mean that the number of applicants to the university who put an early deposit down will lag behind past years.

Acting Provost Abbie Kerr gave the Provost's Report. She clarified that adjunct-taught courses would also be expected to increase their enrollment caps if programs relied on their courses to meet the new 14% overall increase. Cross-listed courses would count to a program's total only if the course was taught by someone housed in the program or unit. In answer to a question, she noted that as to the scheduling changes discussed last semester, if any were made, they would not be implemented next year. In response to another question on the availability of larger physical spaces for the larger enrollment caps, she said the Registrar was studying the matter, and that courses submitted with enrollments beyond the usual room capacities would be flagged and potentially moved to different spaces after a conversation. Finally, she was asked a question about how the new enrollment caps would be monitored. She said they would be totaled on a yearly basis, so chairs and directors should keep an informal tally of their increases in the fall, and there would be a final count made after spring registration.

Vice President for Diversity, Equity, and Inclusion Dakesa Pina reminded the faculty that access to the Campus Climate Survey would open on February 9 and close on March 3. She encouraged us to complete it as it will form an important baseline going forward.

Dave Marvin adjourned the meeting at 12:31.

Submitted by Jim Simeone

## Curriculum Council Consent Agenda

Academic Year: 2023-24

February 28, 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
BUS 231	040_23	Supply Chain Management	<b>Supply Chain Management.</b> This class introduces students to Supply Chain Management where professionals manage relationships between firms, which collaborate to move products to the final customer. Topics will also include forecasting, different modes of transportation, the development and adjusting of delivery schedule, product specific logistics schedules, and how to make data informed decisions. Prerequisites: none. <i>Offered annually.</i>	New Course		
BUS 232	044_23	Sourcing and Operations	<b>Sourcing and Operations.</b> This course teaches the keys to strategic purchasing along with supplier selection and management. Topics include sustainable sourcing, using quantitative methods to maximize the most efficient use of inventory, evaluating demand uncertainty and supply chain risks, and learning to apply Six Sigma techniques. Prerequisites: none. <i>Offered annually.</i>	New Course		
BUS 233	046_23	Sourcing and Operations (LCMC course)	<b>Sourcing and Operations (.75 units; LCMC course).</b> This course teaches the keys to strategic purchasing along with supplier selection and management. Topics include sustainable sourcing, using quantitative methods to maximize the most efficient use of inventory, evaluating demand uncertainty and supply chain risks, and learning to apply Six Sigma techniques. Prerequisites: none. <i>Offered annually.</i> This course is offered through a consortium partnership.	New Course		

BUS 233 D1	045_23	Directed Lab Study	<b>Directed Lab Study (.25 units; taught by IWU faculty).</b> This class is linked to BUS 233, Sourcing and Operations, and consists of a directed study and discussion to develop a deeper understanding of the concepts and skills taught in the class. <i>Offered annually.</i>	New Course		
BUS 321	047_23	Supply Chain Management Technologies	<b>Supply Chain Management Technologies.</b> This course teaches the technologies and systems necessary for supply chains to function. Topics will include the critical role of information flows throughout the supply chain; the technologies and systems employed for each function of supply chain management, and how to analyze the industrial contexts within which supply chains are situated. Prerequisite: BUS 231 and BUS 232 or BUS 233. <i>Offered annually.</i>	New Course		
BUS 322	042_23	Supply Chain Management Technologies (LCMC course)	<b>Supply Chain Management Technologies (.75 units; LCMC course).</b> This course teaches the technologies and systems necessary for supply chains to function. Topics will include the critical role of information flows throughout the supply chain; the technologies and systems employed for each function of supply chain management, and how to analyze the industrial contexts within which supply chains are situated. Prerequisite: BUS 231 and BUS 232 or BUS 233. <i>Offered annually.</i> This course is offered through a consortium partnership.	New Course.		
BUS 322 D1	041_23	Directed Lab Study	<b>Directed Lab Study (.25 units; taught by IWU faculty).</b> This class is linked to BUS 322, Supply Chain Management Technologies, and consists of a directed study and discussion to develop a deeper understanding of the concepts and skills taught in the class. <i>Offered annually.</i>	New Course.		
BUS 323	048_23	Supply Chain in Action	<b>Supply Chain in Action.</b> This course teaches the operation of supply chains in real world situations. Through case studies, students will learn the contexts of business, national, and international settings. Included will be topics such as supply chains in relation to competition, product development, financing, logistics in delivering materials critical to global health, and disaster recovery. Prerequisites: BUS 231. <i>Offered annually.</i>	New Course		

BUS 324	039_23	Supply Chain in Action (LCMC course)	<b>Supply Chain in Action (.75 units; LCMC course).</b> This course teaches the operation of supply chains in real world situations. Through case studies, students will learn the contexts of business, national, and international settings. Included will be topics such as supply chains in relation to competition, product development, financing, logistics in delivering materials critical to global health, and disaster recovery. Prerequisites: BUS 231. <i>Offered annually.</i> This course is offered through a consortium partnership.	New Course		
BUS 324 D1	043_23	Directed Lab Study	<b>Directed Lab Study (.25 units; taught by IWU faculty).</b> This class is linked to BUS 324, Supply Chain in Action, and consists of a directed study and discussion to develop a deeper understanding of the concepts and skills taught in the class. <i>Offered annually.</i>	New Course		
BIO 305	053_24	Principles of Plant Physiology	<b>Principles of Plant Physiology.</b> This course will provide a basic understanding of how plants function. Topics will include the capture of light energy for growth and metabolism, plant development and its control, phytohormones, and responses to environmental stimuli. Students will understand that plants are very responsive to internal and external stimuli and have evolved unique mechanisms in response to their sessile lifestyle. Prerequisite: BIOL 101/102 or BIOL 107/108. <i>Offered as needed.</i>	New Course		
SOC 290	063_24	History of Social Thought	<b>History of Social Thought.</b> A study of social philosophy and sociological theory from the Enlightenment to the present, including such figures as Karl Marx, Max Weber, and Emile Durkheim. Emphasizes the biographical, historical, and intellectual contexts of their ideas. Prerequisite: Gateway 100. <i>Offered annually.</i>	Remove W flag. Change of Frequency	IT	
MUS 372	062_24	Vienna, Budapest, Prague: Music, Arts, and Culture in Imperial Capitals of Central Europe	<b>Vienna, Budapest, Prague: Music, Arts, and Culture in Imperial Capitals of Central Europe.</b> This course will examine nationalism and cultural identity through the music, culture, religion, and politics of Central Europe. As European capitals and seats of the former Habsburg Dynasty, Vienna, Budapest, and Prague are excellent locations to explore intellectual traditions that developed in these cities, from imperialism to the modern world. <i>Offered occasionally.</i>	New Course	IT	G



HIST 252	066_24	Slavery in U.S. Literature and Film	<b>Slavery in U.S. Literature and Film.</b> This course examines the representation of slavery in American literature and film from the nineteenth through twenty-first centuries, illuminating the ways that this institution was and continues to be foundational to American experience and identity. Prerequisite: Gateway Colloquium. <i>Offered occasionally.</i>	New Course, Cross-list course with ENGL 252	LIT	U
HIST 271	067_24	Staging Faith: Religion and Spiritualism in Early 20th Century American Theatre	<b>Staging Faith: Religion and Spiritualism in Early 20th Century American Theatre.</b> This 200-level seminar examines how Christianity, Judaism, spirituality, and ritualism influenced early 20th century theatre movements and provided forums for cultural and ethnic communities to establish agency. <i>Offered occasionally.</i>	New Course, Cross-list course with THEA 271	AV	U
HIST 378	067_24	History of Costume and Fashion	<b>History of Costume and Fashion.</b> Comprehensive survey of Western costume from Mesopotamia to the 20th century. Study of dress from a sociocultural and historical context. Special attention given to the evolution of silhouette, attitudes expressed by each period regarding personal adornment, and evolution of haute couture. Image-based lectures, group discussions, and pictorial research complement class work. <i>Offered occasionally.</i>	New Course, Cross-list course with THEA 378	AR	
HIST 371	067_24	Theatre History I	<b>Theatre History I.</b> A comprehensive survey-seminar about world theatre history tracing theatre in the ancient world to 1650, exploring theatrical architecture, conventions, theory, and literature as they interact with cultural movements. This class requires significant dramaturgical and written projects alongside a heavy reading load. Prerequisite: Junior standing. <i>Offered each fall</i>	New Course, Cross-list course with THEA 371	CHC	W
HIST 372	067_24	Theatre History II	<b>Theatre History II.</b> A comprehensive survey-seminar about world theatre history tracing theatre 1650 to present, exploring theatrical architecture, conventions, theory, and literature as they interact with cultural movements. This class requires significant dramaturgical and written projects alongside a heavy reading load. <i>Offered each spring.</i>	New Course, Cross-list course with THEA 372	CHC	

LC 204	079_24	LC 204 Introduction to Traditional Japanese Craft Arts	<b>LC 204 Introduction to Traditional Japanese Craft Arts.</b> This three-week travel course explores the foundations of Japanese craft arts focusing on craftspeople, historical background, geographical uniqueness, and current practices. The course will feature two to three local crafts that gained international fame such as iron-casting, metal/swordsmithing, pottery art, lacquerware, woodblock printing, or glass-working. <i>Offered occasionally.</i>	New Course	AR	G
HLTH 250	058_24	Substance Use Disorders: Individual and Society	<b>Substance Use Disorders: Individual and Society.</b> Exploration of physiological, psychological, sociological implications of drug use and addictive behavior on the human body, family, and society. Students analyze legal and ethical issues related to drug use in multiple cultures and identify factors affecting individual choices. <i>Offered occasionally.</i>	New Course	AV	G
HLTH 350	057_24	Substance Use Disorders: Individual and Society	<b>Substance Use Disorders: Individual and Society.</b> Exploration of physiological, psychological, sociological implications of drug use and addictive behavior on the human body, family, and society. Students analyze legal and ethical issues related to drug use in multiple cultures and identify factors affecting individual choices. Students complete a formal research paper on a topic related to course curriculum. <i>Offered occasionally.</i>	Change course title and description. Add G and W flags.	AV	G, W
BARC 225	068_24	Studies in Intellectual Traditions	<b>Studies in Intellectual Traditions.</b> Legacy of the Spanish Civil War. The class explores the legacy of the Spanish Civil War (1936-39) analyzing the complex and nuanced relationship between history and memory, and how contemporary Spanish society has dealt with the historical trauma of the civil war, the dictatorship that ensued, and the negotiated transition to democracy in the late 1970s. Students have the option of taking this class with either a Writing Intensive designation or a No Writing Intensive designation.	New Course	IT	G, W

Council on University Programs and Policies (CUPP) Report  
February 28, 2024

CUPP has been busy since the last faculty meeting, and welcomes Curtis Trout as our newest member.

CUPP has worked on revisions to the VAP application process. This is looking ahead to next year, since this year's work has completed. When this is finalized we will share with faculty.

The working group for policies related to promotion and evaluation of teaching-track faculty is formed and has started meeting. See minutes for composition and charge of that group. The goal is to have the work group present to CUPP and then for CUPP to bring a motion to the faculty before the end of the year.

CUPP believes that teaching-track colleagues are valued members of the faculty. A resolution to this effect was passed at the council meeting on February 20 and is reprinted below.

The Board of Trustees met February 12 - 16. As usual, there were a lot of different pieces of business discussed; expect a report from your representatives within two weeks. One theme was the Board's desire to make processes on campus more efficient. This applies to all parts of campus; for faculty it means thinking carefully to ensure we spend our time efficiently. One example that has been a theme of BoT meetings is making the transfer process smoother in order to encourage more transfer applications. This could include chairs/directors being expansive with equivalencies or finding ways to automate parts of the transfer approval process.

The call for tenure-line/teaching-track applications will come out of the Provost's office soon. One reason for the delay is CUPP's work on updating Chapter 4. The council brings a motion to the faculty with the result of our work.

Respectfully submitted,  
Andrew Shallue  
Chair, CUPP

Resolution (passed 2/20):

CUPP seeks to promote respect for teaching track colleagues and acknowledges the teaching track position as a career choice. Teaching track faculty are:

1. Non-contingent faculty
2. Afforded full academic freedom
3. Can teach at all levels of the curriculum in their discipline (if not restricted by terminal degree requirements)
4. May teach across the curriculum (e.g. gateway colloquium)
5. Eligible to serve on (and lead) all committees open to untenured faculty
6. Encouraged to participate in faculty meetings and are full voting members of the faculty

# CUPP Motion (2/28/2024) - Summary

CUPP moves that Chapter 4 of the faculty handbook be updated to reflect the addition of teaching-track positions to the CUPP recommendation process. This is Chapter 4.3, titled "Policies for New Tenure-Track Lines." The full changes are found below. Here is a summary:

1. Adding "and teaching track lines" in appropriate places. CUPP is mostly relying on academic units to make a proposal for whether tenure-line or teaching-track is more appropriate. Where this impacts the proposal is the sample schedule and a discussion of the balance between scholarship and teaching needed for the position.
2. Changing "Department Chairs and School Directors" to "Deans, Chairs, and Directors."
3. Changing the date when the Provost reports the number of non-contingent positions.
4. Reducing the number of examples given under university programs, and changing the request for data from academic units to make the evidence presented more uniform between proposals.
5. Removing outdated reference to replacement lines as distinct from new tenure lines. Note this does not forbid mention of replacement in a proposal.

## Proposal - changes in red

### 3. Policies for ~~Replacement of Tenure-Line Faculty Retirement/Resignation or~~ new Tenure **and Teaching Track Lines**

#### *a. Preliminary Steps*

~~Department~~ **Deans**, Chairs, and ~~School~~ Directors will consult with all current ~~department and school tenure-track~~ faculty members **in the program that would house the proposed line and in related programs** to gather their ideas about curricular needs. If current ~~tenure-track~~ faculty members have expertise in the area of the anticipated opening, they will be allowed to make written proposals for shifts in their duties to take advantage of opportunities to develop and expand their academic capabilities. The faculty member(s) and ~~Department~~ **Dean**, Chair or ~~School~~ Director will discuss any such proposals with the Provost to determine the appropriateness of redefining existing faculty members' duties. Both the ~~Department~~ **Dean**, Chair or ~~School~~ Director and the Provost have a responsibility to encourage career development in tenure-track and **teaching-track** faculty and will balance this responsibility with concern for the best interest of the programs and students involved to determine whether to offer the faculty member all or part of the duties anticipated for the position. Such a negotiation may, therefore, necessitate a revision of the anticipated opening.

#### *b. Procedures*

As soon as possible during the spring semester the Provost will remind ~~Department~~ **Deans**, Chairs, **and School and Program** Directors of the annual deadline for receipt of applications for tenure **and teaching-track** lines. In addition, the Provost will meet with CUPP ~~at its first meeting~~ in the spring semester to discuss the long-term curricular needs of the university for the purpose of collaboratively determining the appropriate number of tenure line searches. ~~By January 15,~~

~~Before March 1~~, the Provost will inform CUPP, ~~chairs, and directors~~ **Deans, Chairs, and Directors** of the number—or, if necessary, a range—of tenure **and teaching-track lines** that can be approved. ~~Department~~ **Deans, Chairs, and School and Program Directors** will submit applications for tenure-line **and teaching-track** positions to the Provost's Office and ~~CUPP~~ **CUPP** by the Monday after Spring Break. CUPP will review all applications received, and consider each within the context of broad university strategic curricular needs, as well as individual **school**, department, program or ~~school~~ **university-wide** needs. CUPP may recommend approval, conditional approval, postponement or denial. It may also request further information. CUPP's recommendations will be shared with the Provost by April 15 (or the following Monday if the 15th falls on a weekend day). The Provost will inform **Deans, Chairs and Directors** of proposals that will be recommended to the Board of Trustees by April 30 (or the following Monday if the 30th falls on a weekend). The Provost will communicate final decisions immediately after the May Board meeting.

### **Regular Authorization**

**Approval** signifies that CUPP recommends to the Provost immediate authorization for the search to take place in the following academic year.

**Conditional approval** signifies that CUPP recommends to the Provost conditional authorization, pending enrollment projections and budgetary considerations. ~~Chairs/Directors~~ **Deans, Chairs, and Directors** will be notified by June 15th whether final approval has been authorized. Proposals that do not receive final approval will be considered postponed.

**Postponement** signifies that CUPP recommends to the Provost that the proposal not be authorized for the following academic year. The proposal is deemed meritorious, but the budget cannot currently support the line. ~~Chairs/Directors~~ **Deans, Chairs, and Directors** are invited to resubmit an updated proposal or indicate that the current proposal should be reviewed the following year.

**Denial** signifies that CUPP does not recommend to the Provost authorization for this position. ~~In the case of a request for a replacement position, this recommendation signifies that the position should be eliminated.~~

### **Authorization of Opportunity Hires**

When an academic unit identifies a candidate from an underrepresented group whose hiring will contribute to the University's strategic goal of having a diverse faculty, the ~~chair/director~~ **Dean, Chair, or Director** may propose a new tenure line that could be filled without waiting until the next academic year.

- The proposal will address the general criteria for regular authorization.
- The proposal will explain how this hire would contribute to the University's strategic goal of diversity.
- The proposal will include a written endorsement reflecting the unanimous support of the tenure-line faculty within the unit. If the position is expected to contribute to

interdisciplinary programs, the opinion of faculty regularly involved in those programs will be included.

- The Provost must consult with CUPP prior to authorizing an opportunity hire.

### *c. Proposals*

In preparing proposals for tenure line positions, ~~Department~~ Deans, Chairs, ~~and School~~ and Program Directors shall consider: what is the evidence that this position will be a necessary one to serve students and the mission of IWU for several decades? The appropriate detail and length of proposals will vary, but should generally be two single-spaced pages in length and no more than four single-spaced pages in length, excluding appendices, ~~and should address as many of the following criteria as applicable:~~

Applicants should include a sample schedule of 6 (for tenure-track) or 8 (for teaching-track) courses. The key information needed is whether courses are major, shared curriculum, or elective and the levels of these courses; specific course numbers are not needed.

## **Criteria for Approving Tenure Line and Teaching-Track Positions**

**Evidence of reliance on a position.** Reliance on a position should be demonstrated by reference to how the position will serve a range of interests. Address all of the following; in the interests of space it is fine to simply state that evidence is minimal in some areas.

- the primary major/minor program(s) to be served by this position (see Evidence of programmatic needs below).
- other programs (including disciplinary and interdisciplinary)
- all-university programs (~~including Shared Curriculum, May Term, Writing Program~~) especially Shared Curriculum.
- the mission of IWU
- ~~student interest in the area~~ Potential future enrollment (consult with Office of Institutional Effectiveness for current data).
- external accreditation or professional certification criteria

**Evidence of programmatic needs.** Programmatic needs should be based on a realistic assessment of where a department, school, or program should be. The argument for a program's needs may be supported by results from an external review and/or survey of peer institutions. Programmatic needs should be demonstrated by reference to all of the following:

- program profile, vision, goals
- current curricular needs
- expected program benefits and outcomes
- student requirements (programmatic and/or professional)

- The balance between scholarship and artistic engagement of the position vs. the curricular contributions

**Evidence of enrollment pressures.** Enrollment pressures are strains induced by high student demand for courses presently offered in a department, school, or program. Provide data for each of the following:

- units generated per FTE teaching unit (i.e. total units generated and total teaching units)
- a high the ratio of majors or minors per tenure/teaching-track line, and
- reliance on non-tenure-track contingent faculty to teach core courses (i.e. adjuncts and VAP).

### Criteria for Approving Library Faculty Tenure Line Positions

**Evidence of reliance on a position.** Reliance on a position should be demonstrated by reference to how the new library faculty tenure line will serve a range of interests. Address all of the following; in the interests of space it is fine to simply state that evidence is minimal in some areas.

- the primary major/minor program(s) to be supported by this position's liaison responsibilities,
- other programs (including disciplinary and interdisciplinary programs),
- all-university programs (including Shared Curriculum, May Term, Writing Program) especially Shared Curriculum.
- high-impact practices, curricular initiatives),
- the mission of IWU.

**Evidence of Library needs.** The library's needs should be based on a realistic assessment of where the Library should dedicate its teaching and learning efforts through services, collections, and other initiatives. The library's needs should be demonstrated by reference to all of the following with the purpose of promoting a better understanding of the multifaceted and adaptable role of library faculty on campus:

- library profile, vision, goals
- current subject expertise or experience within the library and in conjunction with IWU's needs
- expected benefits and outcomes to the library and to campus
- responsiveness and adaptability to emerging trends and services in academic librarianship and higher education

**Evidence through data/metrics.** Proposals coming from the library faculty should include a narrative covering the sections above, supported by relevant data and metrics that demonstrate where the library is under pressure to maintain, expand or improve programs or services. These data and metrics can come from a multitude of quantitative sources:

- Internal data, such as but not limited to number of instruction sessions,

one-on-one student consultations, attendance at workshops, etc.

- External data, such as but not limited to comparisons of the ratio between students and librarians at peer/aspirant institutions, instruction sessions, one-on-one student consultations, etc. reported by peer/aspirant institutions through professional organizations and/or direct contacts with colleagues.
- An external review, when available, is also an acceptable form of both qualitative and quantitative feedback.



**Illinois Wesleyan University  
Faculty Meeting February 28, 2024  
Curriculum Council Report**

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

CC spent the majority of its time discussing course proposals.

In regard to one of the proposals (the Supply Chain Management new major proposal), CC convened the Resource Evaluation Group (REG) as CC is required to do when a proposal has potential financial implications. REG consists of the Interim Provost and the Chairs of CC and CUPP and one other representative from both CC and CUPP (in this case the Vice Chairs of both committees). The two potential issues were the use of LCMC consortium courses (which involve a per seat charge) and assurance of teaching credit for Faculty teaching the .25-unit discussion sections in the proposal. The Interim Provost confirmed that the university would support the use of consortium courses and teaching credit for Faculty teaching the .25 units. REG had no concerns with the financial implications of the proposal and believe the use of consortium courses in this instance is a prudent use of resources to test the viability of a new major without committing significant long-term resources until the major proves successful.

CC also continued discussions on asynchronous online offerings, meeting with members of CETAL (Libby Haywood and Stephanie Davis-Kahl) and Lead Instructional Designer Stephanie Guedet.

Lastly, CC members who are rotating off CC at the end of spring semester will be putting out (or have put out) a call for replacements. This year, calls will be put out for new representatives from the Divisions of Natural Sciences, Social Sciences and Humanities and the School of Nursing and the Physical Education Department. In addition, a call will be put out for a representative from the Schools of Art, Theatre Arts and Music for a one-year term. If you would like to put your name forth to serve, please contact your CC representative to be added to the election slate for that division.

Respectfully Submitted,

Joe Williams  
Chair of Curriculum Council

## **A proposal for a change in catalog language for the Public Health Minor**

### **Rationale**

The current catalog language indicated that students must take ‘a minimum of six course units.’ This language will change to ‘a minimum of six courses’. The purpose of this change is to create a transfer friendly minor.

Additionally, it is proposed that one elective course option (ENST 242) be removed from the minor as the course will no longer be offered and two course options (ENST 240 and ENST 241) be added as elective options under the category of *Public Health Environmental Issues*. New faculty hires in the SoNHS allows for these classes to be offered more regularly.

Removed: ENST 242 Toxic Threats to Reproduction and Child Development.

Added: ENST 240 Health and the Environment

Added: ENST 241 War on Cancer: Does Environment Matter?

### **Proposed Catalog Language for Public Health Minor** (changes indicated with strikethrough and bold text below)

#### ***Minor Sequence in Public Health:***

~~This interdisciplinary program will provide the knowledge and skills needed to contribute to local, state, national, and global public health initiatives in a wide variety of settings. The public health program adheres to Council on Education for Public Health standards and is firmly rooted in the scientific exploration of public health. The program will combine academic offerings from courses in the areas of chemistry, environmental studies, health, political science, psychology and sociology.~~

Students completing the minor will complete a total of 6 courses and will take 3 core courses from the Public Health major. These course courses provide an understanding of the foundations of public health.

Courses within the curriculum incorporate an understanding of the socioeconomic, cultural, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.

Students will select three additional courses among the following categories:

Population Health and Disease: This category focuses on concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations. The courses explore the underlying science of human health and disease including opportunities for promoting and protecting health across the lifespan.

Public Health Environmental Issues: This category focuses on courses that provide a foundation of environmental factors that impact human health and contribute to health disparities, including the ~~role~~ **role** of advocacy and justice in environmental health.

Public Health Engagement and Policy Informed Action. This category focuses on courses that either provide a foundation to understand and leverage policy or an experiential opportunity to enact change, advocacy and justice in public health settings. ~~Measurement and Evaluation: This category focuses on courses that provide a foundation of statistical and/or research skills to prepare students for research in any public health field.~~

**Measurement and Evaluation: This category focuses on courses that provide a foundation of statistical and/or research skills to prepare students for research in any public health field.**

The Public Health minor consists of a minimum of six courses ~~units~~, including:

- 1) **Core Courses (all three required):** HLTH 101, HLTH 200, HLTH 280

Elective courses (choose any three courses from the complete list of courses below, with at least two at the 300-level or above. Students are required to select the three courses from at least two of the categories listed below)

- 2) **Population Health and Disease:** ~~ENST 242~~, HLTH/PSYC 204, HLTH 310\*, 350, 351; PSYC 353; SOC 270\*, 305, 370\*
- 3) **Public Health Environmental Issues:** CHEM/ENST 234, ENST 200, 231, **240, 241** 367; ENST/PSYC 355, ENST/SOC 367
- 4) **Public Health Engagement and Policy Informed Action:** HLTH 310\*, HLTH/PSCI 340, PHIL 225, PSCI 201, 281, 282; PSCI 398/SOC 398, SOC 201, 340, 362
- 5) **Measurement and Evaluation:** PSYC 227 or ECON 227, SOC 225 or PSYC 300

\*Students will need approval from the program director for any courses marked with an asterisk.



### **Revised Catalog Language for Health Minor**

A Health minor ~~as well as~~ **and** a Public Health minor are ~~also~~ available. The Health minor places emphasis on the individual's understanding of health issues and self-care practices and choices. This latter focus is consistent with a philosophical view of health espoused by the school of Nursing and Health Sciences faculty. While an emphasis is placed on the individual's personal lifestyle, a view of the importance of health at the societal level is also addressed.

#### *Minor in Health:*

This Health minor consists of a minimum of five courses ~~units~~, including:

- 1) One ~~course unit from~~ **of** the following: ~~PSYC 100~~ **HLTH/PSYC 204, PSYC 253; SOC 305;**
- 2) All of the following: HLTH 280, 300, 330
- 3) At least ~~One course unit from~~ **of** the following: HLTH 230, 297, 301, 310, 350, 351, 370, 397

## **The Curriculum Council moves that the faculty approve a revised Health Minor**

### **Rationale**

It is beneficial to make the proposed changes to the Health Minor as new courses have recently been developed that are a better curricular fit for the minor. Health Psychology is a newly developed course that examines *'how psychological, social and biological factors influence health and illness. The course provides an introduction to key areas of health psychology including stress and coping, psychosocial influences and determinants of health, pain, illness, and injuries; health disparities; nicotine and substance use; eating and exercise behaviors; and health-promoting behaviors, interventions and prevention.'* This course fits nicely into the goals of the health minor. PSYC 100 is described as 'a survey of topics in psychology, and an introduction to scientific methodology.' Although an important course, it doesn't fit the goals of the health minor as well.

### **Courses**

New: Health Psychology (HLTH/PSYC 204):

Deleted: General Psychology (PSYC 100)

### **Requirement**

This Health minor consists of a minimum of five courses, including:

- 4) All of the following: HLTH 280, HLTH 300, HLTH 330
- 5) One of the following: HLTH/PSYC 204, PSYC 253, SOC 305
- 6) One of the following: HLTH 230, 297, 301, 310, 350, 351, 370, 397

\*note that there is also a change in language from the current catalog language. The current catalog language indicated that students must take 'a minimum of five course units.' This language will change to 'a minimum of five courses'. The purpose of this change is to create a transfer friendly minor.

### **Electives/Faculty**

There are no changes to the teaching requirements for faculty members based on these changes. The additional course (HLTH/PSYC 204), will be offered annually.

### **New Resources**

No new resources are required with these changes.



## **The Curriculum Council moves that the faculty approve a revised Coaching Minor**

### **Rationale**

A number of factors were involved in the decision to revise the requirements for the Coaching minor:

1. The addition of an introductory exercise science course (KIN 100) is an attractive option for all students within the minor. The course allows for a broader overview of the discipline of exercise science and many of the areas that are directly related to the field of coaching.
2. Feedback from course instructors in some of the upper level, science based courses (KIN/PETH 325: Kinesiology; KIN/PETH 330: Exercise Physiology) have indicated that students taking these courses without a foundational background in undergraduate level Biology, struggle to keep up with the material. Student interest in the coaching minor spans across a variety of majors, including those majors that do not relate to the sciences.
3. Foundational knowledge in the area of Nutrition is an important domain that is currently missing from the Coaching curriculum. The addition of this content area allows students with a coaching minor to gain an understanding of overall human nutrition and even an opportunity to learn specifically about fueling for the needs of the athletes they may work with in the future. The rationale for providing two Nutrition classes for students to choose from is due to the importance of having a foundational knowledge of general nutrition before taking Sports Nutrition. For students who have already taken Human Nutrition (through shared curriculum requirements, major requirements or other minor requirements), giving the option for students to take Sports Nutrition provides an opportunity to learn about the application of the content area to their specific interest area of coaching.

### **Courses**

New: KIN 100: Introduction to Exercise Science

New: HLTH 230: Human Nutrition

New: KIN 323: Sports Nutrition

Removed: KIN/PETH 325: Kinesiology

Removed: KIN/PETH 330: Exercise Physiology

### **Revised Requirement**

It is proposed that this Coaching minor consists of a requirement of six courses, including:

KIN 100: Introduction to Exercise Science

Choose one of four

PETH 210: Coaching Baseball and Football

PETH 211: Coaching Basketball and Track

PETH 214: Coaching Golf and Soccer

PETH 216: Coaching Volleyball and Softball



PETH 290: Introduction to Coaching

PETH 320: Organization and Administration of Athletic and Physical Education Programs

Choose one of the following

HLTH 230: Human Nutrition

KIN 323: Sports Nutrition

PETH 326: First Aid and Athletic Training

### **Electives/Faculty**

There are no changes to the teaching requirements for faculty members based on these revisions. KIN 100 (Introduction to Exercise Science) will be offered annually in the spring, HLTH 230 (Human Nutrition) is offered annually in the spring and KIN 323 (Sports Nutrition) will be offered in alternate years.

### **New Resources**

No new resources are required with these changes.

## Revised Catalog Language for Coaching Minor

### *Minor Sequence in Coaching:*

The following courses are required for the minor.

- 1) **KIN 100: Introduction to Exercise Science**
- 2) ~~4)~~ Choose one of four
  - PETH 210: Coaching Baseball and Football
  - PETH 211: Coaching Basketball and Track
  - PETH 214: Coaching Golf and Soccer
  - PETH 216: Coaching Volleyball and Softball
- 3) ~~2)~~ PETH 290: Introduction to Coaching
- 4) ~~3)~~ PETH 320: Organization and Administration of Athletic and Physical Education Programs
- ~~4) PETH 325: Kinesiology~~
- 5) **Choose one of two**
  - HLTH 230: Human Nutrition**
  - KIN 323: Sports Nutrition**
- 6) ~~5)~~ **KIN/PETH 326: First Aid and Athletic Training**
- ~~6) PETH 330: Exercise Physiology~~

### Recommended

- 7) PEC 129X: Personal Fitness I
- 8) **KIN/PETH 327: Essentials of Strength and Conditioning**

## **The Curriculum Council moves that the faculty approve a revised Physical Education Minor**

### **Rationale**

A number of factors were involved in the decision to revise the requirements for the Physical Education minor:

1. The addition of an introductory exercise science course (KIN 100) is an attractive option for all students within the minor. The course allows for a broader overview of the discipline of exercise science and many of the areas that are directly related to the field of physical education.
2. Feedback from course instructors in some of the upper level, science based courses (KIN/PETH 325: Kinesiology; KIN/PETH 330: Exercise Physiology) have indicated that students taking these courses without a foundational background in undergraduate level Biology, struggle to keep up with the material.
3. Foundational knowledge in the area of Nutrition is an important domain that is currently missing from the physical education curriculum. The addition of this content area allows students with a physical education minor to gain an understanding of overall human nutrition along with the opportunity to learn specifically about fueling for physical activity. The rationale for providing two Nutrition classes for students to choose from is due to the importance of having a foundational knowledge of general nutrition before taking Sports Nutrition. For students who have already taken Human Nutrition (through shared curriculum requirements, major requirements or other minor requirements), giving the option for students to take Sports Nutrition provides an opportunity to learn about the application of the content area to their specific interest area of physical education.

### **Courses**

New: KIN 100: Introduction to Exercise Science

New: HLTH 230: Human Nutrition

New: KIN 323: Sports Nutrition

Removed: KIN/PETH 325: Kinesiology

Removed: KIN/PETH 330: Exercise Physiology

### **Revised Requirement**

It is proposed that the Physical Education minor consists of a requirement of six courses, including:

KIN 100: Introduction to Exercise Science

PETH 201: Theory and Practice of Physical Education

PETH 202: Theory and Practice of Physical Education

PETH 320: Organization and Administration of Athletic and Physical Education Programs

Choose one of these two:

HLTH 230: Human Nutrition

KIN 323: Sports Nutrition

Choose one of these three:

KIN/PETH 326: First Aid and Athletic Training

HLTH 300: Achieving Wellness

KIN/PETH: Essentials of Strength and Conditioning

### **Electives/Faculty**

There are no changes to the teaching requirements for faculty members based on these revisions. KIN 100 (Introduction to Exercise Science) will be offered annually in the spring, HLTH 230 (Human Nutrition) is offered annually in the spring and KIN 323 (Sports Nutrition) will be offered in alternate years.

### **New Resources**

No new resources are required with these changes.

## **Revised Catalog Language for Physical Education Minor**

### *Minor Sequence in Physical Education :*

The following courses are required for the minor.

- 1) **KIN 100: Introduction to Exercise Science**
- 2) ~~4)~~ PETH 201: Theory and Practice of Physical Education
- 3) ~~2)~~ PETH 202: Theory and Practice of Physical Education
- 4) ~~3)~~ PETH 320: Organization and Administration of Athletic and Physical Education Programs  
~~4) PETH 325: Kinesiology~~
- 5) **Choose one of these two:**  
**HLTH 230: Human Nutrition**  
**KIN 323: Sports Nutrition**  
~~5) PETH 330: Exercise Physiology~~
- 6) **Choose one of these three:**  
**KIN/PETH 326: First Aid and Athletic Training**  
**HLTH 300: Achieving Wellness**  
**KIN/PETH 327: Essentials of Strength and Conditioning**

## Revised Public Health Major

The Curriculum Council moves that the faculty approve a revised Public Health major.

The description of the majors remains the same. The only change is an addition of two class options that fall under the category of Public Health Environmental Issues

*Public Health Environmental Issues (Choose one of the following)*

CHEM/ENST 234: Environmental Chemistry and Toxicology

ENST 200: Intro to Geographic Information Systems

ENST 231: Environmental Science in Action

**ENST 240: Health and the Environment**

**ENST 241: War on Cancer: Does Environment Matter**

~~ENST/SOC SOC 367~~/ENST 367: Environmental Sociology

HLTH 310 Special Topics (when approved by the program director)

PSYC 355: Psychology and the Environment

## Rationale

Due to recent hires in the SoNHS, there are now faculty able to offer both ENST 240 and ENST 241 consistently.

## Staffing

Both courses are taught by current faculty within the SoNS. No additional staffing is needed

## Resources

The addition of this course to the major will have no impact on library, computer or media resources.

## **The Curriculum Council moves that the faculty approve a revised Exercise Science Minor**

### **Rationale**

A number of factors were involved in the decision to revise the requirements for the Exercise Science minor:

1. The addition of an introductory exercise science course (KIN 100) is an obvious choice to add to the exercise science minor as a required class. The course allows for a broad overview of the discipline of exercise science and is a solid introduction to the many different fields it covers.
2. As a result of the recently proposed changes to the Kinesiology and Allied Health major, HLTH 230: Human Nutrition and KIN/PETH 326: First Aid and Athletic Training have been removed as required courses within the minor, and moved into a list of elective options for students to choose from within the minor
3. KIN/PETH 327: Essentials of Strength and Conditioning (W) has been taken out as a required course and moved into the list of elective options. The reason for this change is that, given KIN/PETH 327 is a capstone course, students should have a comprehensive foundation of exercise science, nutrition and programming knowledge in order to successfully complete the course.
4. In effort to provide consistency between the Kinesiology and Allied Health major and the Exercise Science minor, a similar breakdown of requirements was created. This proposal recommends that students can choose from 2 of 10 course options to fill two of their course requirements. As the field of exercise science is broad, this allows students to take courses that best match their interests in the field.

### **Courses**

New: KIN 100: Introduction to Exercise Science

### **Revised Requirement**

It is proposed that the Exercise Science minor consists of a requirement of six courses, including:

BIO 107: Human Anatomy and Physiology  
KIN 100: Introduction to Exercise Science  
KIN/PETH 325: Kinesiology  
KIN/PETH 330: Exercise Physiology

Any two of the following:

HLTH/PSYC 204 Health Psychology; HLTH 230 Human Nutrition; HLTH 300 Achieving Wellness; HLTH 310\*Special Topics (as approved); KIN 323 Sports Nutrition; KIN/PETH 326 First Aid and Athletic Training; KIN/PETH 327 Essentials of Strength and Conditioning; KIN 328 Personal Training for Special Populations; PSYC 368 Psychology of Motivation; PSYC 380 Sport and Exercise Psychology

### **Electives/Faculty**

There are no changes to the teaching requirements for faculty members based on these revisions. KIN 100 (Introduction to Exercise Science) will be offered annually in the spring.

### **New Resources**

No new resources are required with these changes.

### **Revised Catalog Language for Exercise Science Minor**

*Minor Sequence in Exercise Science :*

**This minor consists of a minimum of six courses, including:** ~~The following courses are required for the minor.~~

- 1) BIO 107: Human Anatomy and Physiology
- ~~2) HLTH 230: Human Nutrition~~
- 2) KIN 100: Introduction to Exercise Science**



- 3) **KIN/PETH 325: Kinesiology**
- ~~4) PETH 326: First Aid and Athletic Training~~
- 4) KIN/PETH 330: Exercise Physiology**
- ~~5) PETH 327: Essentials of Strength and Conditioning~~
- ~~6) PETH 330: Exercise Physiology~~
- 5) Choose two courses from the following: HLTH/PSYC 204, HLTH 230, HLTH 300, HLTH 310\*, KIN 323, KIN/PETH 326, KIN/PETH 327, KIN 328, PSYC 368, PSYC 380**

**Request for Curriculum Council Action**  
**Submitted by: Bryan C. McCannon & David Wallace**

**Proposed New Major of Supply Chain Management**

The Curriculum Council moves that the faculty approve a new Supply Chain Management major offered by the Department of Business Administration in the School of Business and Economics.

Description for course catalog

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.

Rationale

The Supply Chain Management major provides students with the skills necessary to promote the efficient movement of goods and services from suppliers to customers. Supply chain management represents a new way of looking at business in the sense that it focuses on the end-to-end flow of goods, services, information, and finances across a network of organizations involving producing, distributing, and delivering products to customers. This approach contrasts traditional business models that primarily concentrate on individual company functions and processes in isolation. The program will build the core concepts and principles including procurement, logistics, inventory management, demand forecasting, production planning, and distribution. Supply chain management complements a liberal arts education by promoting (1) critical thinking and problem-solving skills, (2) communication and interpersonal skills, (3) ethical considerations of business decision making, (4) global perspectives, (5) adaptability and lifelong learning, and (6) data analysis and research skills.

Requirements for New Majors

**Course Requirements**

The new major is structured comparably to three majors already offered by the Department of Business Administration and approved by CC: Business, Professional Sales, and Marketing. It shares eight classes with these majors, and four classes are specific to the discipline. The proposed course catalog description for the Supply Chain Management major is as follows:

***Major Sequence in Supply Chain Management:***

A minimum of 12 courses to include:

- 1) Accounting 112, 212, Business Administration 331, 341, 355, 490, Economics 227, and Finance 303,
- 2) Four additional courses in Supply Chain Management, Business Administration 231  
232 or 233  
321 or 322  
323 or 324
- 3) One leadership-competency focused class relevant to supply chain managers to be selected from:
  - Business 338: Negotiation in Business and Sales
  - Economics 352: International Finance
  - English 206: Creative Nonfiction
  - English 214: Digital Storytelling
  - Environmental Studies 100: Environment and Society
  - International and Global Studies 240: Thinking Globally: An Introduction
  - Journalism 211: Writing for Media
  - Journalism 315: Public Relations and Strategic Communication
  - Philosophy 204: Introduction to Ethical Theory
  - Philosophy 213: Business Ethics
  - Political Science 102: International Politics
  - Political Science 345: International Political Economy
  - Psychology 100: General Psychology
  - Psychology 259: Social Psychology
  - Sociology 101: Introductory Sociology
  - Spanish 250: Business Spanish and its Cultural Context

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

- 1) Mathematics 110, 140, 176, or university credit for AP Calculus
- 2) Economics 100

The four supply chain management courses include Supply Chain Management (BUS 231); Sourcing and Operations (BUS 232/233); Supply Chain Management Technologies (BUS 321/322), and Supply Chain in Action (BUS 323/324).<sup>1</sup> These courses are typical of supply chain programs offered at other universities.<sup>2</sup>

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<sup>1</sup> As will be described in our discussion related to Staffing, we are proposing two versions of each course. One is an online, LCMC-delivered course and the other is a version offered in house (depending on resources). This is why there are two course numbers listed.

<sup>2</sup> For example, the University of Illinois Supply Chain Management program requires “Modeling the Supply Chain” course (BADM 336) and a “Logistics Management” course (BADM 378) which combined are essentially the same as the proposed Supply Chain Management class, a “Purchasing and Supply Management” course (BADM 324) and

## Learning Outcomes

Students completing a major in Supply Chain Management will achieve the following student learning objectives:

- Understand the basics of supply chain management
- Analyze supply chain strategies (including global and sustainability dimensions)
- Inventory management, warehousing, and distribution
- Supplier relationship management
- Demand forecasting
- Logistics and transportation management
- Supply chain technology
- Ethical and legal considerations

In addition to the specific professional skill sets associated with each of the four courses, learning outcomes from the major complement those of a liberal arts education: verbal, written, and nonverbal communication, working productively with others, building inclusive relationships, discipline, collaboration, and problem solving/critical thinking. In fact, a liberal arts background benefits supply chain managers. Students who major Supply Chain Management major employ, and further develop, skills that are hallmarks of a liberal arts education.

## Staffing

One course: Supply Chain Management (BUS 231) will be taught in-house by Professor David Wallace. Dr. Wallace has significant professional and academic experience in marketing issues related to the supply chain. Specifically, Dr. Wallace's professional expertise is in interfirm relations, channels of distribution, and purchasing management. Along with professional experience, he has published leading research articles in these areas. Thus, he is well suited to cover this course. Dr. Amada Vicary is scheduled to devote a portion of her teaching load to teaching Consumer Behavior each year starting next academic year. This aid will relieve Dr. Wallace of some of the demand on his teaching time, allowing him to teach the new course. Initially, the other three will be taught through the LCMC consortium (please see below). We are proposing two catalog entries for each of these three courses. One entry allows for a 1.0 credit version of the course to be taught in-house when resources permit. The second entry

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"Operations Management" (BADM 375) which combined are essentially the same as the Sourcing and Operations proposed class, and a "IT for Networked Organizations" (BADM 350) course which is equivalent to our proposed Supply Chain Technologies class, and a "Practicum in Supply Chain Management" (BADM 337) which is an experiential, capstone experience similar to our Supply Chain in Action course. Thus, our proposed model matches closely what the University of Illinois offers. As we are offering a business education in a liberal arts environment, we have fewer major requirements than their program. See <https://giesbusiness.illinois.edu/undergraduate-hub/majors-and-minors/supply-chain-management> for details.

offers the LCMC course for 0.75 credits accompanied by a 0.25 credit co-requisite, directed-study lab offered by an IWU faculty member. As an added bonus, each consortium class comes with a certification.

In terms of resources, we pay a fee per student for each course taught by the consortium. The University has expanded the number of LCMC seats for students for the 2024/25 academic year to accommodate increased student demand. The intent of the consortia experiment is that if the major proves successful in attracting additional incremental students, we will likely drop LCMC and teach the major in house. If student demand is as great as expected, this may very well necessitate the hiring of a new tenure-track line in the department in the future. We expect this will be done only after student demand is shown to justify the additional costs. If student demand is not great enough, then we expect the program will be terminated. For example, we would anticipate that having 10 majors per cohort (for 40 majors total) would be enough to justify a tenure-track hire. As these four courses would also serve the large Business major, we would expect that student body size would cause those courses to reach 15 students per course. Hence, a tenure-track line would allow all four supply chain-specific classes to be taught each year at sufficient class sizes. We also anticipate that a review of student demand can be done after four years.

The other eight courses in the program are the same foundation courses required in most programs within the School of Business and Economics. Multiple sections of each course are offered each year. The anticipated new student demand should be easily accommodated under our current course offerings.

The menu of “leadership competency” courses represent those classes where skills particularly relevant for future leaders in supply chain management can be covered. Chairs and faculty in these departments have been consulted ensure the material is relevant and space is available for students in the proposed program.

### Student Interest

Supply chain management is one of the newest and fastest growing programs to be offered by business schools across the country. As of June 2021, there are 71 universities in the United States which offer this major.<sup>3</sup> Importantly, while none of our 11 self-identified peer institutions offer it, four universities in the state of Illinois do (University of Illinois, Loyola University, Bradley University, and Elmhurst College). Thus, while numerous large, public universities offer it as a part of their growth strategy<sup>4</sup>, a few institutions similar to us being similarly sized and

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<sup>3</sup> <https://blog.collegevine.com/us-colleges-with-supply-chain-management-major>

<sup>4</sup> Along with Illinois, Supply Chain Management is an undergraduate major offering at Arkansas, Auburn, Iowa State, Kansas, Maryland, Michigan State, Nebraska, Ohio State, Rutgers, Tennessee, Texas, and West Virginia

serving a similar student body have introduced this program.<sup>56</sup> Given that higher education institutions of various sizes are developing similar programs but relatively few Illinois institutions have done so, introducing this program will give us a competitive advantage when recruiting students interested in a business-related career. The career track increasingly requires a degree in Supply Chain Management. According to the Association for Supply Chain Management, 53% of those 29 and younger had an SCM undergraduate degree vs. 24% of those 30 to 39.<sup>7</sup>

According to Encoura, a market analysis firm for higher education, over the 2021 to 2030 time period they forecast that the number of jobs in supply chain management is expected to grow 9%, which is above the overall business-related occupation average (of 6%). Those focusing on jobs in logistics, which is a central course offering in our new program, is projected to grow the most (19%).<sup>8</sup> Similarly, the U.S. Bureau of Labor Statistics forecasts a job growth rate over 2022-32 of 18%, while the projected growth rate for all occupations is only 3%.<sup>9</sup> Estimates project that supply chain related costs account for 20-25% of a typical firm's total costs.<sup>10</sup> Thus, students completing our program should be in demand when on the job market. Data show that this translates to extremely competitive salaries. In one report, supply chain managers (with undergraduate degrees only) earn on average \$108,240, with supply chain professionals specifically located in Chicago earning an average income of \$113,808.<sup>11</sup> Thus, labor market opportunities look extremely healthy

Student interest in supply chain is projected to be especially strong. The world has been experiencing significant inflation recently. In Western, industrialized nations it has been almost 40 years since inflation has been this big of a problem. While there are numerous causes, the public has been made well aware of global supply chain disruptions caused by the Covid-19 pandemic. Obvious disruptions like shortages in toilet paper have brought to the forefront the

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<sup>5</sup> Along with Bradley and Elmhurst, Supply Chain Management is an undergraduate major offering at Ashland (OH), Gannon (PA), John Carroll (OH), Lipscomb (TN), and Rowan (NJ).

<sup>6</sup> <https://encoura.org/program-spotlight-supply-chain-management/#:~:text=All%20supply%20chain%20management%20degree,strong%20signal%20for%20student%20demand.>

<sup>7</sup> [https://www.ascm.org/globalassets/ascm\\_website\\_assets/docs/salary/2023-ascm-supply-chain-salary-and-career-report.pdf](https://www.ascm.org/globalassets/ascm_website_assets/docs/salary/2023-ascm-supply-chain-salary-and-career-report.pdf)

<sup>8</sup> <https://encoura.org/program-spotlight-supply-chain-management/#:~:text=All%20supply%20chain%20management%20degree,strong%20signal%20for%20student%20demand.>

<sup>9</sup> <https://www.bls.gov/ooh/business-and-financial/logisticians.htm>

<sup>10</sup> <https://michiganross.umich.edu/courses/global-supply-chain-management-9182>

<sup>11</sup> [https://www.coursera.org/articles/supply-chain-manager-salary?utm\\_source=gg&utm\\_medium=sem&utm\\_campaign=B2C\\_NAMER\\_\\_google\\_FTcoF\\_professional-certificates\\_pmax-enhanced-NRL-w/in-14d-new-cust-country-US-country-CA&campaignid=20388318227&adgroupid=&device=c&keyword=&matchtype=&network=x&devicemodel=&adposition=&creativeid=&hide\\_mobile\\_promo&gclid=CjwKCAjw6eWnBhAKEiwADpnw9sYHWA1c8SOG8vZdYF4v8\\_OcZgkEgCsAYpMoXW51gNFWWFJdcoJVRhoCjqcQAvD\\_BwE](https://www.coursera.org/articles/supply-chain-manager-salary?utm_source=gg&utm_medium=sem&utm_campaign=B2C_NAMER__google_FTcoF_professional-certificates_pmax-enhanced-NRL-w/in-14d-new-cust-country-US-country-CA&campaignid=20388318227&adgroupid=&device=c&keyword=&matchtype=&network=x&devicemodel=&adposition=&creativeid=&hide_mobile_promo&gclid=CjwKCAjw6eWnBhAKEiwADpnw9sYHWA1c8SOG8vZdYF4v8_OcZgkEgCsAYpMoXW51gNFWWFJdcoJVRhoCjqcQAvD_BwE)

crucial role that the supply chain plays in our lives. According to a market research firm specializing in higher education,<sup>12</sup>

*Not long ago, most people probably didn't think much about the supply chain. We didn't have to. But with port slowdowns, manufacturing delays and other pandemic-caused constraints in the past couple of years, you might say we are all a little more supply chain aware these days. That's playing out in higher education too. At some universities, the supply chain management major is suddenly hot. These programs were seeing increased enrollment before the pandemic, but at some institutions, even more students want in.*

Quoting data from Michigan State University, they report that enrollment in their supply chain management program is up 10% since the pandemic. Similar rapid growth in enrollment numbers exist at Arizona State and Tennessee. Thus, evidence from other institutions strongly suggest that student demand is great.

This major represents an important opportunity for Illinois Wesleyan. It differentiates us from other small liberal arts schools that do not offer it. Given that we will be a regional leader in providing this program, we expect that students enrolling in the major will represent incremental growth, rather than cannibalizing existing majors. Finally, as noted above, Supply Chain Management majors both benefit from and further develop the skills learned in a liberal arts education, again favoring IWU students.

### Overlap

This major, other than the eight courses required of most Business-related majors, does not appear to overlap any other program. There are important complementarities though. For one, a student majoring in Business may want to get exposure to supply chain management without specializing in it as a major. Completing the Supply Chain Management course (BUS 231) would count as an elective in that major. A second complement is that students who are majoring in Marketing will likely find that course valuable. A large component of the course will be an extended unit on interfirm relations. This unit focuses heavily on business-to-business marketing. Again, this class would count as an elective in that major. Thus, the internally-delivered course in this major would serve students in Marketing and Business. It is also worth pointing out that both of these majors suffer from an insufficient number of upper-level course offerings as well. Thus, providing this new course would relieve student demands for these two programs.

In addition, we searched the course catalog for other offerings at IWU that may be appropriate for the supply chain management program. Searching the keyword "operations" only provided BUS 342 Production/Operations Management. This course is only offered occasionally and

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<sup>12</sup> <https://www.marketplace.org/2022/02/07/university-students-flock-to-supply-chain-majors/>

focuses on production management within an organization rather than coordination of the supply chain. Searches for courses involving “logistics” and “chain” came up empty. Further, there does not seem to be any courses offered in Computer Science, Data Science and Analytics, or Mathematics that cover supply chain topics. Thus, there does not seem to be any current offerings that could be used to construct this new program.

#### Courses Outside the Department

MATH 110 or 176, ECON 100, ECON 227, FIS 303, and ACC 112 and 212 are required foundation courses for most Business-related majors. In addition, BUS 331, 341, 355 act as service courses for most majors in the School of Business and Economics. Multiple sections of each course are offered each academic year. All of these courses either (i) currently run with some capacity having fewer students enrolled than the course cap or (ii) have restrictive course caps that can be slightly increased (adding 2 to 5 extra students in each section) to accommodate the increased student demand expected from this program.

#### Library Resources & Facilities

No additional resources are needed at this time.



## **New Majors with Consortia Components**

### Number and Percent of Consortia Courses Required

Three out of four major-specific courses will initially be taught through LCMC. These are Sourcing and Operations (BUS 233); Supply Chain Management Technologies (BUS 322), and Supply Chain in Action (BUS 324). This represents  $\frac{1}{4}$ <sup>th</sup> of the total required courses.

### Consortial Course Syllabi

Please see the attached.

### Course Schedule

Supply Chain Management (BUS 231) will be taught in the Fall (in person) as a 200-level course with no prerequisites. Sourcing and Operations (BUS 223) will be taught in the Spring. Similarly, Supply Chain Management Technologies (BUS 322) will be taught in the Fall, while Supply Chain in Action (BUS 324) will be taught in the Spring. The non-consortial class will be taught annually so that the current Business second-year cohort can complete the major if they choose to switch. Our expectation is that students will take the first two classes during their third year and the final two classes during their fourth year. The consortial classes are offered annually allowing for flexibility in students' scheduling. Sourcing and Operations (BUS 223) is offered every semester, Supply Chain Management Technologies (BUS 322) is offered every fall, and Supply Chain in Action (BUS 324) is offered every spring.

### Overlap

This major, other than the courses required of most Business-related majors, does not appear to overlap any other program. There are important complementarities though. For one, a student majoring in Business may want to get exposure to supply chain management without specializing in it as a major. Completing the Forecasting and Logistics course would count as an elective in that major. A second complement is that students who are majoring in Marketing will likely find that course valuable. A large component of the course will be an extended unit on interfirm relations. This unit focuses heavily on business-to-business marketing. Again, this class would count as an elective in that major. Thus, the internally-delivered course in this major would serve students in Marketing and Business. It is also worth pointing out that both of these majors suffer from an insufficient number of upper-level course offerings as well. Thus, providing this new course would relieve student demands for these two programs.

### Shared Curriculum

We are not applying for shared curriculum status at this time.

#### Credit Units

The three consortial courses will transfer at 0.75 units. So as not to disadvantage Supply Chain Management majors by leaving them units short, the remaining 0.25 credits will be a directed study lab designed to complement the work conducting in the LCMC courses and reinforce the IWU learning experience. It will be a directed reading and discussion class with learning outcomes that enhance the linked primary class. This also puts a distinctive IWU stamp on courses taught outside the University.

## Course Descriptions

### **BUS 231 Supply Chain Management**

This class introduces students to Supply Chain Management where professionals manage relationships between firms, which collaborate to move products to the final customer. Topics will also include forecasting, different modes of transportation, the development and adjusting of delivery schedule, product specific logistics schedules, and how to make data informed decisions. Prerequisites: none. *Offered annually.*

### **BUS 232 Sourcing and Operations**

This course teaches the keys to strategic purchasing along with supplier selection and management. Topics include sustainable sourcing, using quantitative methods to maximize the most efficient use of inventory, evaluating demand uncertainty and supply chain risks, and learning to apply Six Sigma techniques. Prerequisites: none. *Offered annually.*

### **BUS 233 Sourcing and Operations (0.75 units; LCMC course)**

This course teaches the keys to strategic purchasing along with supplier selection and management. Topics include sustainable sourcing, using quantitative methods to maximize the most efficient use of inventory, evaluating demand uncertainty and supply chain risks, and learning to apply Six Sigma techniques. Prerequisites: none. *Offered annually. This course is offered through a consortium partnership.*

### **BUS 233 (D1) Directed Study Lab (0.25 units, taught by IWU faculty)**

This class is linked to BUS 233, Sourcing and Operations, and consists of a directed study and discussion to develop a deeper understanding of the concepts and skills taught in the class. *Offered annually.*

### **BUS 321 Supply Chain Management Technologies**

This course teaches the technologies and systems necessary for supply chains to function. Topics will include the critical role of information flows throughout the supply chain; the technologies and systems employed for each function of supply chain management, and how to analyze the industrial contexts within which supply chains are situated. Prerequisite: BUS 231 and BUS 232 or BUS 233. *Offered annually.*

### **BUS 322 Supply Chain Management Technologies (0.75 units; LCMC course)**

This course teaches the technologies and systems necessary for supply chains to function. Topics will include the critical role of information flows throughout the supply chain; the technologies and systems employed for each function of supply chain management, and how to analyze the industrial contexts within which supply chains are situated. Prerequisite: BUS 231 and BUS 232 or BUS 233. *Offered annually. This course is offered through a consortium partnership.*

### **BUS 322 (D1) Directed Study Lab (0.25 units; taught by IWU faculty)**

This class is linked to BUS 322, Supply Chain Management Technologies, and consists of a directed study and discussion to develop a deeper understanding of the concepts and skills taught in the class. *Offered annually.*

**BUS 323 Supply Chain in Action**

This course teaches the operation of supply chains in real world situations. Through case studies, students will learn the contexts of business, national, and international settings. Included will be topics such as supply chains in relation to competition, product development, financing, logistics in delivering materials critical to global health, and disaster recovery. Prerequisites: BUS 231. *Offered annually.*

**BUS 324 Supply Chain in Action (0.75 units; LCMC course)**

This course teaches the operation of supply chains in real world situations. Through case studies, students will learn the contexts of business, national, and international settings. Included will be topics such as supply chains in relation to competition, product development, financing, logistics in delivering materials critical to global health, and disaster recovery. Prerequisites: BUS 231. *Offered annually. This course is offered through a consortium partnership.*

**BUS 324 (D1) Directed Study Lab (0.25 units; taught by IWU faculty)**

This class is linked to BUS 324, Supply Chain in Action, and consists of a directed study and discussion to develop a deeper understanding of the concepts and skills taught in the class. *Offered annually.*

## Supply Chain Management Major – Catalog Copy

(red coloring denotes changes from the previous version)

### 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) ~~for business or marketing~~. 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.

### ***Major Sequence in Supply Chain Management:***

A minimum of 12 courses to include:

1) Accounting 112, 212, Business Administration 331, 341, 355, 490, Economics 227, and Finance 303,

- 2) Four additional courses in Supply Chain Management, Business Administration  
231  
232 or 233  
321 or 322  
323 or 324
- 3) One leadership-competency focused class relevant to supply chain managers to be selected from:
- Business 338: Negotiation in Business and Sales
  - Economics 352: International Finance
  - English 206: Creative Nonfiction
  - English 214: Digital Storytelling
  - Environmental Studies 100: Environment and Society
  - International and Global Studies 240: Thinking Globally: An Introduction
  - Journalism 211: Writing for Media
  - Journalism 315: Public Relations and Strategic Communication
  - Philosophy 204: Introduction to Ethical Theory
  - Philosophy 213: Business Ethics
  - Political Science 102: International Politics
  - Political Science 345: International Political Economy
  - Psychology 100: General Psychology
  - Psychology 259: Social Psychology
  - Sociology 101: Introductory Sociology
  - Spanish 250: Business Spanish and its Cultural Context

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

- 1) Mathematics 110, 140, 176, or university credit for AP Calculus
- 2) Economics 100

## **New Courses for Catalog**

### **BUS 231 Supply Chain Management**

This class introduces students to Supply Chain Management where professionals manage relationships between firms, which collaborate to move products to the final customer. Topics will also include forecasting, different modes of transportation, the development and adjusting of delivery schedule, product specific logistics schedules, and how to make data informed decisions. Prerequisites: none. *Offered annually.*

### **BUS 232 Sourcing and Operations**

This course teaches the keys to strategic purchasing along with supplier selection and management. Topics include sustainable sourcing, using quantitative methods to maximize the most efficient use of inventory, evaluating demand uncertainty and supply chain risks, and learning to apply Six Sigma techniques. Prerequisites: none. *Offered annually.*

**BUS 233 Sourcing and Operations (0.75 units; LCMC course)**

This course teaches the keys to strategic purchasing along with supplier selection and management. Topics include sustainable sourcing, using quantitative methods to maximize the most efficient use of inventory, evaluating demand uncertainty and supply chain risks, and learning to apply Six Sigma techniques. Prerequisites: none. *Offered annually. This course is offered through a consortium partnership.*

**BUS 233 (D1) Directed Study Lab (0.25 units, taught by IWU faculty)**

This class is linked to BUS 233, Sourcing and Operations, and consists of a directed study and discussion to develop a deeper understanding of the concepts and skills taught in the class. *Offered annually.*

**BUS 321 Supply Chain Management Technologies**

This course teaches the technologies and systems necessary for supply chains to function. Topics will include the critical role of information flows throughout the supply chain; the technologies and systems employed for each function of supply chain management, and how to analyze the industrial contexts within which supply chains are situated. Prerequisite: BUS 231 and BUS 232 or BUS 233. *Offered annually.*

**BUS 322 Supply Chain Management Technologies (0.75 units; LCMC course)**

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**BUS 323 Supply Chain in Action**

This course teaches the operation of supply chains in real world situations. Through case studies, students will learn the contexts of business, national, and international settings. Included will be topics such as supply chains in relation to competition, product development, financing, logistics in delivering materials critical to global health, and disaster recovery. Prerequisite: BUS 231. *Offered annually.*

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financing, logistics in delivering materials critical to global health, and disaster recovery. Prerequisite: BUS 231. *Offered annually. This course is offered through a consortium partnership.*

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This class is linked to BUS 324, Supply Chain in Action, and consists of a directed study and discussion to develop a deeper understanding of the concepts and skills taught in the class. *Offered annually.*

PAT Written Report  
Faculty Meeting - February 28

PAT has met four times since our last faculty meeting. During this time, it completed Second-Year Reviews and moved to work on Major Pre-Tenure Review cases. The committee also reviewed a motion that had considered and drafted during the Fall semester to bring for consideration and approval to the Faculty (see Motion 3 attached)

Submitted by Adriana Ponce (on behalf of PAT)

Motion 3 - On consultation supporting moving back a coach from a three-year to a one-year contract

PAT moves that the faculty approve the following change in chapter IV.B.1 of the Faculty Handbook, relating to:

Non-tenure track appointments

Coaching positions

Three-year Contracts

#### RATIONALE

The options available to the University upon a mixed or unfavorable review are clearly stated above and are available to the University after an internal or an external review of the faculty, depending when they are in the cycle. There seems to be no need to bring PAT to corroborate the result of a mixed or unfavorable internal review.

#### IV.B.1.a -

The internal review occurring in the second year of one three-year term is replaced with a formal review by PAT during the second-year of the next three-year contract term and so forth in alternating fashion. If this mid-term review is favorable, the three-year contract is renewed for another three-year term to begin at the conclusion of the current three-year contract. If this review is basically favorable but there are some concerns, a one-year contract might be offered to the faculty member to begin at the conclusion of the current three-year contract. In subsequent years, this one-year contract may be transitioned back to a three-year contract. If a scheduled review is unfavorable, then the faculty member will not be offered an additional contract and the existing contract will be allowed to expire at the end of the following year. ~~If a three-year contract is not to be renewed for another three-year term, the PAT Committee will review the individual's case.~~ Any questions about due process should be addressed to the Hearing Committee.

**Faculty Development Committee**  
**Committee Report**  
**Faculty Meeting – February 28, 2024**

**FDC members:**

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

FDC had four meetings since the last faculty meeting. We are working on the Scholarship Renewal Program and have evaluated one CPD proposal and two ASD grants. The decision letters are being prepared.

Following up on the request from the Nominating Committee about the workload on FDC for regular members:

FDC meets once a week for about one hour. Workload depends on the number of submitted ASD grants (three rounds during an academic year), GIP grants (three rounds, starting next academic year), CPD grants (no specified due dates), and sabbatical proposals that must be evaluated before the meetings. Furthermore, work can include the development of new grant proposals, designing scoring rubrics for proposals, updating the handbook, responding to faculty questions and concerns, or preparing the Scholarship Renewal Program. Minutes of the meetings are written in a rotational manner.

Please keep the following date in mind:

- March 22, 2024: **Next TGIF.**

Respectfully submitted,

Edgar Lehr

Nominating Committee  
Faculty Report  
February 28, 2024

The committee met twice since the last faculty meeting. The committee continues to try to fill committee vacancies through calls for nominations on both elective and appointive committees. A list of vacancies is below. The committee is also working on preparing for the spring elections for 2024-25. For those faculty interested in serving, the committee recommends reviewing the [faculty handbook](#) for descriptions of both elective and appointive committees. The committee asked committee chairs to report on time commitments for non-chair committee members so faculty can get a better understanding of committee requirements.

Elective Committees

- Assessment
  - Need 1 for spring 24
- CETAL
  - Need 1 - must be tenured (term is through spring 25)
- Hearing
  - Need 1 for spring 24 - must be tenured

Appointive Committees

- Secretary
  - Need 1 for spring 24

Time commitment for Nominating Committee – Meets every other week for an hour. Bulk of work is in March and April for spring elections.

**Illinois Wesleyan University  
Faculty Meeting February 28, 2024  
Assessment Committee Written Report**

The Assessment Committee (AC) met twice since the last faculty meeting on January 31st, 2024.

The AC has reviewed the following reports and sent feedback to faculty:

- Contemporary Social Institutions (CSI), PSCI 101, and SOC 101
- Formal Reasoning (FR), CS/DS 125, and MATH 110
- The Arts (ART 113) (assessed in the 2023-2024 assessment cycle)
- Strategic Assessment Plans (StrAp) for the new major in Kinesiology and Health

Shared Curriculum categories/flags to be assessed in the 2024-2025 cycle: Gateway Colloquia, Writing Intensive, Encountering Global Diversity, Encountering US Diversity. Invitation letters to participate in the assessment of student learning will be sent to faculty teaching in these categories in March, 2024. In order to make the assessment process easier for faculty teaching in the Writing Intensive flag, the Writing Program director will provide a specific goal to be assessed and a rubric to assess the goal.

The AC needs two faculty members to join Jenny Hand, Mignon Montpetit, Carmela Ferradáns, Michael Thompson, and a student representative for the 2024-2025 academic year (this is a two-year commitment). The main job of the AC is to evaluate the assessment of student learning in the Shared Curriculum and majors/programs, and to maintain accurate records for the university accreditation process with the Higher Learning Commission. The AC collects and reviews Assessment Reports for categories/flags in the Shared Curriculum, and Strategic Assessment Plans and Yearly Updates from academic units. The administrative work of the committee is supported by Jenny Hand (collect and maintain accurate records). The AC is most busy during the months of September/October, and January/February; faculty representatives should expect to dedicate 2 hours per week outside of committee meeting time to review various reports during these months. During the rest of the academic year, the work-load is minimal for faculty representatives.

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](mailto:assessment@iwu.edu) or directly to Carmela Ferradáns, [cferrada@iwu.edu](mailto:cferrada@iwu.edu)

Respectfully submitted,

Carmela Ferradáns

Chair of the Assessment Committee

**URAC Written Report**  
**22 February 2024**

URAC has met twice since the last faculty meeting. We are pleased to welcome Wathsala Waduge to the committee, and Sophia Marie Jimenez, who is the non-voting representative from the IWU Student Senate. The committee sent out the call for abstracts for the 2024 John Wesley Powell (JWP) Research Conference, which will be on 13 April 2024. The deadline for submission of abstracts is 24 February 2024. Committee members read and evaluated the 17 Eckley proposals that were submitted, and two meritorious proposals have been selected. We are in the process of writing letters to all applicants.

The Nominating Committee requested information about the URAC workload. In the fall semester, the workload typically consists of a one-hour meeting every other week. In the spring, one-hour meetings occur weekly, and the workload is approximately 1-2 hours per week outside of meetings, averaged over the whole semester. The increased time commitment of the committee occurs in early February when reviewing the Eckley Fellowship proposals, and in March and early April when organizing and running the John Wesley Powell Research Conference.

Respectfully submitted,

Given Harper  
Chair of URAC

## CETAL Report for Faculty Meeting on February 28 2024

### Members:

CETAL has met 4 times since the last faculty meeting.

### Workload:

- The work of CETAL is both cyclical in respect to grants (reviewing CD grants 3/year and ID/CPD grants monthly) and intermittent in tasks that arise each year that relate to pedagogical development. Members on this committee can expect to spend 1-4 hours a week on committee related work. The workload is at its highest when/if a member is reviewing CD grants and undertaking other tasks concurrently.

### Grants:

- CD: We received 3 CD grants on February 20. Review is underway and expected to be completed by March 4.
- Deadlines: We'd like to remind faculty that the deadline is the 20th of each month for CPD and ID grants. We anticipate funds will remain available for March.

### Programming:

- The Spring 24 [Inclusive Teaching book club](#) continues to run, hosted by 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 launches February 28 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. Join us in State Farm Hall 204 to discuss **What is Inclusive Excellence in Teaching?** Presented February 28 at 4pm by - Dakesa Piña, Amanda Hopkins, and Courtney Irby
- Additional spring canvas trainings are continuing to run through April. Register [here](#). Canvas support is also always 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](mailto:cetal@iwu.edu) with specific requests or suggestions.

### Collaborations:

- PAT/CETAL: The CETAL/PAT subcommittee on student evaluations is continuing their current literature review/analysis on bias in student evaluations, as it relates to pedagogical development and promotion. The subcommittee will work to present their findings to the faculty with recommendations for ways to move forward as a campus based on the data.
- 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



## CETAL Report for Faculty Meeting on February 28 2024

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:**

[Slide](#)

## Writing Program Committee Report

February 28, 2024

### I. Gateway:

- Submissions for the Best Gateway Essay Contest were evaluated by the Writing Program Committee. All students who submitted an essay, along with their Gateway instructors, have been thanked for their participation in the contest and notified of their standing. The winning essays, which will be linked on the Writing Program website, are:
  - Runners Up:
    - Faith Hartrich-Jackson's essay, *The True Horrors of Perfect Blue*, from Kathryn Kerr's Gateway
    - Oakley Fisher's *Utopia: Thomas More's Waltz*, from Jim Simeone's Gateway
  - Winner: Kailey Hubble's essay, *From Fiction to Function: The Influence of Sci-fi on Modern Medicine* from Alyssa Culp's Gateway
- The *So You Wanna' Teach a Gateway* session was held on Wednesday, February 7. Slides from the session are available [here](#), and Writing Program Director Pennie Gray is more than happy to meet with anyone who has questions about teaching a Gateway.

**II. Summer Reading:** An ad hoc committee of students has been formed, with students offering guidance regarding future Summer Reading offerings.

**III. Committee Workload:** The workload for the Writing Program Committee is relatively consistent. Members of the Writing Program Committee meet once a month for one hour. Members provide guidance and suggestions to the Writing Program Director. In addition to the monthly meetings, committee members are occasionally invited to weigh in on various ideas or communications. Finally, committee members are asked to read and assess student essays for the Gateway Essay Contest, which typically takes about three to four hours, although not all committee members are required to participate in this process. In all, the workload for the Writing Program Committee is about two hours per month. The Writing Center Director also volunteers to sit on this committee to offer valuable insights regarding the student writing experience.

Student Engagement Committee Report  
February 28, 2024

The SEC has met once since the last faculty meeting. We discussed the [Student Engagement Report for Fall 2023](#) which was shared with campus via IWU Update on February 5. If you have any questions about the report, or wish to participate for the spring semester, please contact Deborah Halperin (dhalperi@iwu.edu).

For those interested in serving on the SEC in the future, we meet 2-3 times a semester. Non-convenor members can expect about 2 hours a month of outside meeting work at the most.

Respectfully submitted,  
Deborah Halperin

Presidential Search Committee - Report to the Faculty  
February 28, 2024

The search committee has met twice since the last faculty meeting, including a meeting to select semi-finalists, and is currently preparing for airport interviews in Chicago on March 5-6. We continue to advocate for a final stage that is as open as possible.

Respectfully submitted,  
Stephanie Davis-Kahl  
Joanne Diaz  
Bryan McCannon

# Remote Learning and Accommodations

## FAQs

- What are remote attendance accommodations?

Remote attendance accommodations are any time a student who is registered for an in-person and/or synchronous class requests to complete in-person portions of the class (exams, participation, lectures, etc.) remotely for at least 2 weeks or routinely throughout the semester.

- Why would a student need a remote attendance accommodation?

Some students experience disabilities or limitations that prevent them from being physically present on campus every day due to chronic pain, autoimmune concerns, or gastric issues, or may have medical appointments that require them to be far away from campus for days at a time that they are unable to schedule to work with their classes. Students may also request remote attendance following an injury where surgery and bed rest are required.

- A student asked me about starting/finishing my class virtually. What should I do?

Please loop in [accessibility@iwu.edu](mailto:accessibility@iwu.edu). We can confirm if a student has a disability that may require this kind of documentation. Do not request documentation from the student. After looping in [accessibility@iwu.edu](mailto:accessibility@iwu.edu), consider if this will work with your class.

If lectures are recorded and the class is primarily lecture based, this could be a feasible option. If your class uses lots of group discussions, in class activities, and group work, this may be a fundamental alteration. Accommodations should not change or lower the essential requirements or outcomes of the course. You can tell a student that this is likely not possible for your course.

- A student has asked me about being virtual for all of my class. What should I do?

Please loop in [accessibility@iwu.edu](mailto:accessibility@iwu.edu). We can confirm if a student has a disability that may require this kind of documentation. We will also help you and the student work through this process.

Since we have a residency requirement and are an in-person institution, a student taking all of their courses remotely will affect the aid they receive. It also changes some of our reporting for compliance.

- Do I have to offer remote attendance?

It depends on the structure of your class. We are an in-person residential institution, and we only offer remote attendance accommodations in very particular circumstances and with confirmation from the faculty teaching the course that the student will still be able to meet the course goals with remote attendance. If a course cannot be offered with a remote attendance accommodation, then we aim to notify the student as soon as possible so they have the opportunity to find a different class option.

- Why do we offer online accommodations if we're an in-person institution?

This has become a standard accommodation post-COVID within higher education. OCR Guidance ([see OCR Letter to Chamberlain University School of Nursing](#)) indicates that if students successfully were able to complete courses virtually or with remote learning in the past and still maintain the same standards and objectives, then this is considered a reasonable accommodation. This does not mean that every course that was offered during COVID now has to have remote attendance as an accommodation, but we will engage in an interactive process to determine whether it would be a fundamental alteration or not for any class.

In 2023, [OCR issued a letter in a case brought against University of Wisconsin Madison](#) showing how to properly follow an interactive process for a primarily in-person institution; I will use this as guidance for our procedure.

- What are the expectations if I have an online accommodation for my course?

If you have an online accommodation for your course, here are some logistical considerations for you:

- Online courses may have different requirements for evidence of engagement as per Higher Learning Commission and CETAL guidance.
- If a student transitions into a different modality during the semester, they will also be removed from the roster of the in-person course and placed into a separate course reflecting the modality. This will also change them into a separate Canvas course.

Faculty Meeting  
28 February 2024  
Interim Provost Abbie Kerr

## **Provost's Report**

### **Board of Trustees: Academic Affairs Update**

The full BoT met during the week of February 12-16. During the Business Meeting on Friday, February 16, the Board voted on and approved recommendations for tenure and promotion. Please join in me in congratulating:

Tenure and Promotion to Associate Professor:

Rick Alvey, Biology

Marie Nebel-Schwalm, Psychology

Promotion to Professor:

Brandi Reissenweber, English

Dan Roberts, Mathematics

Tom Quinn, School of Theatre Arts, Acting

Andrew Shallue, Computer Science

The BoT also approved sabbatical and pre-tenure leaves for the following: Rick Alvey, Courtney Irby, Seung-Hwan Lee, Amanda Vicary, Hieu Nguyen (pre-tenure), and Jennifer Rushlow (pre-tenure leave). Congratulations, all!

The Board was pleased to learn about new programs that have been developed and introduced in the last few years and the new students that have been attracted to those programs. However, they continued to stress urgency in our need to move more quickly in the realm of curricular innovation. They expressed concern about the time it takes for a new program to move from ideation to implementation and especially as the timing of implementation relates to recruitment cycles for the incoming class. It is imperative that we work expeditiously in our curricular development processes to approve new programs early in the fall semester so as to allow admissions ample time to recruit incoming students into those programs.

Related to the Big 4, the BoT again expressed concern about the length of time it is taking for full implementation of the initiatives proposed. They are encouraged by the fact that we are moving forward with hires in the teaching track and limiting the number of sabbaticals to 1/7 of the eligible faculty pool, but they are concerned about our ability to achieve the proposed \$500,000 in savings from the increased teaching load as proposed. They also expressed concern about the financial gap between the Deans Model as originally proposed and the current plan for academic administration.

In the Business and Finance meeting, the BoT continued to stress the importance of reevaluating our programs and systems in order to be more transfer friendly. They are encouraged that we were able to reach our goal of 50 transfer students for the current academic year, but they stressed the

need for IWU to be more accessible to transfer students and with less effort for each student. That is to say that it is admirable that we work so hard with students when they are here to complete their degree programs, but we need to attract more transfer students in the first place, and that requires us to be more visible as a transfer friendly institution and quicker to respond to transfer student interest regarding their degree path should they enroll at IWU. The BoT also noted that our shared curriculum continues to be cumbersome and expensive and stressed the need to streamline the shared curriculum to be simpler and more efficient.

The emphasis of the meeting was on urgency and efficiency. The call is clearly to review and improve processes wherever possible. Academic Affairs administration will continue to work with faculty on appropriate steps forward.

### **Vision for May and Summer Terms (ViMS) update**

The ViMS group continues its work to reimagine May and Summer terms. A survey will be distributed to students to collect data regarding their May and Summer experiences, expectations, and needs. The group is also collecting data related to courses that are frequently transferred in from other institutions to help guide what courses will be most useful for us to offer in these terms.

For financial aid purposes, May and Summer are already collapsed into a single term. The ViMS group will be making a recommendation to the Provost's Office by the end of the current spring semester regarding what the collapsing of these terms means for faculty teaching loads and compensation for off-load teaching.

### **Assessment of Internship Levels in Internship Learning Contracts**

In Fall 2021, the faculty passed refined definitions of course levels for internships for academic credit based on Bloom's Taxonomy learning objectives. For example, the Catalog language (p.65) states for a 300-level internship: "in addition to their on-site hours, students complete academic assignments in which they engage in analytical work and demonstrate an advanced skill." This fall Associate Dean Coles, as part of the Academic Petitions Committee, assessed whether the new course levels were clearly articulated in the Internship Learning Contracts. This assessment has occasionally prompted clarification emails with students and faculty members, which delayed enrollment in the internship course. To avoid future delays, please encourage your students to turn in their learning contracts well before the last day to add a course. Also, please guide them in articulating clearly 1) what academic assignments beyond their internship hours they will complete for a grade and 2) how their work will demonstrate an appropriate learning objective (200-level = apply, 300-level = analyze, 400-level = create) and engage in intermediate/advanced skills. More information and ideas about academic assignments can be found on the [Hart Career Center website](#).

### **Short-term, faculty-led travel course rotation**

The Associate Dean for Curriculum and Instruction has asked CUPP to call for two faculty volunteers to assist in reading proposals for short-term, faculty-led travel courses and drafting a multi-year rotation of summer travel courses. The two faculty members will join a temporary advisory group that includes Amy Coles, Sarah Van Alebeek (Director of the International Office), and Carmela



Ferradans (Project Director of the DOE UISFL grant). The proposals will be ready for review March 31, 2024, and the work will be completed before April 8. The charge of the advisory group will be 1) to assist in determining which travel courses will run in May/June/July 2025 from proposals submitted by both UISFL grant recipients and other faculty members and 2) to recommend a structure for a regular and predictable multi-year rotation of May/June/July travel courses that fairly balances destinations and programmatic needs. The primary goal of maintaining a rotation of courses is to get students excited about courses as early as possible and help them plan a travel course into their academic career.

- If you would like your travel course to be considered for the rotation, and have not yet started a proposal, please email [thorpe@iwu.edu](mailto:thorpe@iwu.edu) to start the proposal process.

### **Tenure/Teaching Track searches for next year**

Proposals for long-term teaching lines (tenure line and teaching track hires) will be due on March 18, 2024. As per the Faculty Handbook, the Provost's office shares a range of lines that will be granted. CUPP will review all proposals and make recommendations of approval, conditional approval, postponement or denial to the Provost's Office. As interim provost, I will then make a final determination on which searches will be recommended to the BoT for approval.

There will be 4-7 total searches approved for next year. I anticipate 2-3 tenure line searches and 2-4 teaching track searches. Chairs/directors/deans should indicate when submitting their proposals to CUPP whether they are requesting a tenure line or teaching track line. When requesting a tenure line, chairs/directors/deans should also indicate if they would be willing to accept a teaching track line if a tenure line is unavailable. Final decisions regarding which proposals will be recommended to the BoT for approval by April 30. I will communicate final decisions immediately after the May Board meeting.

## Faculty Announcements 2-2024

The local chapter of the **AAUP (American Association of University Professors)** has been inactive for a little while now, and a group of us seek to restart it. If interested, contact Andy Engen.

### Dates :

- Mar 1: Athletic Review Materials Due to Provost's Office
- Mar 1: Instructional Staff Review Materials Due to Provost's Office (optional)
- Mar 1: Last day to add or drop a 2nd 7 week class
- Mar 4: Chairs and Directors Meeting
- Mar 6: Spring Internship/Job Fair 11am-2pm, Shirk Center (please promote to students)
- Mar 11-17: Spring Break
- April 1: Chairs and Directors notify Provost/Dean of Faculty who they support for Promotion in 24-25

**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](http://iwu.edu/theatre/season)

### 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).



### 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 (/In-Person)

See page 6 for more information.

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### Henry Charles Memorial Concerto-Aria Concert

The Illinois Wesleyan University School of Music will present the two winners of the annual Concerto-Aria Competition, featuring the Symphony Orchestra conducted by Logan Campbell.

The concert will include compositions by Verdi, Strauss II, Gorochnaya, Mozart, and de Falla.

Sunday, February 25, 2023 | 3:00 p.m.  
Westbrook Auditorium in Presser Hall

**By Way of Water (Wind Ensemble)** - Sunday, March 3 at 3:00 pm in Westbrook Auditorium



### Ludwig van Beethoven: Complete Sonatas and Variations for Piano and Cello

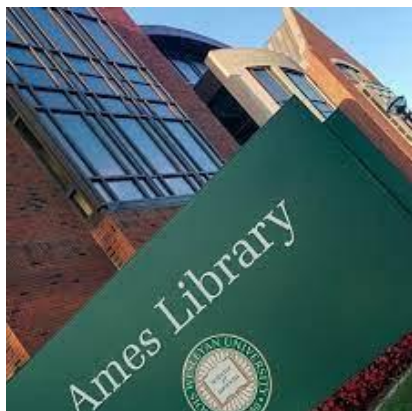
Kenny Lee, cello and Ilia Radoslavov, piano

Friday, March 22 | 7:30pm and Saturday, March 23 | 7:30pm,  
Westbrook Auditorium, Presser Hall

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[DoE UISFL Grant report for IWU faculty meeting 2/28/2024](#) ← Click to open

Dr. Carmela Ferradáns, Professor of Spanish, she/ella  
Project Director, 2023-2025 DoE UISFL grant PO16A230042  
Director, International & Global Studies



### Ames Library User Experience Study (Card Sorting)

The Library is conducting a card-sorting usability study to investigate how our users categorize and understand information on our website, and we need faculty input. Each session will take 30 minutes and will take place in the library.

If you'd like to participate, please contact Laura Spradlin ([lspradli@iwu.edu](mailto:lspradli@iwu.edu)) to set up a date and time for a session.

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*Illinois Wesleyan Symphony Orchestra &  
Alpha Lambda Chapter of Phi Mu Alpha Sinfonia presents*

# The Henry Charles Memorial Concerto/ Aria Concert

**Logan Campbell, *Music Director & Conductor***

Featuring works by: Giuseppe Verdi,  
Manuel de Falla, Mozart and more

**Sunday, February 25th, 2024  
at 3:00 PM**

**Westbrook Auditorium, Presser Hall  
1210 N Park St. Bloomington, IL 61701**

Admission is free and open to the public  
For more information, visit [www.iwu.edu/music/events](http://www.iwu.edu/music/events)





 ILLINOIS WESLEYAN UNIVERSITY

WIND ENSEMBLE PRESENTS

# *By Way of Water*

**Logan Campbell, Music Director & Conductor**

Featuring works by:  
Frank Ticheli, Kelijah Dunton,  
Ron Nelson, and more

*Sunday, March 3rd, 2024  
at 3:00 pm*

**Westbrook Auditorium, Presser Hall  
1210 N Park St.  
Bloomington, IL 61701**

Admission is free and open to the public  
For more information, visit [www.iwu.edu/music/events](http://www.iwu.edu/music/events)

The Hart Career Center will be hosting our Spring Internship/Job Fair on Wednesday, March 6th, from 11 am to 2 pm in the Shirk Center. Employers will be seeking students interested in internships, post-graduate employment and volunteer opportunities. I would very much appreciate your support in promoting this to your students and allowing some flexibility for those planning to attend. We expect about 80 organizations to be in attendance that day. Thank you!



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### Emergency Medical Response Procedures Concerning Students

1. If the student/faculty/staff is having a medical emergency, please call 9-1-1 and Campus Safety (309-556-1111). Both will respond. Campus Safety will write a thorough report that will include any statement you might make. Campus Safety will alert the Dean of Students office who will dispatch someone to the hospital if appropriate.
2. If a person is in distress and you're unsure of the medical emergency, call Campus Safety to assess.
3. The Dean of Students office will contact a student's parents if the student requests it or if the situation warrants. FERPA protects student privacy and we should not automatically contact parents. In this case, the student requested her mom be called. In that case, it would be OK.
4. Sometimes EMS is contacted and Campus Safety is not notified. In that case, you would need to complete an incident report by contacting Campus Safety who will gather information.
5. On the weekend or evening, Campus Safety is your go-to resource. They are here 24/7.
6. Find out if your building has a defibrillator and where it is located

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

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



## 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 (In-Person)



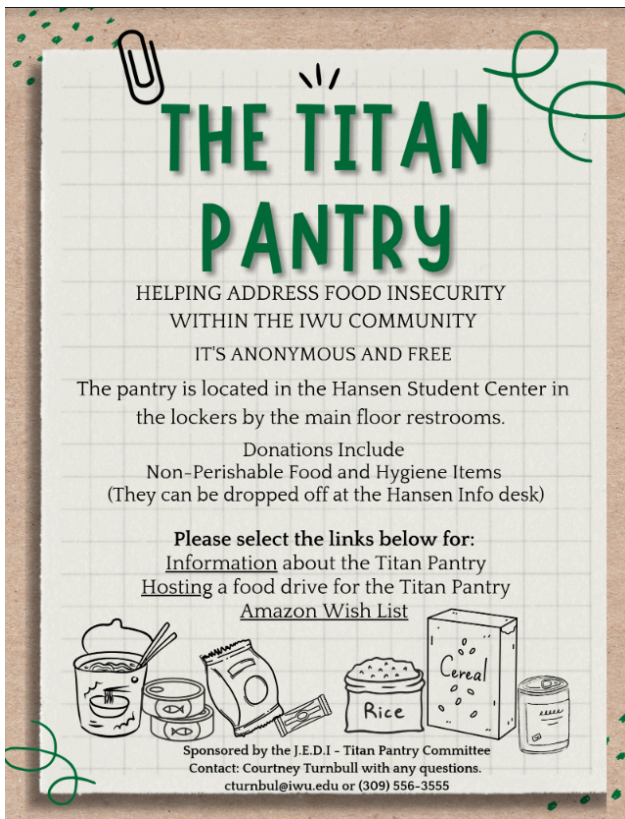
- \$175 – Compensation provided to advisors for each First-Year Summer Rising Titan advising session
- \*International students will be advised at alternate times to accommodate time zones and we will work with RT summer advisors to arrange these advising sessions.

#### A New Approach for Training for Summer Rising Titan Advisors

- Returning Rising Titan Academic Advisors
  - o Asynchronous Returner RT Advisor Training
    - Available after 5/6, provided via CANVAS - Required
  - o In-Person Follow-Up Training - Recommended
    - Attend Monday, 5/20/24 OR Tuesday, 6/4/24
    - Time, 10 - 11:30am
- New Rising Titan Summer Academic Advisors
  - o Asynchronous New RT Advisor Training
    - Available after 5/6, provided via CANVAS - Required
  - o In-Person Follow-Up Training - Required
    - Attend Monday, 5/20/24 OR Tuesday, 6/4/24
    - Time, 10 - 11:30am

**\$125 – Compensation for all who complete the required training**  
[srich@iwue.du](mailto:srich@iwue.du), or [Click HERE to schedule an appointment with Shari Rich!](#)





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