

MEETING OF THE GENERAL FACULTY

Wednesday, March 9, 2022

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

Zoom conferencing [link](#)

Join Zoom Meeting

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| 1. Call to Order | Professor A. Shallue |
| 2. Approval of the Minutes: 2-9-2022 Faculty Meeting Minutes | |
| 3. CC Consent Agenda and Addendum | Professor A. Wilson |
| 4. Committee Reports | |
| a. CUPP (written report) | Professor D. Bollivar |
| b. Curriculum Council (written and oral report) | Professor A. Wilson |
| i. CC Motion from last meeting: Catalog Changes 14/18 Rule | |
| c. Promotion and Tenure Committee (oral report) | Professor J. Themanson |
| d. Faculty Development Committee (written report) | Professor K. Nielsen |
| e. Nominating Committee (written report) (Elect Com Slates*) | Professor S. Ferguson |
| f. Assessment Committee (oral report) | Professor J. Lowe |
| g. Undergraduate Research Advisory Committee (written report) | Professor M. Evans |
| h. CETAL (written report) | Professor B. Reissenweber |
| i. CETAL Motion Hand book motions 1,2,3,4 | |
| 5. Old Business | |
| 6. New Business | |
| 7. Administrative Reports | |
| a. President Report (oral report) | President Nugent |
| b. Provost Report (oral report) | Provost M. Brodl |
| 8. Announcements | |
| 9. Adjournment | |

*Andrew to share documents on screen.

MEETING OF THE GENERAL FACULTY

Wednesday, February 9, 2022 11:10 a.m. - 12:40 p.m over Video Conferencing. Voting was performed by electronic ballot after the meeting.

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

Meeting Minutes

1. **Call to Order.** Meeting called to order by Interim Presiding Officer at 11:10 am.
 - a. Raised whether agenda would need to be modified to approve new Faculty Secretary. Nominating Committee chair noted that this was an appointed position so no vote was necessary: Abby Mann will serve as Faculty Secretary for the remainder of the year.
2. **Approval of the Minutes:** of the January 11th, 2022 Faculty Meeting. Minutes approved by consent.
3. **CC Consent Agenda**
 - a. **Oral Report:** Proposal 049 PSCI 101 implies US diversity flag being removed. It is not: the change is just in title and the diversity flag box was forgotten but will be replaced
 - b. **Action:** on Faculty Request, Proposal 052 PSCI Major removed for discussion because it is a major change.
 - c. **Question:** are changes of major allowed on consent agenda. **Answer:** as a parliamentary point, yes, as a point of procedure of CC, may not be. Item worth discussion during CC
 - d. **Action:** on Faculty Request, Proposal 053 FIS Major moved to agenda so the change in major will show up in report, not consent agenda
 - e. **Action:** The rest of the agenda passed
4. **Committee Reports**
 - a. **CUPP** (written report) Professor D. Bollivar
 - i. **Oral Report:** No motion about Andrew Shallue leading meetings. After discussion with Interim Presiding Officer and Parliamentarian, will do a quick survey of faculty about feedback on current process before moving forward. Reminder that CUPP elections are coming up, nominations should go to CUPP representative by 2/14 for those areas running elections: IP/Library, Sciences currently. Should have been notified by 2/1: this announcement serves as reminder.
 - ii. **CUPP Motion 1** Associate Dean Handbook Changes
 1. **Rationale:** because there is an opportunity for renewal assessment seemed appropriate
 2. **Discussion:** Question raised about very last change “the Associate Dean of Curricular & Faculty Development” to “the Associate Dean for Scholarly and Artistic Work”: retitling or change in duties? Provost notes should be “Creative” vs “Artistic”—CUPP will make change.
CUPP: splitting the 2, all had to be covered in something, made sense under this position and followed provost’s initial suggestion. Won’t prevent travel for curriculum development—just a clarity issue of who covers it. Clarified that no formal amendment required to change “Artistic” to “Creative” since it was an issue of mistyping.

3. **Action:** motion to be voted on by electronic ballot after meeting: see appendix for results
- iii. **CUPP Motion 2 Handbook Language for Chapter IV**
1. **Rationale:** in thinking about what has happened over last several years in regards to processes of evaluating academic programs and using these evaluations to make decisions about staffing, we wanted the process to be as transparent as possible and being up front about what process will be. Also considering other language they might add: this is first step of process.
 2. **Discussion:** thank CUPP for this work and clarifying comments in recent documents about CUPP's stance to AAUP action. Stated a concern about scope and message of this action. Not a change, instead a reminder paragraph of what is already in handbook and was not followed in the case of the program closures in question. This action may dilute the supposed power of AAUP policies and statement already in handbook: Why is this necessary?
 3. **Response from CUPP:** in many ways in agreement—handbook language about such program and staffing decisions were modeled from AAUP and clear. One difference is the stress on transparency which is less clear in AAUP language. CUPP felt taking some action might be better than not taking an action and this seemed a reasonable way to approach and allowed a reiteration of faculty's main concerns.
 4. **Discussion:** vote against would not be against spirit, but an assessment of the approach: reiterate thanks to CUPP for work. Additional comment in support of point that if process should be something, that is extent of faculty say.
 5. **Action:** motion to be voted on by electronic ballot after meeting: see appendix for results
- b. **Curriculum Council** (written and oral report) Professor A. Wilson
- i. **Oral Report:** clear out old courses that have not been offered in a while and are not planned so catalog is representative to students.
Deadline is Monday, 2/14 for curriculum changes. That is the deadline for guaranteed inclusion.
Correction: First proposal is for new criminology major, not data science major: the proposal is correct, just the title is wrong and will be corrected.
 - ii. **Rationale:** CC philosophy on changes to majors in consent agenda. According to handbook, if routine changes, can be on consent agenda. Past CCs have been conservative in using this (ie changing a number of a course). Complaints about process and difficulty have been raised, as reported earlier. The solution here is putting routine changes (no change to course itself, number of courses) on consent agenda. One change: addendum will be added to consent agenda when routine changes to a major are on it in future, as has been done in past.

- iii. **Procedural Point:** Interim presiding chair noted that changes in majors removed from consent agenda earlier: if faculty agree is routine change, can vote by acclamation during the meeting.
- iv. **Motion:** 052 PSCI Major
 - 1. **Question:** request for rationale as would probably be included in addenda. Why reduce number of offerings when several years back asked to expand offerings. Is it a question of resources?
 - 2. **Response:** Political Science representative noted that routine inasmuch as nothing changes in student experiences, requirements—major remains structurally the same. With past revision flush with faculty and students and outside review noted difficulty of having all majors in one senior seminar. With reduction in faculty, return to former structure that has worked well in past.
 - 3. **Comment:** explanation suggests resource constraint
 - 4. **Action:** no objection to open vote: motion passed (93 participants)
- v. **Motion:** 053 FIS Major
 - 1. **Rationale:** Finance representative noted that in past years, wanted to create a streamlined track that pushed majors to quantitative track. With current growth in majors and addition in faculty looking to create 3 tracks and reverting to previous model that does not link classes.
 - 2. **Question:** is this about available faculty?
 - 3. **Response:** No: a long term strategic change with increase in faculty lines undoing a short term change
 - 4. **Action:** no objection to open vote, motion passed (93 participants)
- vi. **Motion: New Criminology Major**
 - 1. **Rationale:** As noted above, was initially mistakenly listed as Data Science major. New interdisciplinary minor—sociology, psychology, chemistry—with a lot of student interest
 - 2. **Discussion:** several faculty noted minor looks great, only concern is staffing issues for departments: does voting in a minor guarantee administrative support for a minor?
Administration noted their support of this new minor and adequacy of current resources and faculty noted their appreciation of statement of support.
 - 3. **Question:** Did minor go through old or new RAG?
 - 4. **Response:** did not go through RAG because CC did not see any issues of resource allocations. CC clarified that RAG is meant to assess current resource needs not possible future needs as highlighted in earlier discussion. Chemistry Department added that the chemistry course is a PSL and offers up a general resource that needs to be taught for student population.
 - 5. **Action:** motion to be voted on by electronic ballot after meeting: see appendix for results
- vii. **Motion:** Catalog Changes 14/18 Rule

1. **Rationale:** Language in the catalog about how many courses in a department/school a student can take: a change was proposed and sent back in 2018, has been under consideration since. In the past, the registrar noted that this rule could not be enforced as is via Banner (course codes were proxy, which did not track to dept/school): enforcement essentially fell to the departments. However, new upgrades in Banner mean it is being enforced as written—has led to a number of waivers already. CC decided at the time, best plan was to delete requirement: the Rationale Questions and Answers appended to the motion seeks to cover the background.
 2. **Clarification:** rule applies to students in Liberal Arts college—slightly less than 50% of student body as of 2018 analysis.
 3. **Question:** Registrar’s new enforcement seems like a massive policy shift that needs to be discussed and made public. Without this rule is it possible to have a student in liberal arts who completes shared curriculum in 10 course units and take 22 remaining in one discipline?
 4. **Answer:** Registrar’s role is enforcing current policy: prior it was an imperfect tracking system; registrar is trying to match up with what’s in the catalog. Noted that CC presented on this in April of last year—wanted to be sure people knew this was coming up. It is a possibility that a student could take the majority of their classes in one area/school, but CC noted that this rule was currently impeding the “fun mixing and matching” of a liberal arts education and varies by where classes are housed. This rule seems to be uneven in who it affects.
 5. **Discussion:** noted this has already been debated for 4 years; support for this because it has been an issue in theatre arts with 3 possible tracks: shows up every year; appreciate voicing of concerns: in support because of the way we have structured and strengthened advising process. Believes an advisor would use reflective advising with student who seemed to be getting mono-focused
 6. **Action:** faculty privilege exerted to delay debate until the next meeting.
- c. **Promotion and Tenure Committee** (oral report) Professor J. Themanson
 - i. **Oral Report:** met 5 times since January reviewing first and second year evaluations; once that’s finished will move on to major pre-tenure and then instructional staff evaluations
 - d. **Faculty Development Committee** (written report) Professor K. Nielsen
 - i. **Oral Report:** reminder that grant applications due Monday 2/14, 4 pm recorded session of grant info session held with CETAL on website
 - ii. **Question:** due date is in handbook on Feb 14th, in shared calendar is on the 15th
 - iii. **Answer:** Will be changed on calendar to correct date, 2/14.
 - e. **Nominating Committee** (written report) Professor S. Ferguson
 - i. **Oral Report:** Sincere thanks to Abby Mann for willingness to take over as faculty secretary and Andrew Shallue for serving double duty as Secretary and Presiding

Officer

Thanks to Dan Roberts for creating qualtrics preference forms for committees: sent out today and need to be returned by February 27th. Will report results at March meeting and take nominations from floor: qualtrics voting will be distributed that day and need to be returned by the start of spring break

- f. **Assessment Committee** (oral report) Professor J. Lowe
 - i. **Oral Report:** Beginning assessment of courses in analysis of values, literature, and physical education: relevant departments will be receiving requests for information
 - g. **Undergraduate Research Advisory Committee** (written report) Professor M. Evans
 - i. **Oral Report:** 2/18 at 4:30 is the submission date for JWP: there are 2 links in the written report. If you are an advisor, you will receive a follow-up email after students submit—check in spam.
 - h. **CETAL** (written report and oral report) Professor B. Reissenweber
 - i. **Oral Report:** CD grants come to CETAL, due Monday Feb 14th.
Date change for informal conversation: 2/24 (vs 2/17): request to discuss students currently struggling and balancing inclusivity and academic rigor—please come with successes and concerns.
Continuing changing handbook language in regards to changes in mission. Several changes will be proposed at next meeting
First one is in Ch 2, article 3: includes instructional staff omitted in previous change
Shift in rotation of members to make in line with other committee assignments
DEIA programming—emphasis on doing yearly in conjunction with FDC to promote meaningful change
Reflect institutional current practices in dealing with grants
 - ii. **Procedural Point:** The Interim Presiding Officer noted that because February is a shorter month there may not be 30 days before the next meeting, but this is sufficient notice for people before vote
5. **Old Business**
- a. none
6. **New Business**
- a. **Question:** in regards to recent incidents on Rainbow Floor: are there things we can do as faculty to support students, what specifically is being done and how can we help reassure students?
 - b. **Response:** Dean of Students appreciates interest and care from community. Began investigating immediately and have identified involved parties who will be notified today of outcomes and adjudication. Faculty can help reinforce community's values of inclusion—make space in classroom to reinforce value of inclusion.
 - c. **Question:** multiple students have expressed concern, fear. Wondered if could be more security on campus at least in short term.
 - d. **Answer:** Dean of Students noted have already increased patrols and identified those involved and addressing directly.
 - e. **Clarification:** question was about visibility of security across campus as well as on hall, Dean of Students acknowledged

7. Administrative Reports

a. President Report (oral report) President Nugent

- i. **Oral Report:** Major DEI report completed, work has been going on with regard to 9-10 recommendations. As of tomorrow there will be a DEI webpage (will be sent out) with running account of progress on recommendations

Cabinet level DEI position—in process of putting together search committee for that position—faculty, staff, students, probably alumni and new trustee Leah Merrifield. Interviewing 3 search firms: because many colleges are seeking such a role, demand is high and we want to locate strong candidate.

Administrative review: it has been underway, although delayed. Julie Anderson taking oversight. More than 150 recommendations/questions/suggestions in process, Julie researching, meeting with departments to identify point of contact, timeline: hope to have details or at least report by next meeting. A lot of focus is on efficiency of work—duplications, technology, discarding certain processes.

Several proposals for presidential innovation fund—particularly seeking interdisciplinary/DEI focused projects. About half were funded: those that were not didn't meet criteria or can be funded in a different way.

Board of Trustees meeting next month. Executive committee met last week: main focus on two things. Excited and happy about new initiatives and course design, much led by faculty. Very concerned about budget. Although COVID gave a reprieve with reduced operations, now that all activities are running we are operating at a deficit. They are looking at ways to create a plan for the budget so we can all see the objective and the path to get there. The Board also continues to be puzzled and concerned about how long our processes take. Noted 14/18 rule as an example—discussion began in 2018 and was just delayed again and that is not a process they understand.

b. Provost Report (oral report) Provost M. Brodl

- i. **Oral Report:** Introduced new colleague, Dr John Camey, Interim Director, School of Business and Economics. Noted academic and leadership achievements. He will serve as interim director through the upcoming 2022-2023 academic year.

Have done trial with LCMC (lower costs models consortium)— currently have 4 business related courses: in fall will be test running additional business and epidemiology, perhaps some others. Assessing student experience through focus groups—so far, high levels of satisfaction, we may draw some useful online

Highlighted two recent grants for faculty members and asked to speak:

Abby Mann, in the library ,who received a grant to support digital humanities for

students and faculty through the American Library Association's Rescue Plan for the Humanities grant.

- Professor Mann noted her excitement about the program and possibilities for students and faculty. A call for students will be going out soon: please encourage interested students to apply and reach out if you as a faculty member are interested in participating.

Dave Bollivar and Maggie Evans: 5 year \$538,000 grant from NSF with additional funds—launch a NOICE program to encourage STEM students to consider teaching in these underserved fields.

- Professor Evans began with an acknowledgement of the many who worked to create this: in addition to the work she, Dave and Dick Folsie did, she noted the contributions of Sheri Glowinski, Zahia Drici, Pennie Gray, Leah Nilis, Jenn Cryder, Libby Hayward and others. Program will focus on STEM educators at high school level: hope to create a pipeline, particularly for teachers of color in STEM to stay in community. Professor Bollivar added that this allows us to bring students on campus even before admitted, offer substantial scholarships.

ii. **Updates** from Associate Provost and Deans:

1. Associate Provost Roesner: reminder that requests for adjuncts were due on Friday noted some departments dealing with some uncertainties that may delay requests
State Farm Hall 101 undergoing transformation to become Bloomberg lab—should be done late February/early March
Working on rectifying banking situation from 2017-2020
2. Associate Dean for Curriculum and Instruction Coles: watch out for emails. One about gateways/FYE. Registrar has noted we're really short on spaces in Gateway Slots—consider if you can move any additional courses from that please move.
Second email early call for May Term Travel courses of 2023—could also be during summer term.
Continuing meetings with chairs/directors
3. Associate Dean for Scholarly and Creative Work Kerr: Faculty and instructional staff achievements form up on Mellon Center website—submit scholarly/curricular achievements—working on monthly newsletter so people can get an idea of what their colleagues are up to. Please submit last few years since lost pandemic time.
Meeting with chairs/directors to see how Mellon center can better support scholarly work
Moved faculty colloquium to Friday March 4th so won't conflict with IS program, will be real time zoom link, but will not be recorded.
Please submit reimbursements, transfer forms, travel information as it occurs so business office can keep up.

8. **Announcements:** see link in agenda

9. **Adjournment:** 12:53 p.m.

Respectfully Submitted,

Abigail Mann
Faculty Secretary

Appendix A

Electronic Ballot Results:

CUPP Motion 1 Associate Dean Handbook Changes: Passed 67 yes, 3 no

CUPP Motion 2 Handbook Language for Chapter IV: Passed 57 yes, 8 no

CC Motion 1 New Data Science Major: Passed 67 yes, 3 no

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

The information below reflects CC actions taken in response to department/program requests since the last meeting of the General Faculty. Any colleague wishing more information about any of these CC actions should contact the Chair of Curriculum Council and the Associate Dean of Curricular and Faculty Development. All written documentation on these requests, including proposals for Shared Curriculum credit, is available for any member of the General Faculty to review. Because faculty members provide detailed justification for Shared Curriculum 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
ASL 101	054	Elementary American Sign Language I	Elementary American Sign Language I: An introduction to American Sign Language with emphasis on comprehension and production of basic language functions, grammatical structures and level-appropriate vocabulary. Presents information about the Deaf community and culturally appropriate behaviors. Designed for students with no previous experience in American Sign Language. <i>Offered every third semester.</i>	New Course	NONE	NONE
ASL 102	055	Elementary American Sign Language II	Elementary American Sign Language II: A continuation of American Sign Language vocabulary, language functions and grammatical structures presented in ASL 101. Further develops language comprehension and production skills at increasing levels of complexity. Applies increasingly complex grammatical structures to language functions. Presents and integrates additional information about Deaf culture into language usage. Prerequisite: ASL 101 or consent of department chair. <i>Offered every third semester.</i>	New Course	NONE	NONE
ASL 201	056	Intermediate American Sign Language	Intermediate American Sign Language: This course continues the proficiency-oriented approach of elementary ASL. It is designed to strengthen vocabulary, language functions, and grammatical structures presented in ASL 102 and focuses on grammatical and lexical expansion with emphasis on idiomatic usage and socio-cultural communicative functions. Prerequisite: ASL 102 or consent of department chair. <i>Offered every third semester.</i>	New Course	LA	NONE

PSYC 253	057	Lifespan Developmental Psychology	Lifespan Developmental Psychology: Lifespan Developmental Psychology Using current theoretical and empirical work, Lifespan Developmental Psychology offers a comprehensive overview of human development from womb to tomb. Topics include the biological, psychological (i.e., cognitive and emotional), and social forces that drive and shape development, and the dynamic impact of context and culture on these processes. Prerequisite: PSYC 100 or BIOL 107 or NEUR 110. <i>Offered each spring.</i>	Prerequisite Change	NONE	NONE
REL/PHIL 242	058	Philosophers Read the Bible	Philosophers Read the Bible: Philosophers have long been avid readers of the Bible, frequently debating questions of authority and meaning regarding text. In this class, we will grapple with philosophical debates over the meanings of specific passages of the Bible as well as explore disputes over such topics as revelation and prophecy. <i>Offered in alternate years</i>	Cross-listing	IT	W
REL/PHIL 296	059	What is Religion	What is Religion?: This course introduces students to the academic study of religion by exploring major questions such as: What is religion? Is it universal? What religions all have in common? How can we best study this phenomenon? Can someone understand a religion of which they are not a member? In this course, we will examine the ways scholars study different religious traditions and we will explore disagreements and controversies. <i>Offered in alternate years</i>	Cross-listing	IT	W
REL/PHIL 341	060	Religious Tolerance and Pluralism	Religious Tolerance and Pluralism: In the contemporary world, religious differences are a major cause of conflict. How are we to contend with these differences? This class debates various arguments about tolerance and pluralism such as whether or not Jews and Christians are morally obligated to adapt their religious world-views to these principles. <i>Offered in alternate years.</i>	Cross-listing	AV	NONE
REL/PHIL 342	061	Judaism Through the Ages	Judaism Through the Ages: A survey of the varied nature of Judaism focusing on history, theology, philosophy, and politics. Subjects covered will include the Hebrew Bible, Second Temple Judaism, Rabbinic theology, Maimonides, the Haskala (Jewish Enlightenment), Hasidism, Zionism, and the diversity of contemporary Judaism. <i>Offered in alternate years.</i>	Cross-listing	IT	W

REL/PHIL 343	062	American Jewish Thought	American Jewish Thought: How have developments in history, philosophy, science and especially the multicultural nature of society in the twentieth and twenty-first century US, shaped Jewish self-understanding? Of particular interest are the contested issues of Chosenness, the meaning of God, ethnicity, and religious observance.	Cross-listing	IT	NONE
ENST 231	063	Environmental Science in America	Environmental Science in America: Join this class and prepare to get dirty as we wade in streams, dig in soils and work in the laboratory to gather data about the environment. In this course we will test water and soil quality; learn to identify invertebrates and trees; and analyze biological community and spatial data. <i>Offered occasionally.</i>	Shared Curriculum/Unit/Description Change	LSL	NONE
ENST 135	064	Water Quality	Water Quality: Considered by some a fundamental human right, safe and plentiful drinking water is often unavailable in many parts of the world. We will explore the issues that affect water quantity and quality, such as climate, geochemistry, and pollution. We will also examine U.S. water policy through lecture and simulation. <i>Offered occasionally.</i>	Shared Curriculum/Unit/Description Change	PSI	NONE
ENST 329	065	Stream Ecology	Stream Ecology: An in-depth study of the physical and chemical characteristics of streams, and how those properties shape stream ecosystems. We will take a theory-centered approach to learning about stream systems and the ways in which humans have altered stream systems. Special emphasis will be placed on comparing temperate and tropical systems. Prerequisites: BIOL 102 or 108. <i>Offered occasionally.</i>	New Course	NONE	NONE
ENST 275	066	Environmental Issues in Latin America	Environmental Issues in Latin America: Investigate biological and physical dynamics contributing to and stemming from environmental issues occurring in Latin America. <i>Offered occasionally.</i>	New Course	LSI	G
PSCI 212	067	International Politics of East Asia	International Politics of East Asia: This course of International Politics of East Asia seeks to develop students' capacity in understanding the challenges and opportunities that East Asian countries currently face and predicting the future dynamics of regional security and political economy. <i>Offered annually.</i>	Deletion	CHC	G

PSCI 218	068	Advanced Democracies	Advanced Democracies: Course explores politics in post-industrial democracies (primarily Western Europe, North America and Australasia). Through readings and assignments students will evaluate the role that differences in political culture and institutional structure play in explaining country-level responses to common welfare state challenges. <i>Offered in alternate years.</i>	Deletion	NONE	G
PSCI 220	069	Women and Politics	Women and Politics: Analyzes the status of women in American political and social life. Emphasis is placed upon political participation, voting, and policies that affect women at home and in the workplace. This status is then compared with the status of women in other advanced industrial societies, developing and theocratic societies, and the communist and post-communist systems. <i>Offered in alternate years.</i>	Deletion	CSI	U
PSCI 225	070	Compare, Analyze, Discover	Compare, Analyze, Discover: Based on the model of a think tank, students in this class will learn the logic and strategies of comparative method in order to apply those in cross-national research aimed at solving real-world problems. Short practice assignments build toward an original research design and Working Paper. <i>Offered in alternate Spring Terms.</i>	Deletion	NONE	W
PSCI 305	071	Theories of International Relations	Theories of International Relations: The course of Theories of International Relations seeks to examine major theoretical approaches to international relations. Its primary goal is to give students the analytic tools to understand contemporary issues in international politics, including the causes of war and peace, economic cooperation and conflict, and the role of international institutions. <i>Offered occasionally.</i>	Deletion	IT	W
PSCI 323	072	Post-Communist Europe	Post-Communist Europe: This course explores the establishment, functioning, and collapse of the system of rule developed in the Soviet Union and exported to states in East Central Europe (ECE). Students will evaluate the legacies of communist rule for contemporary politics and uncover national diversity in a region once treated as homogeneous. Recommended prerequisite: PSCI 103. <i>Offered in alternate years.</i>	Deletion	CHC	G

PSCI 342	073	The Politics of Presence	The Politics of Presence: Women and minorities are under-represented in legislatures worldwide. What explains this? Does it matter? This course begins with theories of democratic representation; develops arguments for a “politics of presence”; and uncovers factors that improve or hinder the representation of marginalized groups. <i>Offered in alternate years.</i>	Deletion	NONE	W
PSCI 343	074	Making Democracy Work	Making Democracy Work: It can be useful to think of democratic political institutions as “rules of the game”. How do different rules affect the quality of democratic outcomes in different contexts? How do countries “choose” their particular rules? What is the relationship between constitutional crafting and democratic survival? Students will address these questions through readings, writing, and an extended simulation game designed to write a new constitution for a fragile real world democracy. <i>Offered occasionally.</i>	Deletion	CSI	W
PSCI 202	075	Engagement & The City	Engagement & The City: An introduction to the challenges of contemporary citizenship, the course teaches students the basic skills of action research. Students work in teams on projects with community partners. Students learn to conduct stakeholder analyses, locate communities in the context of power and social capital, complete “best practice” studies, and create and implement action plans. Sophomore standing recommended. <i>Offered in alternate years.</i>	Frequency	NONE	U
MUS 354	076	History of Musical Style II: Baroque	History of Musical Style II: Baroque: Study of musical style in Europe from the Florentine camerata to the end of high-Baroque counterpoint. Emphasis on application of appropriate analytical techniques, interdisciplinary perspectives, performance practice, and interpretation. Substantial listening component. Prerequisite: MUS 201. <i>Offered occasionally.</i>	Deletion	NONE	NONE
MUS 354w	077	History of Musical Style II: Baroque	History of Musical Style II: Baroque (W): Study of musical style in Europe from the Florentine camerata to the end of high-Baroque counterpoint. Emphasis on application of appropriate analytical techniques, interdisciplinary perspectives, performance practice and interpretation. Substantial written component, required listening.. Prerequisite: MUS 201. <i>Offered occasionally.</i>	Deletion	NONE	W

MUS 351	078	History of Opera	History of Opera: A survey of opera from its origins to the present day. The study will explore the relationship between music and drama, the development of characterization, the theatrical and aesthetic conventions of operatic production, and the interrelationship between the operatic artwork and its parent culture. Prerequisite: Junior standing or consent of instructor. <i>Offered in alternate years, fall.</i>	Deletion	NONE	NONE
PSCI-HIS 270	080	Women and Gender History in Latin America	Women and Gender History in Latin America: Focusing on contemporary Latin American social movements, this course examines women as active participants in the political, economic, and cultural transformations of the 20th and 21st centuries. It shows how modern women's movements are historically rooted in efforts to advance gender ideology, nation-building, revolution, globalization, and gender constructions.	New Course	CHC	G
PSCI 201	082	Law and Politics in States and Communities	Law and Politics in States and Communities: Analysis of the different structures and political cultures of states and local governments in the United States. Focus is on institutional structures, behavioral patterns and trends, public policies, and on the interplay of levels of government in a Federal system. <i>Offered in alternate years.</i>	Title change	NONE	NONE
PSCI 243	083	Public Opinion and Political Behavior	Public Opinion and Political Behavior: Introduces students to the major themes in American public opinion and political behavior. Emphasis is given to the mechanics of opinion polling, political learning and opinion formation, media influences, connections between opinion and behavior, and linkages between public opinion and public policy. <i>Offered occasionally.</i>	Frequency	NONE	NONE
PSCI 370	084	Advances Special Topics in Politics	Advanced Special Topics in Politics: An upper-level course examining a particular sub-field in the discipline, such as ethnic nationalism, populism, mass migration, or a course on a particular area of public policy. Students will be able to repeat the course if the subject is not duplicated. Prerequisite: any 100-level political science course. See current Program of Classes to determine if this course fulfills shared curriculum requirements. <i>Offered occasionally.</i>	Description change	NONE	NONE

PSYC 252	085	Child and Adolescent Development	Child and Adolescent Development: Psychological development from conception through adolescence. Emphasis upon theoretical and methodological approaches to studying developmental change. Prerequisite: 100. Offered occasionally.	Deletion	NONE	NONE
PSYC 352	087	Advanced Child Development	Advanced Child Development: Provides an in-depth examination of the biological and environmental influences on child development. Specific topics include nature/nurture, genetics, epigenetics, the impact of poverty, media exposure, abuse and physical punishment, and the development of psychopathology. Prerequisites: 252 or consent of instructor. <i>Offered occasionally.</i>	Deletion	NONE	NONE
LAT 101	088	Beginning Latin I	Beginning Latin I: First course of basic sequence; no prior knowledge expected. Grammar and vocabulary building through short sentence practice and drill. Discussion of Roman culture and society. <i>Offered every fourth semester.</i>	Deletion	NONE	NONE
LAT 102	089	Beginning Latin II	Beginning Latin II: Completion of basic grammar and introduction to reading of texts. Prerequisite: Latin 101 or by placement. <i>Offered the semester following 101.</i>	Deletion	NONE	NONE
LAT 201	090	Intermediate Latin	Intermediate Latin: Introduces students to intermediate Latin prose through study of three works to be selected from the following genres: forensic oratory, history, biography, and letters. Authors may include Nepos, Cicero, Livy, Sallust, and Pliny the Younger. Includes study of the author's career and historical and cultural milieu of the works, as well as Latin grammar and vocabulary. Prerequisite: Latin 102 or equivalent. <i>Offered every third semester following 102.</i>	Deletion	LA	NONE
LAT 399	091	Independent Study	Independent Study: Directed reading of Latin at the fourth semester or above. Text will be chosen by student in consultation with the instructor. Prerequisite: Latin 201 and consent of instructor. <i>Offered by arrangement.</i>	Deletion	NONE	NONE
GRS/THEA 214	092	Greek & Roman Comedy	Greek & Roman Comedy: In this course we will survey works by four great ancient comic playwrights of Greece and Rome: Aristophanes, Menander, Plautus, and Terence. We will examine the structure, style, and significance of the ancient plays and the modern adaptations and interpretations. Students will have an opportunity to perform a staged reading of select scenes. <i>Offered in alternate years, spring.</i>	Deletion	LIT	W

GRS 270/370	093	Special Topics	Special Topics: Courses under this heading are designed to explore a wide variety of special topics that are not covered under any other course number: history of science, ancient medicine, ancient music, or women in antiquity, to name a few examples. Students may elect to take this course either at the 200 or 300 level. Additional assignments required for students enrolling in 370. This course may be repeated if content is not duplicated. <i>Offered occasionally.</i>	Deletion	NONE	NONE
GRS/ART 307	094	The Art and Archaeology of Greek Myth	The Art and Archaeology of Greek Myth: Myths and rituals constitute the religion of ancient Greece, and are expressed in art, monuments, and in writing. The culture, ideas, and values imparted through the varied expressions of Greek myths influenced Western thought in a profound and lasting way. In this course, we will study the intimate relationship between myth, art, history, and culture of ancient Greece. Recommended prerequisite: GRS/REL 210. <i>Offered occasionally May Term.</i>	Deletion	AR	NONE
GRS/ART/HI ST 309	095	Greek Art from Homer to Alexander	Greek Art from Homer to Alexander: A survey of cultural artifacts and monuments of ancient Greece from the “Age of Homer” (Bronze Age) to the “Age of Alexander” (Hellenistic Period). The goal is to develop an understanding and appreciation of Greek artistic expression, its influences, and its impact on Western art and thought. Course includes a field trip. <i>Offered in alternate years, fall.</i>	Deletion	AR	NONE
EDUC 125	096	Education and Social Justice	Education and Social Justice: Prospective teacher education candidates observe and interact with students in a local public school, examining the relationship between education and social justice as it expresses itself in the field. Requires 20-25 hours in the field. Concurrent with EDUC 225. In the case of transfer students, the prerequisite is EDUC 225 or equivalent. <i>Offered every semester.</i>	Description change	NONE	NONE
EDUC 126	097	Teaching to the World of the Child	Teaching to the World of the Child: Prospective teacher education candidates observe and interact with individual children at the elementary, middle, secondary levels, or off-campus settings, assessing the factors that contribute to or inhibit the child's learning and socio-emotional development. Requires 20-25 hours in the field. Concurrent with EDUC 255. In the case of transfer students, the prerequisite is EDUC 255 or equivalent. <i>Offered every semester.</i>	Description change	NONE	NONE

EDUC 320	098	Foundations of Literacy: Reading, Writing and Oral Communications	Foundations of Literacy: Reading, Writing, And Oral Communications: Theory and practice addressing language, literacy, and reading development in the Birth-12 classroom. Research-based instructional approaches for content literacy, alphabetic code, and language. Includes examination of materials, technologies, and assessments and their applications in a supportive literacy environment. Emphasis on interdisciplinary instruction and creating socially just curricula. Meets reading endorsement requirements for licensure candidates. Concurrent field placement. Prerequisites: EDUC 225, 255, acceptance to the TEP, or permission of instructor. <i>Offered each fall.</i>	Description change	NONE	NONE
EDUC 330	099	Mathematics, Science, and Technology Curriculum Pedagogy in the Elementary Classroom	Mathematics, Science, and Technology Curriculum Pedagogy in the Elementary Classroom: Constructivist approaches to the teaching and learning of mathematics and science focusing on problem-solving, reasoning, and proof, scientific inquiry, modeling, technology integration, and interdisciplinary connections. Emphasis upon planning, assessment and teacher research regarding best practices for addressing the needs of all students. Concurrent field experience. Prerequisites: C- or above grades in MATH 105 and 106 or equivalent, and acceptance into the Teacher Education Program or permission of instructor. Refer to the TEP Handbook and consult with instructor for prerequisite college algebra equivalents. <i>Offered each fall.</i>	Description change	NONE	NONE
EDUC 365	100	Reading, Writing and Communication in the Content Areas	Reading, Writing and Communication in the Content Areas: Examination of the relationships among reading, writing, and oral communication and integrating each within content learning across the disciplines. The nature of reading; assessment of students' reading, writing and oral communication skills; the design of instructional approaches and best practices for developing academic vocabulary, comprehensive, and content knowledge based on research; and the selection of materials and texts to support content area literacy among diverse groups of Birth-12 students. Prerequisites: EDUC 360, 361, 362, or 363 OR MUS 232, 333A and 333B OR permission of instructor. <i>Offered every May Term.</i>	Description change	NONE	NONE

EDUC 340	101	Instructional Planning, Assessment and Safe Learning Environments at the Early Childhood and Elementary Levels	Instructional Planning, Assessment and Safe Learning Environments at the Early Childhood and Elementary Levels: Lesson and unit planning strategies that incorporate principles of differentiated instruction and assessment, concepts involved in the assessment construction and the assessment of student progress, alternative ways of creating safe and comforting classroom environments, to be examined, observed, and tested in the field. Prerequisites: Upperclassmen students. Offered each spring. Education students must additionally sign up for EDUC 341. Cross-listed with EDUC 345. <i>Offered each spring.</i>	Title change	NONE	NONE
EDUC 345	102	Instructional Planning, Assessment and Safe Learning Environments at the Middle Grade and Secondary Levels	Instructional Planning, and Assessment and Safe Learning Environment at the Middle Grade and Secondary Levels: Lesson and unit planning strategies that incorporate principles of differentiated instruction and assessment, concepts involved in the assessment construction and the assessment of student progress, alternative ways of creating safe and comforting classroom environments, to be examined, observed, and tested in the field. Prerequisites: Upperclassmen students. Offered each spring. Education students must additionally sign up for EDUC 360, EDUC 361, EDUC 362, EDUC 363. Cross-listed with EDUC 340. <i>Offered each spring.</i>	Title change	NONE	NONE
REA 322	103	Advanced Assessment and Diagnosis of Reading	Advanced Assessment and Diagnosis of Reading: In-depth treatment of assessment and diagnosis of reading disabilities grades PK-12. Uses and limitations of standardization, authentic, formal, and informal assessment measures and strategies. Emphasis on nondiscriminatory assessment which takes into consideration the impact of disabilities, communication, culture, and primary language. The interpretation of assessment information for diagnosing individual students' reading. Communicating diagnostic information to students and their parents. Course counts towards the reading endorsement for licensure candidates. Concurrent field placement. Prerequisite: EDUC 320 or permission of instructor. <i>Offered alternate years.</i>	Description change	NONE	NONE

REA 323	104	Advanced Interventions for Struggling Readers	Advanced Interventions for Struggling Readers: Remedial reading instruction, support, materials, and resources for PK-12 students with reading disabilities. Development of individual educational plans (IEP) or response to intervention (Rtl) plans, and the design, implementation, and evaluation of reading programs for small groups and individual students. Strategies for multisensory instruction are emphasized. Course counts towards the reading endorsement for licensure candidates. Concurrent field placement. Prerequisite: EDUC 320 or permission of instructor. <i>Offered alternate years, spring semester.</i>	Description change	NONE	NONE
EDUC 397-497	105	Internship	Internship: Directed research and individually designed field experience in an educational, community, or social service setting. Prerequisites: Junior/senior standing and education advisor course instructor approval. <i>Offered as needed.</i>	Unit change	NONE	NONE
PSYC 334	107	Psychology of Racism	Psychology of Racism: Directed research and individually designed field experience in an educational, community, or social service setting. Prerequisites: Junior/senior standing and education advisor course instructor approval. <i>Offered as needed.</i>	Deletion	NONE	NONE
PSYC 316	108	Neuropsychopharmacology	Neuropsychopharmacology: Principles of drug action and their effects on human behavior. Prerequisite: BIOL 101 or 107 or NEUR 110. PSYC 213 recommended. <i>Offered in alternate years.</i>	Prerequisite Change	NONE	NONE
REA 497	109	Internship in Reading	Internship in Reading: Field placement focused on the specialized implementation of reading, assessment, and remedial instruction and support in the K-12 classroom. 150 hours with concurrent one hour weekly seminar and related assignments exploring the relationship between reading theory, research, and practice. Completes state of Illinois reading endorsement requirements and the Reading content area emphasis in Elementary Education. Prerequisites: 323 and permission of the instructor. <i>Offered each spring.</i>	Deletion	NONE	NONE
Advocacy Minor	110		See Addendum A.	Revise minor	NONE	NONE

MATH 177	111	Calculus II	Calculus II: Further topics in one variable calculus, applications of the definite integral, techniques of integration, a thorough study of sequences, series, and polar coordinates. Prerequisite: MATH 176 or placement by advisement from the Department of Mathematics. <i>Offered each semester.</i>	Description change	NONE	NONE
MATH 178	112	Calculus Lab	Calculus Lab: Lab explorations of the theory and applications of differential and integral calculus encountered in Calculus I and II , including applications of the derivative and the integral, transcendental functions, and techniques of integration. Offered each semester. Required for math majors. To be completed by the end of the first year. No prerequisites.	Description change	NONE	NONE
MATH 200	113	Techniques in Mathematical Proof	Techniques in Mathematical Proof: The course is about thinking precisely and communicating ideas effectively using mathematical notation, terminology and style. It introduces students to logic and deductive reasoning, and develops their abilities to comprehend and write mathematical proofs, work with definitions, theorems, and conjectures, as well as discover and prove theorems. The mathematical content is selected to cover a broad range of proof techniques and examples are chosen to provide a real-world context for formal reasoning.	Shared Curriculum	FR	W
MATH 340	114	Differential Equations	Differential Equations: Topics may include, but are not limited to, first-order equations, linear higher order equations, systems of differential equations, series solutions, Laplace transforms, and other selected topics. Prerequisite: MATH 177. <i>Offered each spring.</i>	Prerequisite Change	NONE	NONE
MATH 407	115	Numerical Analysis	Numerical Analysis: Numerical processes and error estimates relating to non-linear equations, linear systems of equations, polynomial interpolation and approximation, spline functions, numerical integration and differentiation, and initial-value problems in ordinary differential equations. Prerequisites: MATH 177. <i>Offered in alternate years, fall semester.</i>	Prerequisite Change	NONE	NONE
MATH 451	116	Wavelet Analysis	Wavelet Analysis: Topics to be covered include spline functions, inner product spaces, Fourier series, Fourier transform, multiresolution analysis, Haar wavelet analysis, Daubechies wavelets, Frances Frames, and multiwavelets. Prerequisites: MATH 177. <i>Offered in alternate years, spring semester.</i>	Prerequisite Change	NONE	NONE

MATH 360	117	Modern Algebra	Modern Algebra: Groups, rings, ideals, integral domains, fields. Prerequisites: MATH 177, 200, or 215. <i>Offered in alternate years, spring semester.</i>	Prerequisite Change	NONE	NONE
MATH 362	118	Introduction to Complex Analysis	Introduction to Complex Analysis: This course provides a rigorous introduction to the theory of functions of a complex variable, which extends Calculus to the complex domain. Topics covered include complex numbers, analytic functions, integrals, power series, elementary complex functions, mappings by elementary functions, elementary conformal mappings, Cauchy's Integral Theorem, the Residue theorem, and harmonic functions. Prerequisites: MATH 200 or 215, and 278. <i>Offered in alternate years, spring semester.</i>	Prerequisite Change	NONE	NONE
MATH 364	119	Introduction to Real Analysis	Introduction to Real Analysis: A rigorous study of the real number system, functions, limits, continuity, derivatives, integrals, sequences, and series. Prerequisites: MATH 200 or 215, and 278. <i>Offered in alternate years, fall semester.</i>	Prerequisite Change	NONE	NONE
MATH 366	120	Topics in Geometry	Topics in Geometry: Selected topics in geometry emphasizing the pertinent theorems, proofs, definitions, postulates, and axioms, where applicable. Possible topics include synthetic Euclidean geometry, convexity, metric geometry, projective geometry, synthetic geometry, etc. Prerequisites: MATH 177, 200, and 215. <i>Offered in alternate years, spring semester.</i>	Deletion	NONE	NONE
MATH 368	121	Topology	Topology: Selected topological topics to include: open sets; closed sets; accumulation points; the interior, exterior, and boundary of a set; compact sets; connected sets; continuous functions; and homeomorphisms. Prerequisites: MATH 177, 200, and 215. <i>Offered in alternate years, fall semester.</i>	Deletion	NONE	NONE

MATH 367	122	Geometry and Topology	Geometry and Topology: Geometry and topology are introduced in a unified way, beginning with Euclidean and non-Euclidean geometries, including spherical, hyperbolic and affine geometries. Elements of group theory are introduced to treat geometric symmetries, leading to the unification of geometry and group theory. Basic topological concepts are introduced and combined with group theory to yield the geometry of transformation groups. Prerequisites: Math 177 and 215. <i>Offered in alternate years.</i>	New Course	NONE	NONE
PSYC 361	123	Introduction to Clinical Psychology	Introduction to Clinical Psychology: This course reviews the profession of clinical psychology and the major psychotherapeutic including their development and application. In addition to theories, we learn about ethical considerations, current issues, and controversies. Topics include evidence-based treatment, prescriptive authority, and our evolving understanding of mental health. Prerequisites: 251 or permission of the instructor. <i>Offered annually.</i>	New Course	NONE	NONE
JOUR 212	124	Opinion Writing	Opinion Writing: Background, theory, and practice in editorial writing, as well as the composition of book, theater, and film reviews. Prerequisite: ENGL 211 or consent of instructor. <i>Offered in alternate years.</i>	Title change	NONE	W
JOUR 325	125	Feature Writing and In-Depth Reporting	Feature Writing and In-Depth Reporting: Feature writing and investigative reporting for print journalism. Field trip(s) and real-world assignments, with an emphasis on publication. Prerequisite: ENGL 211 or 212 or consent of instructor. <i>Offered in alternate years.</i>	Title change	NONE	W
ENGL 401	126	Senior Writing Project	Senior Writing Project: Capstone experience for English-Writing majors, and a potential elective for Creative Writing minors. Requires thoughtful study of portfolio work and completion of an extensive, ambitious new project that is both a logical extension of the student's work and a new challenge. The course will be multi-genre, with an emphasis on feedback and support. Prerequisites: At least one English 300-level writing course and junior or senior standing, or permission of instructor. <i>Offered annually.</i>	Description change	NONE	W
CHEM 304	127	Instrumental Analysis	Instrumental Analysis: Principles of the design and use of modern electronic instrumentation in the chemistry laboratory with emphasis on spectral, electroanalytical and chromatographic instrumentation. Prerequisite: CHEM 202. <i>Offered each fall.</i>	Prerequisite/Frequency Change	NONE	NONE

CHEM 301	128	Quantitative Analysis	Quantitative Analysis: An introduction to making and interpreting chemical measurements that emphasizes: the statistical evaluation of data, the application of ionic equilibria and the understanding of analytical methods/tools. Prerequisite: CHEM 202. <i>Offered each spring.</i>	Frequency	NONE	NONE
PSYC 312	129	Animal Cognition	Animal cognition: An exploration of topics from experimental cognitive psychology. Students read primary sources, critiquing the research and designing future studies. In the laboratory component students design, conduct, and analyze their own study on cognition using animal subjects. Prerequisites: 212 and 300 or consent of instructor. <i>Offered annually.</i>	Deletion	NONE	NONE
PSYC 322	130	What Does Fido Know	What Does Fido Know: How do dogs become dogs? What do dogs see, hear, and smell? What is your dog telling you when she looks you in the eyes? In this course we will explore these questions and more as we explore the psychology of the domestic dog. <i>Offered in alternate years.</i>	Deletion	LSI	NONE

**Curriculum Council Consent Agenda Addendum A:
Advocacy Minor Revision**

The goal of this revision is to make the public administration track in the advocacy minor easier for students to navigate. It removes PSCI 101 American National Government (now called PSCI 101 American Politics) from the track, places it in the electives common to the minor, and replaces it in the public administration track with BUS 341 Organization and Management. BUS 341 introduces students to the hierarchical structures of business and government operations. In addition, PSCI 398 Grant Writing is added to the track options because city and county administrations are increasingly writing grants to seek additional funding.

The change will also allow the public administration track to mirror the other two tracks in structure. The revised concentration will look as follows:

Current Language:

(pg. 126)

Public Administration Concentration

- 1) PSCI 396, City Internship (required application course)
- 2) One course selected from the following:
 - PSCI 392, Empirical Political Research
- 3) Two courses selected from the following:
 - PSCI 101, American National Government
 - PSCI 201, State and Local Government
 - PSCI 392, Empirical Political Research

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(pg. 127)

Electives Common to the Minor:

ECON 100 Introduction to Economics
ENST 200 Introduction to Geographic Information Systems (GIS)
PSCI 281 American Social Policy

Proposed Changes:

(pg. 126)

Public Administration Concentration

- 1) PSCI 396, City Internship (required application course)
- 2) ~~One course selected from the following:~~
 - ~~PSCI 392, Empirical Political Research~~
- 3) Two courses selected from the following:
 - ~~PSCI 101, American National Government~~
 - PSCI 201, State and Local Government

BUS 341 Organization and Management
PSCI 392, Empirical Political Research
PSCI 398 Grant Writing

...

(pg. 127)

Electives Common to the Minor:

PSCI 101 American Politics

ECON 100 Introduction to Economics

ENST 200 Introduction to Geographic Information Systems (GIS)

PSCI 281 American Social Policy

Proposed Language:

(pg. 126)

Public Administration Concentration

1) PSCI 396 City Internship (required application course)

2) Three courses selected from the following:

PSCI 201 State and Local Government

BUS 341 Organization and Management

PSCI 392 Empirical Political Research

PSCI 398 Grant Writing

3) One additional elective selected from the elective list in any of the three concentrations or from the electives common to the minor

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(pg. 127)

Electives Common to the Minor:

PSCI 101 American Politics

ECON 100 Introduction to Economics

ENST 200 Introduction to Geographic Information Systems (GIS)

PSCI 281 American Social Policy

CUPP Report

March 9 , 2022

CUPP has met four times since the February 9 meeting.

We have discussed the following:

Presiding officer for Faculty meetings: 51 faculty responded to the survey sent out by CUPP. Eighty five percent responded that they were satisfied or extremely satisfied with the current arrangement. An even higher 94% would support an effort to make this permanent with a constitutional change. A majority (83%) would support it being an elected position.

Budget presentation: Members of CUPP and members of Staff Council met jointly for a presentation from Matt Bierman regarding the operation of the budget.

Tenure line proposals: Tenure line proposals are due to the Provost on March 28. The process is described in the Faculty Handbook, Chapter IV Section B3c. CUPP has requested that a Units Report be generated to help chairs and directors as they develop their proposals. Related to this, CUPP has extended conversations about whether there are structural conditions that make smaller departments less able to compete for the limited number of faculty lines. This conversation has not been completed.

Phased retirements: In a series of communications CUPP was able to clarify that there is no current system for phased retirement. Equity and legal concerns require that any further agreements would require creation of a new offer available to faculty based on defined parameters. It can not be a one on one negotiation with the administration.

Turning Titan: An issue that has been of concern is the need for a greater role of academics during the Turning Titan experience. Leaders of this experience, Chandra Shipley and Kevin Carey have carved out additional time to provide students with the opportunity to meet with advisors in a second major and also a session for students with multiple interests.

Resource Advisory Group: This group met to discuss proposals that might be coming for American Sign Language and Environmental Studies courses that could require additional resources. Those present agreed that these resources as described would only be required when the courses are taught and do not require the university to make long term commitments.

Board of Trustees meeting: Members that attended the most recent Board meeting are trying to get the minutes out by Monday March 7. We strongly encourage faculty to read these minutes

and how the board views the faculty currently. Specifically, the Board of Trustees has set some expectations that include an increase in the pace of developing programs to attract new students.

Respectfully submitted

Dave Bollivar

Curriculum Council Report
Mar. 8, 2022

The CC met six times between the Feb. 8 and Mar. 8 faculty meetings.

Elections were held within divisions for CC members who will be ending their term at the end of this Academic Year. The Council wishes to thank Joanne Diaz (Humanities), Joe Williams (Natural Sciences), Noel Kerr (Nursing), and Courtney Irby (Social Sciences) for their willingness to serve on the Council in the coming years.

Seventy-two requests for curricular changes were approved to bring before the faculty (please see the Consent Agenda). CC thanks our colleagues for submitting requests by the Feb. 14 deadline, and for being so diligent in identifying courses that can be removed from the Catalog. Necessary changes to the curriculum can still be enacted in time to be included in the 2022-2023 Catalog. Rapid response will depend on CC's workload. Please send all requests to the chair (Aaron Wilson; wshoults@iwu.edu).

In the remaining weeks of the semester, CC aspires to finalize motions on DEI inclusion in courses and adding Enhanced Experiential Learning designations to certain courses, as well as completing updates to the CC Action Request Form and processes.

Respectfully submitted by W^m. Aaron Wilson, Chair of CC

PROPOSAL

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

Current Catalog Language

[page 56]

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

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

[page 57]

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

[page 53]

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

Proposed Catalog Language

Added text has been included in red.

Deleted text is indicated by strikethrough.

[page 56]

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

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

[page 57]

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

[page 55]

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

Rationale Questions and Answer

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

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

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

Q: How has it been enforced?

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

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

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

Motion 2: Catalog Changes 14/18 Rule

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

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

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

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

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

Motion 2: Catalog Changes 14/18 Rule

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

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

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

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

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

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

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

Motion 2: Catalog Changes 14/18 Rule

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

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

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

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

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

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

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

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

Motion 2: Catalog Changes 14/18 Rule

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

Faculty Development Committee
Committee Report
March 9, 2022, Faculty Meeting

FDC has been reviewing ASD grant proposals, working on consistency in the FDC handbook, and discussing faculty development programming, including a one-day event focused on grant writing and scholarship scheduled for early May 2022. On February 18, 2022, FDC sent out a faculty survey to help guide the committee in future programming decisions.

Nominating Committee
Faculty Report
March. 9, 2022

The Nominating Committee has met twice since the last faculty meeting. The main topic of the meetings was the creation of elective-committee election slates. Please note the committees for which we still need additional candidates to reach the required number of candidates for the ballot.

Election procedure:

- We will present the slates at the March 9 faculty meeting and call for additional nominations from the floor.
- No further nominations will be accepted after the conclusion of the faculty meeting.
- We will distribute a ballot via Qualtrics as soon as possible following the meeting.
- Ballots will be due on March 11 at 5 p.m.

Respectfully submitted,
Scott Ferguson, chair

2022-23 Elective-Committee Slates as of March 7, 2022

Academic Appeals (1 needed, tenure not required):

Robert Irons (U-Accounting & Finance)
Abigail Jahiel (T-Environmental Studies)
James Plath (T-English)
Brian Law (U-Computer Science)
David Marvin (T-Business Administration)
Ram Mohan (T-Chemistry & Biochemistry)
Anna Scanlon (U-WCTS)
Ilia Radoslavov (T-Music)
Alison Serraes (U-English)

Continuing: Leslie Betz (Registrar - convener), Abby Jahiel (T-Environmental Studies), Given Harper (T-Biology and Environmental Studies)

Assessment 1-year (1 needed, at least 3 out of 4 tenured on AC):

Todd Fuist (T-Sociology)
Josh Lowe (U-Art)
Mignon Montpetit (T-Psychology)
Brad Regier (U-Music)
Anna Scanlon (U-WCTS)

Continuing: Franklin Larey (T-Music)

Assessment 2-year (2 needed, at least 3 out of 4 tenured on AC) **1 more needed for ballot**

Abigail Mann (U-Library)
Todd Fuist (T-Sociology)

Continuing: Franklin Larey (T-Music)

BOT rep (needs 1, tenure not required) **2 more needed for ballot**

Continuing: Stephanie Davis-Kahl (T-Library)

CETAL 1-year (needs 2, at least 3 out of 5 tenured on CETAL)

Abigail Mann (U-Library)
Alison Serraes (U-English)
Greg Shaw (T-Political Science)

Continuing: None

CETAL 2-year (needs 3, at least 3 out of 5 tenured on CETAL) **3 more needed for ballot**

Libby Haywood (U-Biology)

Wendy Kooken (T-Nursing)

Continuing: none

FDC 1-year (needs 1, tenure not required)

Scott Ferguson (T-Music)

Todd Fuist (T-Sociology)

Brad Regier (U-Music)

Anna Scanlon (U-WCTS)

Alison Serraes (U-English)

Continuing: Kristine Nielsen (T-Art)

FDC 2-year (needs 3, at least 2 tenured)

Zahia Drici (T-Math)

Bob Erlewine (T-Philosophy)

Todd Fuist (T-Sociology)

Iliia Radoslavov (T-Music)

Gabriel Spalding (T-Physics)

Caesar Valverde (T-WLLC)

Continuing: Kristine Nielsen (T-Art)

Hearing Committee (needs 3, at least one tenured)

Scott Ferguson (T-Music)

Tian-Xiao He (T-Math)

Wendy Kooken (T-Nursing)

James Plath (T-English)

Anna Scanlon (U-WCTS)

Continuing: Brian Brennan (T-Chemistry & Biochemistry), Andy Engen (T-Philosophy), Seung-Hwan Lee (T-Math), Ram Mohan (T-Chemistry & Biochemistry), Adriana Ponce (T-Music)

Nominating Committee (Needs 1, tenure required) **2 more needed for ballot**

Continuing: Rick Alvey (U-Biology), Dan Roberts (T-Math)

PAT (Needs 3, 2 tenured) **1 more needed for ballot**

Marie Nebel-Schwalm (U-Psychology)

Tyler Schwend (T-Biology)

Alison Serraes (U-English)

Jim Simeone (T-Political Science)

Continuing: Zahia Drici (T-Math), Amanda Hopkins (T-Nursing), Jean Kerr (T-Theater Arts)

University Speakers (needs 1, no tenure requirement)

Mignon Montpetit (T-Psychology)

Hieu Nguyen (U-Economics)

Continuing: Scott Ferguson (T-Music)

URAC (needs 2, no tenure needed, Broad rep wanted)

Marie Nebel-Schwalm (U-Psychology)

Hieu Nguyen (U-Economics)

Brad Regier (U-Music)

Anna Scanlon (U-WCTS)

Alison Serraes (U-English)

Continuing: Bill Hudson (T-Music), Tyler Schwend (T-Biology)

Committees for which more nominations are needed for the ballot

Assessment 2-year (2 needed, at least 3 out of 4 tenured on AC) **1 more needed for ballot**

Abigail Mann (U-Library)

Todd Fuist (T-Sociology)

Continuing: Franklin Larey (T-Music)

BOT rep (needs 1, tenure not required) **2 more needed for ballot**

Continuing: Stephanie Davis-Kahl (T-Library)

CETAL 2-year (needs 3, at least 3 out of 5 tenured on CETAL) **3 more needed for ballot**

Libby Haywood (U-Biology)

Wendy Kooken (T-Nursing)

Continuing: none

Nominating Committee (Needs 1, tenure required) **2 more needed for ballot**

Continuing: Rick Alvey (U-Biology), Dan Roberts (T-Math)

PAT (Needs 3, 2 tenured) **1 more needed for ballot**

Marie Nebel-Schwalm (U-Psychology)

Tyler Schwend (T-Biology)

Alison Serraes (U-English)

Jim Simeone (T-Political Science)

Continuing: Zahia Drici (T-Math), Amanda Hopkins (T-Nursing), Jean Kerr (T-Theater Arts)

URAC Faculty Meeting Report for March 9th

URAC met on February 15th and March 1st.

Over 70 students submitted proposals to present scholarly or artistic projects for the 2022 JWP conference. We are most excited for this year's event. Please encourage your students to attend JWP, which will take place from approximately 8:30-12:30 in CNS on April 9th ([JWP 2022 website](#)). URAC is busy crafting the specific schedule and students will soon know the exact time and location of their presentation or performance. The keynote speaker this year is Dr. Joey Merrin, who attended IWU previously. Dr. Merrin will speak at 10AM on April 9th in CNS C101 and his talk will be streamed in C102. We hope you and your students will attend! Please check out his biography below and let Professor Maggie Evans know if you or your students would like to meet with Dr. Merrin.

Gabriel “Joey” Merrin, Ph.D. is an assistant professor in the Department of Human Development and Family Science at Syracuse University. He earned his Ph.D. in Educational Psychology from the University of Illinois Urbana-Champaign and completed a postdoctoral fellowship in the Department of Psychology at the University of Victoria in British Columbia. He also attended Illinois Wesleyan University, where he majored in Sociology. Dr. Merrin is an early career prevention scientist whose primary line of research seeks to clarify the developmental processes through which adolescent's experiences with their families, peers, schools, and communities influence (mitigate or exacerbate) the development of problem behaviors (e.g., aggression, delinquency, substance use) and experiences with identity-based harassment and victimization throughout adolescence and the transition to young adulthood. Dr. Merrin has extensive expertise in conducting school-based research and has worked with students, teachers, superintendents, principals, and parents to help address the diverse needs of students. He has evaluated several school-based prevention programs, including Second Step, the WITS program (Walk away, Ignore, Talk it out, Seek help), Boston vs. Bullies, and Sources of Strength. His work has a strong focus on translating and mobilizing knowledge by using applied research designs to inform and evaluate prevention and intervention efforts to improve the healthy development of young people.

Also, if you are advising a student who is completing a poster, please advise them to use the poster templates and follow the guidelines for poster printing at this link:

<https://www.iwu.edu/library/tools/poster-printing.html>.

Respectfully submitted,

Maggie Evans(Chair)

Bill Hudson

Will Jaeckle

Tyler Schwend

Rebecca Roesner (*ex officio*)

CETAL Written Report
IWU Faculty Meeting, 9 March 2022

CETAL has met four times since the last faculty meeting.

CETAL is hosting “Toward Inclusive Excellence in Your Learning Environment,” a one-day workshop with Chris Castro and Kathy Germann on Friday, May 6, 2022 from 9:00am-4:00pm. This workshop is designed to engage participants in critical reflection that will empower and equip them to move toward inclusive excellence in their learning environments. More information and registration can be found [here](#). Please indicate interest in participation by 10 March.

CETAL continues to host informal conversations on diversity, equity, and inclusion in the classroom. The next event is March 10th at noon.

CETAL is also bringing forward four motions to change language in Chapter II, Article III of the faculty handbook. (See addendum.)

Respectfully submitted,
Brandi Reissenweber, chair

Proposed Faculty Handbook Language Revisions & Rationale

As CETAL transitions into an elective committee, the council is clarifying its procedures and objectives. As a result, the council is bringing forward four motions regarding the recently approved handbook language.

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

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

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

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

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

From section a:

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

From Section c:

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

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

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

From section b:

Its functions include identifying high-impact teaching methods and best practices in teaching and learning, **supporting faculty development of equitable and inclusive practices (in cooperation with the Faculty Committee on Diversity)**, organizing and coordinating workshops and faculty development initiatives pertaining to pedagogy,

coordinating with the Center for Engaged Learning leadership on matters related to student engagement and success, among other activities.

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

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

From section b:

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

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

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Accomplishments:

Associate Professor of Nursing Brenda Knoll '89 recently published a study in the International Journal of Pediatric Otorhinolaryngology with her colleague Ehsan Naderifar in Tehran, Iran, on involving mothers in the assessment of their own preterm infant feedings skills while in the neonatal intensive care unit learning to feed. This work is Part I of a larger study assessing the effect of Knoll's Premature Infant Oral Motor Intervention (PIOMI) on early feeding skills scores. Knoll has mentored Ehsan since 2016 through his master's thesis, and continues advising on his doctoral committee for a Ph.D. in Speech Language Pathology at the Iran University of Medical Sciences in Tehran.

The women's basketball team defeated top-seeded Millikin University in the College Conference of Illinois and Wisconsin Tournament Championship to claim their 10th CCIW Tournament title and earn the league's automatic bid to the NCAA Division III Tournament.

Opportunities, Events and Meetings:

The Entrepreneurship Fellowship has a new name – Titan New Venture Challenge! IWU students have the opportunity for seed funding from alumni, entrepreneur and honored benefactor Marc Talluto.

If you have a strong business idea, are a passionate innovator, entrepreneurially minded and interested in developing your business idea, then submit your proposal for the IWU Entrepreneurship Fellowship for a chance to receive a **\$5,000 grant**.

To be considered for this program, students should submit the online application along with their narrative essay answers to the required questions. Once applications are reviewed, the top candidates will be asked to present their business idea face to face to the panel of judges.

Deadline is March 19th

Apply Here - <https://forms.gle/GZ8CCQJVyWfrXow76>

Contact - gleach@iwu.edu for details.

The Ames Library 2022 OER Exploration and Open Pedagogy Grants

The Ames Library will fund two types of small grants designed to increase OER adoption and use at Illinois Wesleyan University. Faculty and instructional staff are encouraged to apply for either an OER Exploration or Open Pedagogy Grant. There are four of each type of grant available, funded at \$250 each.

Open Educational Resources (OER)

OER are defined as learning resources, teaching practices, and education policies that use the flexibility of OER to provide learners with high quality educational experiences. OER are either in the public domain or licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities – retaining, remixing, revising, reusing and redistributing the resources. There is increasing interest in OER for higher education because they help to

Faculty Announcements 3-9-2022

The Ames Library 2022 OER Exploration and Open Pedagogy Grants contd.

reduce educational inequality by removing (or reducing) student costs to access course materials. [Large scale studies of OER](#) show lower course drop rates, improved student grades, and better retention. The [Ames Library OER LibGuide](#) provides a good overview of OER in higher education.

OER Exploration Grants

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

OER can include any of the following:

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

Requirements

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

At the conclusion of the project, grant recipients agree to participate in a campus panel or informal Q&A session about the materials you discovered and how you plan to incorporate them into an assignment or course. In addition, the faculty member will submit a 2-3 page (single spaced) written report which will include the following:

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

Examples of previous reports can be found here: https://digitalcommons.iwu.edu/ames_award/

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

Open Pedagogy Grants

Faculty Announcements 3-9-2022

The Ames Library 2022 OER Exploration and Open Pedagogy Grants contd.

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

Some examples of open pedagogy assignments could include:

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

Requirements

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

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

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

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

Hart Career Center upcoming events:

Faculty Announcements 3-9-2022

Tuesday, March 22nd, 6:30pm, In-Person @ Welcome Center Auditorium

Todd Stocke '93, Senior Vice President

A Career in Books

Do you love books? Would applying your unique skills and interests to books and authors be a dream career for you? From an IWU alum who helped grow one of the leading large independent publishers in the country, come hear about multiple pathways to working in the book industry – including in book publishing!

Thursday, March 24th, 2022, Virtual

Will Jenkins '12

Careers in Logistics

Wednesday, March 30th, 11 am to 2 pm, Shirk Center

Spring Internship/Job Fair

***Please promote this event to your students**

Wednesday, March 30th, 6:30 pm, Welcome Center Auditorium

Financial Literacy: Ben Miller '96

Questions about how to manage student loan debt, renting vs. buying, investing for your future, planning early for retirement? These topics will be covered by Ben in an informative and entertaining presentation.

Wed., April 6th, 7 pm, Hansen Student Center, Center Court

Michael Mason '80

Never a Tumbleweed

Mr. Mason will be presenting on the necessity of living one's life with intentional focus. Mr. Mason has held leadership roles in the U.S. Marine Corps, Federal Bureau of Investigation and in the private-sector. Though he actively resists suggesting there is one secret to success, he will share the one factor he believes is a critical component to achieving success, however one defines that word for themselves. He will make no attempt to offer textbook solutions, but will share a few very real stories that will illustrate how he has consistently maintained a positive attitude through sometimes very challenging circumstances. He will discuss the need to continue evolving throughout your life and how to do so in a very practical way. Whereas he will acknowledge many of the ills that afflict our society, he will discuss the need to avoid becoming a "victim" and rather how to become a warrior.

Mason's take on life and the spirit of esprit de corps he has always embraced will be certain to keep you fully engaged during his presentation.