

MEETING OF THE GENERAL FACULTY

Wednesday, April 27, 2022

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

Zoom conferencing [link](#)

Join Zoom Meeting

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

Meeting ID: 891 0705 3378

Passcode: 318274

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

- | | |
|--|---------------------------|
| 1. Call to Order | Professor A. Shallue |
| 2. Approval of the Minutes: 4-6-2022 Faculty Meeting Minutes | |
| 3. CC Consent Agenda and Addendum | Professor A. Wilson |
| a. Consent Agenda Addendum A | |
| b. Consent Agenda Addendum B | |
| 4. Committee Reports | |
| a. CUPP (written report) | Professor D. Bollivar |
| b. Curriculum Council (written and oral report) | Professor A. Wilson |
| i. CC Motion 1 Revisions to Journalism Minor | |
| ii. CC Motion 2 Revisions to ES Major | |
| iii. CC Motion 3 Change to course withdrawal date | |
| iv. CC Motion 4 DEI Language added to Faculty Handbook | |
| c. Promotion and Tenure Committee (oral report) | Professor J. Themanson |
| d. Faculty Development Committee (written report) | Professor K. Nielsen |
| e. Nominating Committee (written report) | Professor S. Ferguson |
| i. sp'22 special election slates | |
| 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 Addendum: Chapter 3 | |
| 5. Old Business | |
| 6. New Business | |
| a. Motion 1 : Revision of Ch V A Handbook Language | |
| 7. Administrative Reports | |
| a. President Report (oral report) Handbook Language | President Nugent |
| b. Provost Report (oral report) Handbook Language | Provost M. Brodl |
| 8. Announcements | |
| 9. Adjournment | |

MEETING OF THE GENERAL FACULTY

Wednesday, April 6, 2022 11:10 a.m. - 12:40 p.m over Video Conferencing.

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 11:13 AM.
2. **Action:** Motion CUPP requests we have a student guest to present motion
3. **Result:** Motion Passed
4. **Approval of the Minutes:** of the [March 9th, 2022 Faculty Meeting](#). Minutes approved by consent.
5. **CC [Consent Agenda](#) and [Addendum](#)**
 - a. **Clarification by CC:** the descriptions for difference in levels not included for History 144/344. Text should read, and CC voted on:
Gilded Age, 1865-1900: An examination of the transformations in American life and culture from 1865 to 1900. Emphasizes the conflicts and contradictions of American life for various racial, ethnic, class, regional, and gender groups, focusing particularly on the new industrial city; the growth of commercialized leisure; the “civilizing” of the West; and African Americans in the New South. Students enrolled at the 300-level will complete a research project and prepare developmentally appropriate material for the 100-level students. Prerequisite: History 290 or permission of the instructor.
 - b. **Action:** Motion to discuss that course later
 - c. **Result:** motion passed
6. **Student Senate President ([student senate resolution](#))**
 - a. **Background:** Zehra Bakirdan, student president, on Mental Health resolution. Looking to maintain positive changes faculty and university have created in recent years: specifically focusing on use of counseling services, awareness of trauma and impact of racial inequities on student of color and fact that Illinois high school students have five mental health days-- transition in to that for college students
 - b. **Requests:** thoughtful consideration of and questions about the following actions:
look at calendars for non-class days and seek to distribute more evenly
develop a general policy for faculty in terms of attendance policies
request Registrar’s office to review withdraw policies
 - c. **Question:** in terms of mental health days, how is this being understood? Are these specific days off for mental health in a syllabus?
 - d. **Response:** thoughtful planning of calendar—for instance, spring semester has day off early and then nothing until spring break
 - e. **Comment:** in favor of older policy in which there was more flexibility about withdraw after deadline
 - f. **Question:** anyone aware of research or initiatives in this field by other institutions, particularly peer/aspirational?
 - g. **Response:** some universities have withdraw available up until last days of the semester. Senate did look at other university’s days off: no real pattern

- h. **Dean Karney-Hall:** there is some feeling that our number of non-class days in comparison to other institutions may be a little low based on academic rigor. Noted there is research on withdraw policies and increased retention, though not mental health.

7. Committee Reports

- a. **CUPP** ([written report](#)) Professor D. Bollivar
 - i. **Oral Report:** reinforced thanks for Zehra in bringing motion to Senate: hopes for continued communication between students and faculty. Noted that there is no election currently ongoing for CUPP representative to Board of Trustees: that would mean no representative and CUPP being one member down.
 - ii. **Question:** what does further steps beyond 2-Factor authentication for campus security are being discussed?
 - iii. **Answer:** we may lose administrator rights to install software to prevent malware.
- b. **Curriculum Council** ([written](#) and oral report) Professor A. Wilson
 - i. **Action:** Motion to add language to final sentence “Prerequisite for 300 level students: History 290 or permission of the instructor.”
 - ii. **Result:** Seconded and passed.
 - iii. **Action:** motion to approve History 144/344 with amended course description.
 - iv. **Result:** motion passed.
- c. **Promotion and Tenure Committee** (oral report) Professor J. Themanson
 - i. **Oral Report:** met 3 times since March Faculty meeting, completed annual reviews and first and second year cases, letters being finalized. Working on major pre-tenure review and teaching staff. Working on “Making a Case” workshop for reading day—will be recorded. Have received constituent concern from nominating committee about eligibility to serve on P&T: working on that.
- d. **Faculty Development Committee** ([written report](#)) Professor K. Nielsen
- e. **Nominating Committee** ([written report](#)) Professor S. Ferguson
 - i. **Reminder:** voting ends at 5pm today. No takers for BoT slot on CUPP: special election in near future/Fall.
- f. **Assessment Committee** (oral report) Professor J. Lowe
 - i. **Oral Report:** email will go out to department heads/liasons asking for next year’s liaisons. Yearly assessment reports due May 31st.
- g. **Undergraduate Research Advisory Committee** ([written report](#)) Professor M. Evans
 - i. **Oral Report:** Just a few days out from JWP 2022. Advisors: encourage students to practice, check schedule, come at 8 am to get set up. All faculty encouraged to to come.
 - ii. **Question:** is there a way online to see order of students giving oral presentations?
 - iii. **Response:** assuming will go in order of schedule, but will confirm.
- h. **CETAL** ([written report](#)) Professor B. Reissenweber
 - i. **Oral Report:** CETAL looking into practice of pedagogical partnership, which gives faculty real time insight from a student into how class is progressing—one test group this semester which went well. CETAL looking to start pilot program next

semester. There will be an informational session Tuesday April 12, 12:15, email following.

- ii. **Question from President Nugent:** have we urged midterm evaluations for more immediate feedback?
- iii. **Answer:** CETAL has discussed as a practice and many do it: not sure it has been formally urged.
- iv. **Response from President Nugent:** might be a good small project for CETAL, develop a template.
- v. **Response:** will bring back to CETAL.

8. Old Business

- a. none

9. New Business

- a. **Announcement** from President Nugent: Lincoln College will be closing suddenly. Attempting to find homes for students—a number of other colleges in region have made it clear to Lincoln college students they are welcome as transfer students in as flexible and reasonable a way as possible: IWU is doing the same with work from admissions, registrar's office. We did the same with McMurray students a few years ago: not expecting a lot of students, but it is the right thing to do. Opening up for questions, ideas.
- b. **Comment:** No favor to students to admit them when they are not qualified: highly in support of admitting qualified students on a case by case basis.
- c. **Comment:** agree with above: suggest each department works more tightly with admissions because of specific local conditions of each department with small numbers and tight course schedules.
- d. **Response from President Nugent:** an excellent point, though not anticipating changing curriculum for students
- e. **Question:** Is IWU prepared to match qualified students' current cost of attendance? Students have expressed concern
- f. **Response:** with our actual costs, the difference is actually within a few thousand dollars
- g. **Background from Admissions:** Lincoln is one of most diverse campuses in region, excited to have plans to be on campus next week, should be able to meet needs on case by case basis
- h. **Background from Asst Provost Roesner:** has been looking at their catalog and IPEDs data: most likely needs are in business, kinesiology, wildlife conservation. Lincoln College has been very clear in desire to work with institutions that accept all of their credits—that may be a difficulty in terms of our practices: may see motions from curriculum or CUPP as to appropriate exceptions.
- i. **Request:** in regards to earlier Student Senate presentation, would be helpful to have information about what we're doing as faculty in terms of mental health for students and see what is being done across campus: open forum, or a poll/google form with results disseminated.
- j. **Response from CUPP:** will add to constituent concerns, may not have time this semester with other agenda items.

- k. **Background from CETAL:** have been having informal discussion and shared resources on trauma informed pedagogy, but like the idea of amplifying and making a continuing focus. CETAL is not sure will have time this semester for poll/dissemination, but could contribute resources, make sure available in centralized location.
- l. **Comments:** this could be done by a volunteer committee as opposed to standing; could be done on facforum.
- m. **Comment/Background:** Mental Health Action Plan re-shared on comments and was one of major elements of work this semester co-sponsored by CETAL. Leverage current resources to determine best practices and what should best be done.
- n. **Clarification:** committee had decided not to house Mental Health Action Plan on IWU website because of privacy issues: Provost's office will re-send
- o. **Encouragement:** don't just leave suggestions in chat—pass on to committees and administration.
- p. **Comment:** from faculty side, many students are “dumping” concerns—is there an entity on campus that could offer a skill series on setting boundaries in terms of student mental health concerns? Chat seconded heavily.
- q. **Comment:** return to initial request knowing what others are doing may help with that sort of boundary issue. Michelle Gibbs offered to develop survey and share with facforum.

10. Administrative Reports

- a. President Report (oral report) President G Nugent
 - i. **Oral report:** Congratulations to Maggie and Abbie for their awards from student senate. Admitted Students Day last Saturday: great to have an in person gathering, almost 300 people there (strong interest in IWU-great news for future). Traveling a lot on presidential tour for alumni gatherings: great attendance, people excited about where they see University going. Thank faculty involved in new initiatives. IDEA center-have chosen architect, refining plans already moving forward on those.
- b. Provost Report (oral report) Provost M. Brodl
 - i. **Oral Report:** Add thanks to everyone who is doing tremendous work from Student Days to imagining new possibilities for programs we might be developing in future. Have been working with CUPP and CC on official name changes for programs/structured programs: Ames School of Art now Ames School of Art and Design. School of Business and Economics and School of Nursing and Health Sciences. Talking about building a department in communications that is highly interdisciplinary, including English, Theater, Business: a professional program grounded firmly in the liberal arts. It's an open door to participate in any of these conversations: please reach out if interested. Development of Titans Pathway led by Stephanie Davis-Kahl and Deborah Halperin—bundles the good things we are doing and increases their profile and visibility—encourage programs to customize this framework to their populations. Emphasis on learning by doing and accelerating learning. Three Es: engaged, experiential, entrepreneurial—importance of CEL and IDEA center in supporting these and continuing to make visible.

- ii. **Comment:** the emphasis on “entrepreneurial” cuts out a lot of students and faculty—social sciences and humanities are not included in these sort of initiatives—they create but are not “entrepreneurs.” Worry about this as a message and its similarity to what all other institutions are doing.
- iii. **Response:** does not have to be a “widget”—something like a podcast that’s not for a course specifically, founding a group for community needs, creating a documentary film—make for themselves what they desire, offer an environment for them to take risks. We need to think broadly about what entrepreneurial means.
- iv. **Response:** is term “entrepreneurial” the right one then—connection to business, business risk. Urge using a different word: create covers more.
- v. **Comment:** this seems to be going backwards. Have the goal, but not putting the planning into liberal arts skills: major entrepreneurs are actually creative and many come from liberal arts backgrounds

11. Announcements:

- a. [Link shared](#)
- b. Dean Coles: working on a transfer group with members from academic affairs, admissions, registrars and financial aid in response to Board of Trustee’s requests, looking for more communication and ways to help transfers: look for calls for information
- c. Friday 7:30: Final Symphony concert for the year
- d. Spring Choral Concert Sunday at 3 pm
- e. Remember JWP

9. Adjournment: 12:34 pm.

Respectfully Submitted,

Abigail Mann
Faculty Secretary

Curriculum Council Consent Agenda

Academic Year: 2021-22

April 27, 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
NA	134	Psychology Major	Psychology Major: See Addendum A	Revision to major	NONE	NONE
PSYC 359	143	Crime and the Justice System: A Social Psychology Perspective	Crime and the Justice System: A Social psychology Perspective: An exploration of topics related to the criminal justice system with a focus on areas such as eyewitness memory, jury behavior, causes of aggression, the reliability of profiling, etc. Particular emphasis will be placed on how some of these factors may lead to the conviction of innocent people. <i>Offered annually.</i>	Change prerequisite		W
NA	144	Psychology Minor	Psychology Minor: See Addendum B.	Revision to minor	NONE	NONE

Psychology major and minor revisions
Submitted 4/1/22

The revisions to the major and minor are the same; we are changing the requirements from “course units” to just “courses” in order to be more transfer-friendly.

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

Change to catalog language—

Current language:

Major Sequence in Psychology: A minimum of 11 course units in Psychology including:

Should now read:

Major Sequence in Psychology: A minimum of 11 courses in Psychology including:

The Curriculum Council moves that the faculty approve a revised Psychology minor.

Change to catalog language—

Current language:

Minor Sequence in Psychology: Six course units of which at least two are upper division.

Should now read:

Minor Sequence in Psychology: Six courses of which at least two are upper division.

Addendum B: A revision to the Psychology minor.

Rationale for changes to Psychology minor:

Currently, the Psychology department requires majors and minors to “make up” AP credit in Psyc 100 with another course here at IWU in psychology. In other words, if students received AP credit, we “check off” the Psyc 100 requirement but they are required to take an additional class to make up for this. This rule was in place to ensure all students were graduating with the same number of psychology classes.

Upon discussing the issue, the department feels this “make up” rule is not necessary—we feel that the information students learn in their AP psychology courses (if they received the AP credit) is similar enough to our Psyc 100: General Psychology course that there is no need for students to “make up” having taken the AP course. Additionally, we feel this change will be more transfer-friendly (and student-friendly) in general.

Upon searching the catalog, we actually did not see mention of this rule for the major requirements (even though that has been the practice). We did, however, find mention in the minor, so that is where we are proposing the catalog change.

We are therefore proposing to remove the line in the minor intro that says “If students meet competencies through advanced placement or through coursework in another department, they must take additional courses to meet unit requirements.”

Note: “The coursework in another department” line we wish to delete as well—we allow students to fulfill the methodology requirement with courses in other classes and this is even listed in the specific course options (the language also seems to violate the “double counting” opportunity)

Current language:

Minor Sequence in Psychology:

Six course units of which at least two are upper division. If students meet competencies through advanced placement or through coursework in another department, they must take additional courses to meet unit requirements.

Proposed changes:

Six courses units of which at least two are upper division. ~~If students meet competencies through advanced placement or through coursework in another department, they must take additional courses to meet unit requirements.~~

Proposed language:

Six courses of which at least two are upper division.

CUPP Report

April 27 , 2022

CUPP has met three times since the April 6 meeting.

Two meetings were mostly consumed by discussion of tenure line proposals and voting on the proposals. The following proposals (listed in alphabetical order) were recommended for approval:

English
Library
School of Nursing and Health Sciences
School of Theatre Arts
Sociology

In a second round of voting, CUPP recommended approval for The School of Business and Economics tenure line if a sixth line is funded.

The following proposals (in alphabetical order), received conditional approval:

Chemistry
Mathematics
Physics (1 of 2)

These results were communicated to the Provost and Associate Provost.

CUPP has been asked by the Provost to help identify two faculty to serve on a summer work group on adult education. We received a draft of the call and suggested some edits. Once complete we will distribute the call with the plan of running an election. It is worth noting CUPP suggested more than two faculty be on the work group and the stipends be larger.

CUPP also discussed a constituent concern about the shortened time period for final exams and the practice of evening exams. Considering the Student Senate report at the last meeting, it seems that the final exam schedule should be revisited to reduce student stress.

I would also like to thank my CUPP colleagues for their work and dedication this year. Myself and Gabe spalding will be done with our terms and no one has volunteered to replace either of us. This is concerning given the role CUPP plays on campus.

Respectfully submitted

Dave Bollivar

Curriculum Council Report
Apr. 27, 2022

The CC met two times between the Apr. 8 and Apr. 27 faculty meetings, but failed to make quorum in one instance. A final meeting for changeover is planned to occur following finals.

Five requests for curricular changes were approved to bring before the faculty (please see the Consent Agenda, as well as CC Motion 1 and CC Motion 2).

CC finalized motions for extending the withdrawal deadlines for courses (CC Motion 3) and for incorporating DEI into course design/syllabi (CC Motion 4). Motion 3 was approved by CC with a vote of 5 for and 1 against. Motion 4 was approved unanimously.

During this time, CC had extensive discussions about two other topics. The first was accepting students from Lincoln College following the closure of that institution. The Council discussed issues with accepting transfer students from closed colleges. Transfer students entering their final year, who had completed a different set of General Education requirements that did not necessarily meet the entire Shared Curriculum, face a particular challenge in graduating within four years (total). The Council decided that it had no concerns about extending exceptions to students under those narrow and unfortunate circumstances (students from a closing institution with three years of credit). No formal policy was developed, it was determined that any possible transfers would need to be dealt with on a case-by-case basis.

The second topic was the creation of majors/minors/certificates that include courses provided via a consortial arrangement with another institution. The Council drafted, revised, and approved additions to the CC Handbook that provide guidelines to faculty on how to incorporate these courses into their majors and minors.

Other ongoing items were organized into a carryover agenda for the 2022-2023 academic year.

The chair of CC would like to recognize the hard work and dedication of all committee members from the the 2021-2022 Academic year: Julie Ballard, Lydia Bertschi, Amy Coles, Carmela Ferradáns, Robert Irons, Chisato Kojima, Jim Simeone, and Chris Sweet.

Respectfully submitted by Wm. Aaron Wilson, Chair of CC

The Curriculum Council moves that the faculty delete the existing Journalism and New Media Studies minor and approve a revised Journalism and Communication minor.

Description of the revised minor:

Minor Sequence in Journalism and Communication

A minimum of 6 courses and a minimum of 2 at the 300-400 level:

1. JOUR 211: Writing for Media

2. One Course in Media Audience and Analysis:

ENGL 109: Poetry through Performance

ENGL 313: Stand-Up Poetry*

FLM 110: Film Aesthetics

HIST 154: Film and History, US

HIST 249: Growing Up in America

HIST 255: Museums: Making History Come Alive!

SOC 250: Media and Popular Culture

3. One course in Visual Design and Production:

ART 141: Graphic Design

ART 240: Digital Photography

ART 241: Graphic Design II: The Image & Design*

ART 242: Graphic Design: Web Design (or equivalent through LCMC)

ART 342: Graphic Design: Advanced Web Design (or equivalent through LCMC)*

FLM 330: Videography*

FLM 431: Directed Study in Video Production*

4. One course in Professional Writing:

JOUR 212: Opinion Writing

JOUR 213: New Media

JOUR 315: Public Relations and Strategic Communication*

JOUR 325: Feature Writing and In-Depth Reporting*

5. Two additional courses from categories 3 and 4 above or from the following list of electives:

BUS 331: Marketing: Principles and Management

BUS 332: Marketing in Services Industries and Not-for-Profit Organizations*

BUS 333: Marketing Channels*
ENGL 206: Creative Nonfiction
ENGL 335: Internship in Professional Writing
ENGL 374: Editing and Publishing*
JOUR 397: Internship in Editing and Publishing
PSCI 398 / SOC 398: Grant Writing*

Students should check required prerequisites for courses indicated by an asterisk ().

This will replace the current Minor Sequence in Journalism and New Media Studies:

Minor Sequence in Journalism and New Media Studies (6 courses):

A minimum of six courses from English departmental offerings is required:

1. JOUR 211 [**Now JOUR 211: Writing for Media**]
2. Four courses from ENGL 206 [**an option, under 4**], JOUR 212 [**an option, under 4**], 213 [**an option, under 4**], 315 [**an option, under 4**], 325 [**an option, under 4**], at least one of which must be at the 300 level or above
3. JOUR 397 [**an option, under 5**] or ENGL 335 [**an option, under 5**]

Clarification of the proposed changes, describing how they differ from current requirements:

In Fall, 2018, English added the Journalism and New Media Studies minor to our offerings. However, the main component that involves this minor with new media studies is a single, elective course (JOUR 213: New Media). The Journalism and New Media Studies minor really has been a journalism minor.

With the proposed revision, English is mostly catching the minor up to what it could be, incorporating into it possibilities from other disciplines, embracing the notion that communication today, of course, requires capability as a writer, but also can and should encompass so much more, including skills with engaging with and producing in other media (such as film and the visual arts) and solidifying the link to professionalization (with marketing and grant writing).

Here, the writerly enterprise is still emphasized, with at least two required writing courses: JOUR 211 and at least one other course in Professional Writing. Students who wish to engage the minor in such a way to emphasize journalism may continue to do so, taking up to four courses that are from what is the current Journalism and New Media Studies minor. However, now, Journalism and Communication also is a more open minor, one that allows students to create their own pathways through it. With revisions made since 2018 to our double-counting policies, it might more readily

attract additional students from other disciplines (including graphic design and business) who see the minor as offering a way to expand their interests in their chosen field.

Upon what are your new program requirements based?

They are supported by a survey of similar programs.

As a part of the 2019-20 university-wide program review, English looked closely at communication programs with an eye toward incorporating more communication into English curricular offerings. English is still interested in doing this, but nothing yet has happened in terms of moving forward with this kind of initiative. This is understandable. Such a move would require a commitment of resources, and it's not clear that such an investment is possible at this point.

With the creation of this minor, English is doing what we can to make communication happen in a feasible way, using courses already offered at IWU, including journalism, public relations, and media arts (film and graphic design, and web design).

The curriculum we propose generally aligns with similar curricula. A few examples include:

Monmouth Media Studies minor: four courses: COMM 261 Mass Media and Modern Society; COMM 269 Multi-Media Production; PUBR 267 Layout and Design; PUBR 363 Media and Public Relations Writing; and at least one COMM workshop (0.25 credit).

Loyola University Chicago Communication minor: six courses: one course in oral communication (public speaking); one course in written communication (reporting basics or organizational communication); four courses in applied communication (includes intro to video for journalists; advertising; public relations; web design).

Northeastern Illinois University Minor in Media: five courses: one production/writing course (such as media writing, news writing, video production), one content/theory course (public relations, film, gender and media), and three electives.

Even though each of these schools has communication faculty, key features of our proposed minor align nicely with key features of theirs: writing for media; public relations; multi-media and visual design.

How does the proposed change affect staffing?

It doesn't.

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

Yes. I have contacted the chairs and directors of all of the involved academic units (Business; History; the School of Art; the School of Theatre Arts (for film); Political Science; Sociology), and all have signed off on this minor.

Explain how the library, computer, media or other resources are or are not adequate.

Existing resources are adequate.

The Curriculum Council proposes that the faculty adopt revisions to the Environmental Studies program.

Proposal

The Environmental Studies department proposes to transform the Environmental Studies major in the following ways:

1. Transform the General major into a concentration in Nature and Society.
2. Combine the International Environmental Sustainability (IES) and Environmental Policy concentrations into a Global Sustainability, Policy, and Justice (GSPJ) major.
3. Transform courses in the natural sciences to provide the best opportunities for students (separate requests on the Consent Agenda).
4. Edit and update the language and course lists for the major.

Rationale

1. *What are the current requirements and what are the proposed changes?*

None of the core requirements or requirements for the Ecology concentration will be changing.

The General major currently requires two Natural Science electives and three Social Science/Humanities electives from approved lists. The new concentration in Nature and Society will require two Natural Science electives, two Social Science/Humanities electives, and one course that can be chosen from any approved environmental studies course.

The GSPJ concentration should really be considered a brand new concentration, due to its differences from either the IES or Environmental Policy concentrations. In addition to the core courses, the GSPJ concentration will require one course in the following areas: US environmental studies, international environmental studies, economics and development, and environmental justice (along with one elective). While most of these categories are new, the IES concentration did require an international politics class, and one of the options for US environmental studies (American Environmental Politics and Policy) was formerly a required course for Environmental Policy.

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

A number of different factors led us to these proposed revisions. First, as a part of the PETF process, it was recommended that ES decrease the number of degree pathways from four (including a General major and three concentrations) to two. A close look at data on enrollments in ES revealed that three pathways were either holding roughly steady (General major and IES) or increasing (Ecology) with time. Environmental Policy decreased from 8 students in Fall of 2014 to 2 presently. It was determined that there was not enough student interest to support both Environmental Policy (historically focused on the US) and IES (historically focused internationally). Combining these two concentrations into a single global concentration would build on the international expertise of our faculty (noted by our

external reviewers in 2016) and allow for a more extensive mix of classes by making space for other US and international courses in a single concentration.

Secondly, a survey of peer and aspirant institutions indicated that this change would put us closer to our peer and aspirant institutions, who tend to either have a similar number of concentrations to our proposed system (median = 1.5, mean = 2.64). We also have options that fall into popular categories amongst our peer and aspirants. Roughly 9% of concentrations surveyed involved Ecology and/or Conservation, while another 9% were global or international in nature. No one category scored higher than 9% by this metric.

Finally, some of our changes were made due to forces outside of our control. Due to decisions made by the Board of Trustees to release tenured faculty, we will no longer have access to Anthropology courses. Some of these courses made up a requirement for the IES concentration, making that concentration impossible to reliably continue as currently written. Other plans to expand humanities offerings have also been impacted by retirements and the closure of the Religion department. Considering the uncertainty of our offerings, many of our decisions were guided by what would we could reliably offer to students, in order to ensure a positive student experience.

3. *How does the proposed change affect staffing?*

Quite the opposite, all changes have been made to fit within current staffing levels. This includes considerations of course frequency, as well as course number. While we have deleted very few courses from our Catalog language (see attached), we anticipate the deletion of several courses in the coming years. All ES requirements have been made such that all courses (or course combinations) will be available at least every other year. This is also related to our other requests on the Consent Agenda: editing two existing courses, creating a new course, and creating a new experimental course. These changes will increase the frequency and flexibility of course offerings.

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

As an interdisciplinary program, the majority of our courses are either cross-listed or within other academic units. The response of chairs/directors in ANTH, BIOL, CHEM, ECON, ENGL, HIST, PHIL, PHYS, PSCI, PSYC, and SOC are attached in another document.

5. *Explain how the library, computer, media or other resources are or are not adequate?*

To the best of our knowledge, these changes to the major will not require any additional resources. We will continue to work with the library to ensure that adequate resources are available for all ENST courses.

PROPOSED CHANGES

ENVIRONMENTAL STUDIES

Wilson, Brown, Jahiel, and affiliated faculty (Engen, Fuist, Harper, Jaggi, Kunce, Lehr, Mafazy, Mohan, Munro, Reissenweber, Rushlow, Simeone, and Springwood)

Environmental Studies addresses a broad range of issues concerning the relationship of human beings with the natural world. Understanding these issues requires that knowledge from diverse disciplines be brought together, and new modes of thinking be developed. At Illinois Wesleyan, the Environmental Studies Program is designed to provide students with a basic knowledge of the scientific concepts, the societal factors – cultural, political, and economic – and the ethical dimensions behind environmental issues. The program includes both inter-disciplinary courses and courses that address environmental issues from a variety of disciplinary perspectives, and offers both a major and a minor degree. Students majoring in Environmental Studies have ~~four~~ **three pathways to complete their degrees, concentrations in the following areas: Ecology; Global Sustainability, Policy, and Justice; and Nature and Society.** ~~They can pursue a General Major in Environmental Studies, expanding upon the core courses required of all majors, with additional course work in the natural sciences, humanities and social sciences. Alternatively, students can pursue a specialist degree in which they attain in-depth knowledge of a particular area of study through completion of a Concentration in one of three fields: Ecology, Environmental Policy, or International Environmental Sustainability. The General Major in Environmental Studies provides the flexibility necessary for those interested in the environment but as yet undecided in their career path to pursue their interests and develop a broad base of knowledge in the field. All concentrations are designed especially for those who intend~~ **prepare students to pursue graduate education or employment in a range of environmental fields, including environmental science, environmental policy or law, or international sustainable development.**

A student who wishes to pursue a disciplinary major, but would like to supplement ~~their~~ **his or her** education with coursework on the environment, should consider pursuing an Environmental Studies Minor. All students seeking an Environmental Studies degree should consult with the ES Director early in their studies to determine which course of study is most appropriate for achieving their desired goals.

Requirements for All Pathways to the Major Concentrations:

A minimum of 11 courses (at least four of which are at the 300-level or above) to include the following core and pathway requirement:

A. Core Requirements:

1. ***Society and environment requirement:*** ENST 100: Environment and Society
2. ***Ecology requirement:*** specified below per chosen pathway
3. ***Earth science requirement:*** ENST 230: Earth Systems Science
4. ***Ethics requirement:*** either ENST 365: Ethical Dilemmas in Environmental Politics or PHIL 301: Ethics and the Environment
5. ***Methods requirement:*** specified below per chosen pathway
6. ENST 480: Senior Seminar: Creating a Sustainable Society

B. Pathway Concentration Requirements:

Five courses selected to complete the requirements specified below for one of the ~~four~~ **three** pathways **concentrations** to the major (~~General Major in Environmental Studies~~, Ecology concentration, ~~Environmental Policy~~ **Global Sustainability, Policy, and Justice** concentration, or ~~International Environmental Sustainability~~ **Nature and Society** concentration).

It is recommended that all majors study abroad.

No more than one internship (ENST 397) may be used to fulfill the requirements for the major or the minor.

Students who complete an Environmental Studies major cannot also complete an Environmental Studies minor.

Students should check required prerequisites for courses indicated by an asterisk (*).

~~It is recommended that all majors study abroad.~~

Requirements for the Minor:

A minimum of 6 courses (at least two of which are at the 300-level or above) to include the following ~~core and pathway requirement~~:

1. ENST 100: Environment and Society
2. ENST 230: Earth Systems Science or ENST 120: Ecology and Environmental Problems
3. ENST 397: Internship or ENST 480: Senior Seminar: Creating a Sustainable Society, taken in the junior or senior year.
4. Three additional courses from the list of Environmental Studies courses listed under the ~~General major~~ **Environmental Studies Electives List** below, **as well as:**

ENST 200 Introduction to Geographic Information Systems

It is recommended that students pursuing a minor take an introductory environmental ethics course (ENST/PSCI 365: Ethical Dilemmas in Environmental Politics or PHIL 301: Ethics and the Environment).

No more than one internship (ENST 397) may be used to fulfill the minor requirements.

GENERAL MAJOR IN ENVIRONMENTAL STUDIES

(Advisors: Brown, Wilson)

~~A. Students pursuing a General Major in Environmental Studies must complete the following ES core requirements, in addition to those core courses listed above:~~

~~ENST/BIOL 120: Ecology and Environmental Problems to fulfill the ES core Ecology requirement.~~

~~One course from the following list to fulfill the ES core Methods requirement:~~

~~ENST 200: Introduction to Geographic Information Systems~~

~~PSYC 227: Statistics~~

~~BIOL 323: Biostatistics and Experimental Design*~~

~~ECON 227: Statistics for Business and Economics~~

~~SOC 225: Methods of Social Research~~

~~PSCI 392: Empirical Political Research~~

~~B. Students pursuing a General Major must additionally complete the following pathway requirements:~~

ENVIRONMENTAL STUDIES ELECTIVES LIST

Natural Science Electives

ENST 115/PHYS 120: Energy and Society
ENST/CHEM 130: Chemistry of the Environment
ENST/CHEM 135: Water Quality
ENST/CHEM 138: Better Living Through Green Chemistry
~~BIOL 322: Herpetology*~~
~~BIOL 324: Principles of Ecology*~~
~~ENST/BIOL 318: Field Ornithology*~~
ENST 231: Environmental Science in Action
ENST/CHEM 234: Environmental Chemistry and Toxicology
~~PHYS 239: Problems of Nuclear Disarmament~~
ENST 240: Health and the Environment
ENST 241: War on Cancer: Does Environment Matter?
ENST 242: Toxic Threats to Reproduction and Child Development
ENST 300: Applied Geographic Information Systems
ENST/BIOL 318: Field Ornithology*
ENST/BIOL 321: Conservation Biology and Restoration Ecology*
BIOL 322: Herpetology*
BIOL 324: Principles of Ecology*
ENST/BIOL 329: Stream Ecology*
ENST/BIOL 350: Tropical Ecology*

~~Three courses from the approved Humanities and Social Science **Electives** list:~~

~~ENGL 220: American Ground Zero~~
~~ENGL 220: Thinking like a Mountain: Literature and Environmental Consciousness~~
~~ENGL 320: Fiction and Field Study~~
ENST/HIST 248: American Environmental History
ENST/PSCI 260: American Environmental Politics
ENST/**PSCI** 262: Global Sustainability and Asian Development
ENST/ANTH 274: Peoples and Cultures of East Africa
ENST/ANTH 276: Native Americans and the Environment
ENST/ANTH 288: Consuming Passions: The Anthropology of Food
ENST 300: Applied Geographic Information Systems
ENGL 320: Fiction and Field Study*
ENST/PSYC 355: Psychology and the Environment
HIST 360: Modern Brazil
~~ENST/PSCI 360: Comparative Environmental Politics~~
ENST/PSCI 361: Globalization and the Environment
ENST/PSCI 362: Global Sustainability and Asian Development
ENST/PSCI 363: Global Responses to Climate Change
ENST/SOC 367: Environmental Sociology
ENST/ECON 370: Environmental and Natural Resources Economics

Common Substitutions (All require approval of ES adviser and Program Director):

~~ENST 250: Directed Readings in Environmental Studies, with approval of~~

~~supervising faculty member and ES advisor~~

~~ENST 270: Special Topics, when approved as a humanities and social science course~~

ENST 275: Experimental Course in Environmental Studies

~~ENST 370: Special Topics, when approved as a humanities and social science course~~

ENST 375: Experimental Course in Environmental Studies

~~ENST 397: Internship*, with approval of ES faculty advisor~~

~~ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor~~

~~ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor~~

CONCENTRATIONS IN THE MAJOR

ECOLOGY (Advisors: Harper, Wilson)

A. Students concentrating in Ecology must complete the following ES core requirements, in addition to those core courses listed above **for all concentrations:**

Ecology requirement: BIOL 324: Principles of Ecology* ~~to fulfill the ES core Ecology requirement~~

Methods requirement: BIOL 323: Biostatistics and Experimental Design* ~~to fulfill the ES core Methods requirement~~

B. Students concentrating in Ecology must additionally complete the following ~~pathway~~ requirements:

ENST 200: Introduction to Geographic Information Systems

ENST/BIOL 321: Conservation Biology and Restoration Ecology*

*Two courses **Ecology Electives** from the following list:*

BIOL 216: Introduction to Evolution*

ENST/CHEM 234: Environmental Chemistry and Toxicology

BIOL 306: Plant and Fungal Diversity*

BIOL 314: Microbiology*

BIOL/ENST 318: Field Ornithology*

BIOL 319: Biology of Invertebrates*

BIOL 322: Herpetology*

BIOL 327: Experimental Ecology*

ENST/BIOL 329: Stream Ecology*

BIOL 345: Behavioral Ecology*

~~BIOL 306: Plant and Fungal Diversity*~~

~~BIOL 314: Microbiology*~~

~~BIOL 327: Experimental Ecology*~~

BIOL/ENST 350: Tropical Ecology*

~~ENST/CHEM 234: Environmental Chemistry and Toxicology~~

One course from the Humanities and Social Science Electives list above.

Substitutions may be made from the list of Common Substitutions (above), as well as:

~~ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor~~

~~ENST 270: Special Topics, when approved by the program director~~
~~ENST 370: Special Topics, when approved by the program director~~
~~ENST 397: Internship*, with approval of ES faculty advisor~~
~~ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor~~
~~ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor~~
MATH 300: Mathematical Modeling*, with approval of ES advisor

~~One course from the Humanities and Social Science Electives list included under the General Major above:~~

Depending on their career interests, and in consultation with their concentration advisor, students should consider taking CHEM 201, 202, 311 and 312; and PHYS 105 and 106

GLOBAL SUSTAINABILITY, POLICY, AND JUSTICE (Advisor: Jahiel)

A. Students concentrating in Global Sustainability, Policy, and Justice must complete the following ES core requirements, in addition to those core courses listed above for all concentrations:

Ecology requirement: ENST/BIOL 120 Ecology and Environmental Problems

Methods requirement: One course from the following:

ENST 200: Introduction to Geographic Information Systems

SOC 225: Methods of Social Research

ECON 227: Statistics for Business and Economics

PSYC 227: Statistics

ENST 300: Applications in Geographic Information Systems

BIOL 323: Biostatistics and Experimental Design*

PSCI 392: Empirical Political Research

B. Students concentrating in Global Sustainability, Policy, and Justice must additionally complete the following pathway requirements:

US Requirement: One course from the following:

ENST/HIST 248: American Environmental History

ENST/PSCI 260: American Environmental Politics and Policy

ENST/SOC 367: Environmental Sociology

International Requirement: One course from the following:

ENST/PSCI 361: Globalization and the Environment

ENST/PSCI 362: Global Sustainability and Asian Development

ENST/PSCI 363: Global Responses to Climate Change

Economics/Development Requirement: One course from the following:

PSCI 326: Globalization and Development

ENST/ECON 370: Environment and Natural Resource Economics

Environmental Justice Requirement: One course from the following:

ENST/PSCI 260 -American Environmental Politics

SOC 340 - Social Movements and Politics in the U.S.

ENST/PSCI 362 - Global Sustainability and Asian Development

ENST/SOC 367 - Environmental Sociology

Elective: One course from the Environmental Studies Electives list

NATURE AND SOCIETY (Advisors: Jahiel, Wilson)

A. Students concentrating in Nature and Society must complete the following ES core requirements, in addition to those core courses listed above for all concentrations:

Ecology requirement: ENST/BIOL 120 Ecology and Environmental Problems

Methods requirement: One course from the following:

ENST 200: Introduction to Geographic Information Systems

SOC 225: Methods of Social Research

ECON 227: Statistics for Business and Economics

PSYC 227: Statistics

ENST 300: Applications in Geographic Information Systems

BIOL 323: Biostatistics and Experimental Design*

PSCI 392: Empirical Political Research

B. Students concentrating in Nature and Society must additionally complete the following pathway requirements:

Natural Science requirement: Two courses from the list of Natural Science Electives or Common Substitutes (above).

Social Science requirement: Two courses from the list of Social Science Electives or Common Substitutes (above).

Exploration requirement: Any course from the full list of Environmental Science Electives, or Common Substitutes, or any course with an ENST designation.

Nature and Society students are recommended to speak with their advisor about which courses will best fit their interests and professional aspirations.

ENVIRONMENTAL POLICY

(Advisor: Jahiel)

A. Students concentrating in Environmental Policy must complete the following ES core requirements, in addition to those core courses listed above:

ENST/BIOL 120: Ecology and Environmental Problems, to fulfill the ES core Ecology requirement

One course from the following list, to fulfill the ES core Methods requirements:

BIOL 323: Biostatistics and Experimental Design*

ECON 227: Statistics for Business and Economics

ENST 200: Introduction to Geographic Information systems

PSCI 392: Empirical Political Research

PSYC 227: Statistics

SOC 225: Methods of Social Research

B. Students concentrating in Environmental Policy must additionally complete the following pathway requirements:

ENST/PSCI 260: American Environmental Politics

One course from the following list:

PSCI 341: Congress and the Legislative Process*

ENST/SOC 367: Environmental Sociology

Two Courses from the following list:

ECON 100: Introduction to Economics

PSCI 201: State and Local Government*

ENGL 220: American Ground Zero

ENST/HIST 248: American Environmental History

ENST/ANTH 276: Native Americans and the Environment

PSCI 341: Congress and the Legislative Process*

ENST/PSYC 355: Psychology and the Environment*

ENST/SOC 367: Environmental Sociology

PSCI/SOC 398: Grant Writing

PSCI/SOC 395: Action Research Seminar

ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor

ENST 270: Special Topics, when approved by the program director

ENST 370: Special Topics, when approved by the program director

ENST 397: Internship*, with approval of ES faculty advisor

ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor

ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor

One course from the Natural Science list included under the General Major above:

INTERNATIONAL ENVIRONMENTAL SUSTAINABILITY

(Advisor: Jahiel)

A. Students concentrating in International Environmental Sustainability must complete the following ES core requirements, in addition to those core courses listed above:

ENST/BIOL 120: Ecology and Environmental Problems, to fulfill the ES core Ecology requirement

One course from the following list to fulfill the ES core Methods requirement:

BIOL 323: Biostatistics and Experimental Design*

ECON 227: Statistics for Business and Economics

ENST 200: Introduction to Geographic Information Systems

PSCI 392: Empirical Political Research

PSYC 227: Statistics

SOC 225: Methods of Social Research

B. Students concentrating in International Environmental Sustainability must additionally complete the following pathway requirements:

PSCI 326: Globalization and Development

One course from the following list:

ENST/ANTH 274: Peoples and Cultures of East Africa

ENST/ANTH 288: Consuming Passions: The Anthropology of Food

One course from the following list:

ENST/PSCI 361: Globalization and the Environment

ENST/PSCI 362: Global Sustainability and Asian Development

ENST/PSCI 363: Global Responses to Global Climate Change

One course from the following list:

PHYS 239: Problems of Nuclear Disarmament

ENST/PSCI 262: Global Sustainability and Asian Development

ENST/ANTH 274: Peoples and Cultures of East Africa

ENST/ANTH 288: Consuming Passions: The Anthropology of Food

PSCI 303: International Law and Organization

HIST 360: Modern Brazil

ENST/PSCI 360: Comparative Environmental Politics

ENST/PSCI 361: Globalization and the Environment

ENST/PSCI 362: Global Sustainability and Asian Development

ENST/PSCI 363: Global Responses to Global Climate Change

ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor

ENST 270: Special Topics, when approved by the program director

ENST 370: Special Topics, when approved by the program director

ENST 397: Internship*, with approval of ES faculty advisor

ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor

ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor

One course from the Natural Science list included under the General Major above.

CURRENT CATALOG LANGUAGE

ENVIRONMENTAL STUDIES

Wilson, Brown, Jahiel, and affiliated faculty (Engen, Fuist, Harper, Jaggi, Kunce, Lehr, Mafazy, Mohan, Munro, Reissenweber, Simeone, and Springwood)

Environmental Studies addresses a broad range of issues concerning the relationship of human beings with the natural world. Understanding these issues requires that knowledge from diverse disciplines be brought together, and new modes of thinking be developed. At Illinois Wesleyan, the Environmental Studies Program is designed to provide students with a basic knowledge of the scientific concepts, the societal factors – cultural, political, and economic – and the ethical dimensions behind environmental issues. The program includes both inter-disciplinary courses and courses that address environmental issues from a variety of disciplinary perspectives, and offers both a major and a minor degree. Students majoring in Environmental Studies have four pathways to complete their degrees. They can pursue a General Major in Environmental Studies, expanding upon the core courses required of all majors, with additional course work in the natural sciences, humanities and social sciences. Alternatively, students can pursue a specialist degree in which they attain in-depth knowledge of a particular area of study through completion of a Concentration in one of three fields: Ecology, Environmental Policy, or International Environmental Sustainability. The General Major in Environmental Studies provides the flexibility necessary for those interested in the environment but as yet undecided in their career path to pursue their interests and develop a broad base of knowledge in the field. The Concentrations are designed especially for those who intend to pursue graduate education or employment in environmental science, environmental policy or law, or international sustainable development. A student who wishes to pursue a disciplinary major, but would like to supplement his or her education with coursework on the environment, should consider pursuing an Environmental Studies Minor. All students seeking an Environmental Studies degree should consult with the ES Director early in their studies to determine which course of study is most appropriate for achieving their desired goals.

Requirements for All Pathways to the Major:

A minimum of 11 courses (at least four of which are at the 300-level or above) to include the following core and pathway requirement:

A. Core Requirements:

1. ENST 100: Environment and Society
2. *Ecology requirement:* specified below per chosen pathway
3. ENST 230: Earth Systems Science
4. *Ethics requirement:* either ENST 365: Ethical Dilemmas in Environmental Politics or PHIL 301: Ethics and the Environment
5. *Methods requirement:* specified below per chosen pathway
6. ENST 480: Senior Seminar: Creating a Sustainable Society

B. Pathway Requirements

Five courses selected to complete the requirements specified below for one of the four pathways to the major (General Major in Environmental Studies; Ecology concentration, Environmental Policy concentration, or International Environmental Sustainability concentration).

No more than one internship (ENST 397) may be used to fulfill the requirements for the major or the minor.

Students who complete an Environmental Studies major cannot also complete and Environmental Studies minor.

Students should check required prerequisites for courses indicated by an asterisk (*).

It is recommended that all majors study abroad.

Requirements for the Minor:

A minimum of 6 courses (at least two of which are at the 300-level or above) to include the following core and pathway requirement:

1. ENST 100: Environment and Society
2. ENST 230: Earth Systems Science or ENST 120: Ecology and Environmental Problems
3. ENST 397: Internship or ENST 480: Senior Seminar: Creating a Sustainable Society, taken in the junior or senior year.
4. Three additional courses from the list of Environmental Studies courses listed under the General major below.

It is recommended that students pursuing a minor take an introductory environmental ethics course (ENST/PSCI 365: Ethical Dilemmas in Environmental Politics or PHIL 301: Ethics and the Environment).

No more than one internship (ENST 397) may be used to fulfill the minor requirements.

GENERAL MAJOR IN ENVIRONMENTAL STUDIES

(Advisors: Brown, Wilson)

A. Students pursuing a General Major in Environmental Studies must complete the following ES core requirements, in addition to those core courses listed above:

ENST/BIOL 120: Ecology and Environmental Problems to fulfill the ES core *Ecology* requirement.

One course from the following list to fulfill the ES core Methods requirement:

ENST 200: Introduction to Geographic Information Systems

PSYC 227: Statistics

BIOL 323: Biostatistics and Experimental Design*

ECON 227: Statistics for Business and Economics

SOC 225: Methods of Social Research

PSCI 392: Empirical Political Research

B. Students pursuing a General Major must additionally complete the following pathway requirements:

Two courses from the approved Natural Science list:

ENST 115/PHYS 120: Energy and Society

ENST/CHEM 130: Chemistry of the Environment

ENST/CHEM 135: Water Quality

BIOL 322: Herpetology*

BIOL 324: Principles of Ecology*

ENST/BIOL 318: Field Ornithology*

ENST 231: Environmental Science in Action

ENST/CHEM 234: Environmental Chemistry and Toxicology

PHYS 239: Problems of Nuclear Disarmament

ENST 240: Health and the Environment
ENST 241: War on Cancer: Does Environment Matter?
ENST 242: Toxic Threats to Reproduction and Child Development
ENST/BIOL 321: Conservation Biology and Restoration Ecology*
ENST/BIOL 350: Tropical Ecology*
ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor
ENST 270: Special Topics, when approved as a natural science course
ENST 370: Special Topics, when approved as natural science course
ENST 397: Internship*, with approval of ES faculty advisor
ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor
ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor

Three courses from the approved Humanities and Social Science list:

ENGL 220: American Ground Zero
ENGL 220: Thinking like a Mountain: Literature and Environmental Consciousness
ENGL 320: Fiction and Field Study
ENST/HIST 248: American Environmental History
ENST/PSCI 260: American Environmental Politics
ENST 262: Global Sustainability and Asian Development
ENST/ANTH 274: Peoples and Cultures of East Africa
ENST/ANTH 276: Native Americans and the Environment
ENST/ANTH 288: Consuming Passions: The Anthropology of Food
ENST/PSYC 355: Psychology and the Environment
HIST 360: Modern Brazil
ENST/PSCI 360: Comparative Environmental Politics
ENST/PSCI 361: Globalization and the Environment
ENST/PSCI 362: Global Sustainability and Asian Development
ENST/PSCI 363: Global Responses to Climate Change
ENST/SOC 367: Environmental Sociology
ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor
ENST 270: Special Topics, when approved as a humanities and social science course
ENST 370: Special Topics, when approved as a humanities and social science course
ENST 397: Internship*, with approval of ES faculty advisor
ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor
ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor

CONCENTRATIONS IN THE MAJOR

ECOLOGY (Advisors: Harper, Wilson)

A. Students concentrating in Ecology must complete the following ES core requirements, in addition to those core courses listed above:

BIOL 324: Principles of Ecology* to fulfill the ES core *Ecology* requirement
BIOL 323: Biostatistics and Experimental Design* to fulfill the ES core *Methods* requirement

B. Students concentrating in Ecology must additionally complete the following pathway requirements:

ENST 200: Introduction to Geographic Information Systems

ENST/BIOL 321: Conservation Biology and Restoration Ecology*

Two courses from the following list:

BIOL 216: Introduction to Evolution*

BIOL/ENST 318: Field Ornithology*

BIOL 319: Biology of Invertebrates*

BIOL 322: Herpetology*

BIOL 345: Behavioral Ecology*

BIOL 306: Plant and Fungal Diversity*

BIOL 314: Microbiology*

BIOL 327: Experimental Ecology*

BIOL/ENST 350: Tropical Ecology*

ENST/CHEM 234: Environmental Chemistry and Toxicology

ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor

ENST 270: Special Topics, when approved by the program director

ENST 370: Special Topics, when approved by the program director

ENST 397: Internship*, with approval of ES faculty advisor

ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor

ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor

MATH 300: Mathematical Modeling*, with approval of ES advisor

One course from the Humanities and Social Science list included under the General Major above.

Depending on their career interests, and in consultation with their concentration advisor, students should consider taking CHEM 201, 202, 311 and 312; and PHYS 105 and 106

ENVIRONMENTAL POLICY (Advisor: Jahiel)

A. Students concentrating in Environmental Policy must complete the following ES core requirements, in addition to those core courses listed above:

ENST/BIOL 120: Ecology and Environmental Problems, to fulfill the ES core Ecology requirement

One course from the following list, to fulfill the ES core Methods requirements:

BIOL 323: Biostatistics and Experimental Design*

ECON 227: Statistics for Business and Economics

ENST 200: Introduction to Geographic Information systems

PSCI 392: Empirical Political Research

PSYC 227: Statistics

SOC 225: Methods of Social Research

B. Students concentrating in Environmental Policy must additionally complete the following pathway requirements:

ENST/PSCI 260: American Environmental Politics

One course from the following list:

PSCI 341: Congress and the Legislative Process*

ENST/SOC 367: Environmental Sociology

Two Courses from the following list:

ECON 100: Introduction to Economics

PSCI 201: State and Local Government*

ENGL 220: American Ground Zero

ENST/HIST 248: American Environmental History

ENST/ANTH 276: Native Americans and the Environment

PSCI 341: Congress and the Legislative Process*

ENST/PSYC 355: Psychology and the Environment*

ENST/SOC 367: Environmental Sociology

PSCI/SOC 398: Grant Writing

PSCI/SOC 395: Action Research Seminar

ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor

ENST 270: Special Topics, when approved by the program director

ENST 370: Special Topics, when approved by the program director

ENST 397: Internship*, with approval of ES faculty advisor

ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor

ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor

One course from the Natural Science list included under the General Major above.

INTERNATIONAL ENVIRONMENTAL SUSTAINABILITY

(Advisor: Jahiel)

A. Students concentrating in International Environmental Sustainability must complete the following ES core requirements, in addition to those core courses listed above:

ENST/BIOL 120: Ecology and Environmental Problems, to fulfill the ES core

Ecology requirement

One course from the following list to fulfill the ES core Methods requirement:

BIOL 323: Biostatistics and Experimental Design*

ECON 227: Statistics for Business and Economics

ENST 200: Introduction to Geographic Information Systems

PSCI 392: Empirical Political Research

PSYC 227: Statistics

SOC 225: Methods of Social Research

B. Students concentrating in International Environmental Sustainability must additionally complete the following pathway requirements:

PSCI 326: Globalization and Development

One course from the following list:

ENST/ANTH 274: Peoples and Cultures of East Africa

ENST/ANTH 288: Consuming Passions: The Anthropology of Food

One course from the following list:

ENST/PSCI 361: Globalization and the Environment

ENST/PSCI 362: Global Sustainability and Asian Development

ENST/PSCI 363: Responses to Global Climate Change

One course from the following list:

PHYS 239: Problems of Nuclear Disarmament

ENST/PSCI 262: Global Sustainability and Asian Development

ENST/ANTH 274: Peoples and Cultures of East Africa

ENST/ANTH 288: Consuming Passions: The Anthropology of Food

PSCI 303: International Law and Organization

HIST 360: Modern Brazil

ENST/PSCI 360: Comparative Environmental Politics

ENST/PSCI 361: Globalization and the Environment

ENST/PSCI 362: Global Sustainability and Asian Development

ENST/PSCI 363: Responses to Global Climate Change

ENST 250: Directed Readings in Environmental Studies, with approval of supervising faculty member and ES advisor

ENST 270: Special Topics, when approved by the program director

ENST 370: Special Topics, when approved by the program director

ENST 397: Internship*, with approval of ES faculty advisor

ENST 450: Independent Study*, with approval of supervising faculty member and ES advisor

ENST 451: Independent Research and Writing*, with approval of supervising faculty member and ES advisor

One course from the Natural Science list included under the General Major above.

Curriculum Council moves to change the withdrawal date for 14-week classes from the end of the eighth week of the semester to the end of the tenth week.

Current Catalog Language (pg 73)

TIME FOR WITHDRAWING FROM A COURSE: Courses may be withdrawn from (disenrolled in) (a) during the first eight weeks of the fall and spring semesters; (b) during the first three days of the May term. Consult the University Calendar for exact dates. Seven week classes may be withdrawn from during the first fifteen class days after that class has begun. However, if the withdraw occurs after the time for adding/dropping a class, the withdrawn class remains on the student's transcript with a "grade" of "W".

Proposed Catalog Language (pg 73) Changed language in red.

TIME FOR WITHDRAWING FROM A COURSE: Courses may be withdrawn from (disenrolled in) (a) during the first **ten** weeks of the fall and spring semesters; (b) during the first three days of the May term. Consult the University Calendar for exact dates. Seven week classes may be withdrawn from during the first fifteen class days after that class has begun. However, if the withdraw occurs after the time for adding/dropping a class, the withdrawn class remains on the student's transcript with a "grade" of "W".

Rationale

According to the current schedule of 14-week courses, midterm grades are due at the end of the seventh week. This gives a student with a grade report only one week to (A) meet with their academic advisor or Academic Advising and (B) determine if they wish to drop a course based on midterm assessments. This is a challenging time frame for several reasons:

- The midterm grades themselves may be based largely on the results of a single test/assessment taken well before the midterm. This does not allow the student to see whether changes they made to their study habits following a poor assessment have resulted in an improvement. Providing an additional two weeks will allow many students to see the results of other assessments, providing them with a better idea of their actual standing in the class. This is preferable to moving the reporting of midterms earlier by a week or two, which does not give faculty adequate time to provide students with assessment.
- Students and advisers, both faculty and staff in Academic Advising, may be hard pressed to schedule a meeting within that time frame. This is especially true if the adviser has multiple students who they need to meet with during that week, or the student has multiple faculty that they need to meet with to discuss their grades and potential plans for improvement.
- The stakes of dropping a course at IWU are extremely high, because the 4-4-1 structure locks students into a 4-course load each semester, with limited options in Mayterm and Summer to "catch up" for a dropped class without taking an overload. May and Summer

courses may not be financially feasible for students. At the same time, D and F grades can also make it difficult for a student to graduate in a timely manner. This makes the decision a fraught one. Increasing the time for decision-making will ensure that students can engage in reflective advising and determine the best course of action, without the pressure of a looming deadline.

- Student Senate has passed a [resolution](#) calling for a review of Course Withdrawal policies to better address the impacts of mental health emergencies on students. Moving back the withdrawal deadline could be a first step towards addressing these concerns, by reducing student stress around making withdrawal decisions on limited information, earlier in the semester.
- This will not affect the tuition refund schedule in any way.
- The Council also discussed alternatives to withdrawal at the 10th week, such as the 12th or 14th week (in other words, no deadline before finals). Considering that health (including mental and family) emergencies can happen at any time, the more time a student has to consider withdrawal, the more flexibility they will have in deciding their course of action. The current petition process can continue to serve that purpose under the proposal, while the extension provides some additional flexibility to students. The proposed deadline is also meant to balance faculty concerns that lack of a deadline would alter student expectations about their ability to pass a class after missing a substantial portion of it. Students sometimes drop a course to help them improve academically in their remaining courses. A later withdrawal date would not give students much time to bring up their grades in other courses following a reluctant (but necessary) withdrawal. This also gives the faculty a chance to observe the impacts of the altered deadline and determine whether additional extensions are necessary. These can be undertaken by future iterations of CC.

The Curriculum Council proposes to amend the Faculty Handbook to require that faculty address DEI as a matter of course design.

Proposal: Adding the following to Chapter V, Section 5 of the Faculty Handbook (currently page V - 9 or 171; added language in red):

Each faculty member is required to produce and distribute, preferably at the first class meeting, but in any event within the first week of classes, a written syllabus explaining the aims, scope and format of the course, readings and other class experiences, such as class discussions, panels, quizzes, papers, and examinations. The syllabus must also include class attendance policy, grading policy, and office hours. Written course outlines, where appropriate, are strongly encouraged.

All courses at Illinois Wesleyan University will include basic diversity, equity, and/or inclusion (DEI) elements, which will be reflected in the course syllabus. Examples of acceptable ways to meet this expectation can be found in the Curriculum Council Handbook.

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

Rationale: As indicated in the University's [Mission Statement](#), diversity, equity, and inclusion (DEI) are foundational principles of an IWU liberal arts education. Modern democratic citizenship and basic humanism call for incorporation of DEI into our daily lives. This proposal calls for adding some element of diversity, equity, or inclusion to all courses at IWU, whether in course content or instructional design. We fully expect many courses already do this and will meet this new requirement without any changes. The Curriculum Council would like to emphasize that this requirement can be met through course elements that feature diversity, equity, or inclusion (all three are not required).

This new requirement does not replace the current Global Diversity (G) or U.S. Diversity (U) flags in our shared curriculum. To earn a U or G flag, courses must meet all the criteria outlined in the catalog. Diversity is a major element that is interwoven throughout these courses, whereas this new proposal calls for establishing a simple baseline of DEI in all courses.

This new DEI proposal does not require faculty to change their course content if they do not wish to do so. DEI can also be incorporated into a course through designing a more universally accessible course, thereby improving equity and inclusion for all students.

Examples of acceptable ways to meet this requirement could include one or more of the following (to be included in the Curriculum Council Handbook):

- Design a course that is accessible to students with diverse learning abilities
- Incorporate at least one reading assignment from diverse scholars/authors/artists
- Design at least one assignment that has students engage with DEI
- Incorporate international perspectives into course material
- Engage with social justice or environmental justice issues
- Require students to attend and reflect upon DEI events on campus or in the community
- Incorporate service learning or community-based education into your class
- Utilize open educational resources (OER) or zero textbook cost courses to improve educational equity in your class

Q&A

How is CC defining the three elements of “DEI” (Diversity, Equity and Inclusion)?

CC uses the definitions included in The Office of Diversity and Inclusion’s [Diversity Glossary](#).

Does this proposal infringe on the academic freedom of faculty to teach their courses?

While this proposal does have an “ask” for faculty with respect to incorporating DEI into their classes, fulfilling it has been left intentionally broad. This allows faculty to use their own best judgment to address diversity, equity, and inclusion within their class in the manner(s) that best work for their course goals. This proposal does not prescribe any specific changes to teaching content or teaching practices. It sets forth an expectation and allows faculty to meet that in their own way, much as the expectation for creating and disseminating course syllabi is a part of the handbook. This is why CC is proposing adding it to Chapter V in this manner, including it with other requirements that faculty must follow when crafting their syllabi (i.e. including “class attendance policy, grading policy, and office hours.”)

I already have a packed syllabus/course schedule, with all materials necessary to meet course goals. Will this require me to add in additional content to my course—and potentially cut equally important material?

As discussed in the rationale above, the Council believes that many courses will meet this requirement without any changes being made to how they have been taught. That being said, this proposal does not require course content to be added to all courses (although if that can

improve the experience of our students in any way, it is encouraged!). It *does* state the expectation that faculty address DEI in some substantial way during course creation, whether by adding in course content, modifying existing content, and/or modifying teaching practices to better address DEI issues and concerns of students. Best-practice pedagogy that strongly promotes equity and inclusion in the classroom can serve this purpose without requiring additional content be added in. Professors serve as role models and mentors to students both within and outside of the classroom. Having an inclusive classroom can provide a safe and welcoming space for students, even if the connection of the course content itself to DEI topics is not clearly apparent (for instance, if the content is largely technical in nature). That said, modifying existing content to highlight the works of diverse authors, or ensure that activities are more inclusive can result in content that *feels* new and speaks to students in new ways.

Aren't the goals of this proposal already covered by the Global and US Diversity Shared Curriculum flags?

This proposal is not seeking to alter or diminish in any way the importance of the Global and US Diversity flags. As discussed earlier, course content is only one way to address the expectation that is being proposed. The current descriptions of the Encountering Diversity flag focus on concepts that are incorporated into course design (2021-2022 Course Catalog, pg. 109-110), making them more specifically about content. This proposal seeks to establish a kind of “baseline” expectation for all courses with respect to DEI. Courses with G and U flags would exceed the expectations of this proposed change to the Faculty Handbook.

Faculty Development Committee
Committee Report
Faculty Meeting April 27, 2022

Since the last faculty meeting, FDC has been finalizing the details of its May 3 Scholarship Renewal Program. The program description and registration link were shared with faculty on April 6.

The committee has also worked on minor revisions to the FDC handbook.

Submitted by
Kristine Nielsen

Nominating Committee
Faculty Report
April. 27, 2022

The Nominating Committee has met three times since the last faculty meeting. At these meetings the committee discussed the needs regarding special elections based on the 2022-23 elective committee election results and updated the appointive committee survey. The committee issued a call for nominations for sabbatical replacements on committees and the position of faculty representative to the Board of Trustees. The committee distributed the Appointive Committee survey on April 21 with a deadline of 12 noon on Monday, April 25 and will present slates for the special election for sabbatical replacements and BoT faculty rep at the April 27 faculty meeting.

Respectfully submitted,
Scott Ferguson, chair

Slates for special election for 2022-23 Elective Committee sabbatical replacements and BoT
faculty representative

PAT Fall '22

Carmela Ferradans

Pennie Gray

CETAL Sp'23

Carmela Ferradans

Chisato Kojima

Gavin Leach

BoT faculty representative

Bill Kauth

URAC Faculty Meeting Report for April 27th, 2022

URAC met on April 5th and hosted JWP on April 9th.

URAC hosted the annual JWP Student Research Conference on Saturday, April 9th. This was the first JWP in-person since 2019. Ultimately, we were pleased to host Dr. Joey Merrin as the keynote speaker and to celebrate our undergraduate researchers, artists, and musicians. Our sincerest gratitude to all faculty and staff who contributed to the preparation and successful execution of JWP 2022! In April, URAC also reviewed applications for the Eckley Summer Scholar and Artist Fellowship. We sent out acceptance letters to 4 additional Eckley Scholars in early April. Next week, we look forward to our changeover meeting where URAC will welcome Dr. Marie Nebel-Schwalm and Dr. Hieu Nguyen.

Respectfully submitted,

Maggie Evans(Chair)

Bill Hudson

Will Jaeckle

Tyler Schwend

Rebecca Roesner (*ex officio*)

CETAL Written Report
IWU Faculty Meeting, April 27, 2022

CETAL has met twice since the last faculty meeting.

CETAL is sharing handbook language to be added to chapter 3 in the Faculty Handbook. (See addendum.) While this addition doesn't require a faculty vote, we welcome feedback.

A survey to assess programming and gather information about faculty development needs and preferences has gone out. The survey will remain open through May 4th. CETAL would appreciate your insights to inform future efforts.

CETAL has three active calls for faculty development opportunities:

- Pedagogy Partners Pilot Program for Fall '22: Faculty should email cetal@iwu.edu to indicate interest by May 6, 2022.
- University of Wisconsin—Madison's 2022 Distance Teaching & Learning Conference: Faculty who wish to attend should fill out the survey by May 1, 2022.
- Toward Inclusive Excellence in Your Learning Environment: This May 6th workshop has a few remaining seats. Interested faculty should contact cetal@iwu.edu by May 1st if interested in participating.

The Chair wishes to thank the members of this year's Council for their time, dedication, and insights. Thank you to Stephanie Davis-Kahl, Libby Haywood, Deborah Halperin, Leon Lewis, Rick Lindquist, Josh Lowe, Anna Scanlon, and Greg Shaw. Thank you, also, to Student Senate representatives Alexa Anders (Fall and Spring), Lindsey Sapetti (Fall) and Sarah Johnson (Spring). Additional thanks to Associate Dean Amy Coles, whose guidance and insights have been invaluable to the Council this semester. She, along with Associate Dean Kerr and Interim Associate Dean Shaw, have led CETAL and FDC through the reorganization of responsibilities with thoughtful consideration.

CETAL welcomes its new members for next academic year: Jessie Dixon-Montgomery, Michelle Gibbs, William Munro, Allison Serraes, and Greg Shaw. Abby Mann will also join the Council serving as the University Librarian's designee.

Respectfully submitted,
Brandi Reissenweber, chair

Council for Excellence in Teaching and Learning Procedures

Faculty Handbook, Chapter 3

Election of Officers. The Council for Excellence in Teaching and Learning (CETAL) will convene for its organizational meeting within twenty-one (21) days of its election. The Chair from the preceding year will preside. If there is no Chair, the Associate Dean of Curriculum and Instruction will preside. At this meeting, the Council will elect its officers, which will consist of a Chair and a Vice Chair.

Meetings and Regular Structure. A regular meeting schedule shall be established at the beginning of each semester. Additional meetings may be called by the Chair as needed. CETAL will meet regularly with the Associate Dean of Curriculum and Instruction and/or the Provost to discuss policies and procedures related to faculty development for excellence in teaching, including faculty development programming in teaching and learning and related University grants. The Council may recommend to the Associate Dean of Curriculum and Instruction and the Provost the creation, discontinuation, or modification of any program related to faculty development in teaching and learning. CETAL will work in partnership with the Faculty Development Committee and the Associate Dean of Curriculum and Instruction to publish the Faculty Development Handbook, which outlines policies, procedures and deadlines related to grant opportunities.

Conduct of Business. CETAL will identify high-impact teaching methods and best practice in teaching and learning and provide developmental opportunities for faculty and instructional staff focused on developing excellence in teaching and learning. In consultation with the Faculty Committee on Diversity, CETAL will advocate for and train faculty in inclusive and equitable classroom practices. This includes, but is not limited to offering formal and information professional development opportunities and making recommendations to the Associate Dean of Curriculum and Instruction about related policies or practices. CETAL will work in partnership with the Faculty Development Committee to determine a calendar for faculty development programming.

According to the schedule published in the Faculty Development Handbook, CETAL will review all applications for University-funded grants related to teaching and learning. Reviews will be based on the merits of the proposals and in accordance with criteria in the Faculty Development Handbook. To leverage the insights and range of expertise of Council membership, CETAL will engage the larger Council in discussion of the merits of each proposal before elected members of the Council vote. Council members who provide written evaluation for a proposal will be excused from deliberation of that proposal. CETAL's deliberations on grant proposals will remain confidential.

The Associate Dean of Curriculum and Instruction will not deliberate on proposals. Instead, the Associate Dean will attend deliberations to support the Council as a resource, providing information and insight on questions or issues as they arise, including available resources, funding options, and relevant University policies and procedures. CETAL will recommend to the Associate Dean of Curriculum and Instruction the grant proposals it deems meritorious for funding. The Council will notify applicants of the Council's decisions through letters signed by the Chair of CETAL and the Associate Dean of Curriculum and Instruction.

Motion 1: The faculty move to revise the language in Chapter V, section B.1 to update language regarding the sharing of student medical information by Arnold Health Services.

Rationale: This language more accurately reflects the current practice and better protects the privacy of our students.

Faculty Handbook p. V-10
B. Policies Related to Teaching

1. Student Class Attendance

It is the responsibility of faculty members to inform students of their attendance policy for each course.

Students are expected to attend classes regularly. In cases of unavoidable absence it is the student's responsibility to inform the faculty member of the cause. ~~The Health Service will provide evidence of medical attention at the request of any faculty member.~~ **Health Services will provide evidence to faculty members of medical attention at the request of any student.** It is the individual student's responsibility to notify faculty members in advance of absences resulting from University-approved functions. University-sponsored non-academic activities which conflict with class schedules do not automatically take precedence over regular class work, but faculty members are requested to exercise reasonable flexibility in accommodating students involved in such activities.

Handbook Language Chapter 1. B.1

Information Item: I am bringing to the faculty an update in Chapter 1. B.1 (a portion of the handbook under the purview of the President and Provost) to bring the language in the handbook in line with Chapter III. A. 1 (a portion of the handbook under the purview of the faculty). This alignment of the two passages reflects the practice adopted this year, a practice to which both CUPP and the general faculty have responded positively.

Current language: "The President also has the responsibility for presiding at faculty meetings..."

Revised language: "The President or the President's designee shall preside at all meetings of the General Faculty called in accordance with the Faculty Constitution."

Overview: This document provides informational items about updates to *Faculty Handbook* Chapter V.A.3 and 6 and V.C, which require approval from the Provost and President. These updates are made to reflect current practices, add flexibility, and comply with the law.

Information Item 1: We are bringing to your attention proposed updates in Chapter V.A, section 3 of the handbook, to bring the language in the handbook in line with our current practices. This portion of the handbook is under the purview of the Provost and President.

Rationale for changes related to Faculty Attendance: The proposed language clarifies the expectation that faculty members will meet regularly with students and provides guidance for meeting the needs of students in the classroom in the event of chronic or long-term illness and otherwise extenuating circumstances resulting in prolonged absence by the faculty member.

Faculty Handbook pp. V-8

3. Faculty Class Attendance

Current Language:

It is expected that in cases where some alternative activities such as individual conferences are substituted for regular class meetings, the faculty member will file a course plan with the Department Chair or School Director. This procedure equips the University to deal with parents and others who are misinformed about the instructional program or who are unsympathetic to innovative teaching techniques. When a faculty member needs to be absent from classes due to speaking engagements or attendance at professional meetings, the Department Chair or School Director should be notified in advance and approval obtained prior to the absence. In cases of illness or other unexpected absences, the Provost should be notified as soon as possible and efforts should be made to have appropriate notices placed in the classroom. Secretarial staff will assist in these efforts. When feasible, a colleague may be asked to fill in or substitute assignments be made.

New Language:

~~strike through~~ indicates removed language; **red, bold** indicates changed language.

It is understood that faculty will meet with their courses as scheduled in Banner.

In cases where alternative activities such as individual conferences are substituted for regular class meetings, it is expected that the faculty member will file a course plan with the Department Chair or School Director. This procedure equips the University to deal with parents and others who are misinformed about the instructional program or who are unsympathetic to innovative teaching techniques. When a faculty member needs to be absent from classes due to speaking engagements or attendance at professional meetings, **the** [Faculty Travel Request Form](#) should be used prior to travel to gain the Approval of the Department Chair or School Director and the Associate Dean for Scholarly and Creative Work. In cases of **acute** illness or other **isolated**, unexpected absences the ~~Provost~~ **Department Chair or School Director** should be notified as soon as possible and efforts should be made to have appropriate notices placed in the classroom. **Administrative specialists may** assist in these efforts. When feasible, a colleague may be asked to serve as guest instructor or remote instruction may be used. **In the event that illness or other circumstances cause a faculty member to be absent for more than one week, the faculty member should notify the Provost and HR and work with the Department Chair or School Director to make alternative arrangements for the students. Excessive course cancellations (a single absence longer than one week or cumulative**

absences exceeding a total of two weeks) without administrative approval and alternate teaching arrangements in place, are unacceptable and may be referred to the Hearing Committee for resolution.

Information Item 2: We are bringing to your attention proposed updates in Chapter V.A, section 6 of the handbook, to bring the language in the handbook in line with our current practices. This portion of the handbook is under the purview of the Provost and President.

Rationale for changes to language related to Office Hours: The proposed language changes permit greater flexibility for faculty to meet the needs of students and align more closely with practices adopted during the COVID-19 pandemic that have been observed to be useful for faculty and students alike.

Faculty Handbook p. V-9

6. Office Hours

Current Language:

Faculty office hours are considered to be very important in view of the University's emphasis on teaching, advising, and personal contact between faculty and students. Each faculty member must post and maintain a schedule of regular office hours amounting to at least five hours per week. A minority of the required hours may carry the stipulation that the faculty member will be available by appointment only at those times. It is suggested that hours be scheduled so that individual students will not experience multiple conflicts because of a single course. Each faculty member must file a schedule of office hours with the Provost at the beginning of each term and should announce it to each class. Notice of schedule changes during the term should also be sent to the Provost and announced. Whenever possible, advance notice of hours that will be missed should be posted with the schedule on the office door.

New Language:

~~strike through~~ indicates removed language; **red, bold** indicates changed language.

Faculty office hours are considered to be very important in view of the University's emphasis on teaching, advising, and personal contact between faculty and students. Each faculty member must post and maintain a schedule of regular office hours amounting to at least five hours per week. **Although unstructured office hours are preferred, it is acceptable practice for a faculty member to use sign-up software to allow students to reserve time during posted office hours. In that event, the scheduling link should be posted along with regular office hours.** ~~A minority of the required hours may carry the stipulation that the faculty member will be available by appointment only at those times.~~ It is suggested that hours be scheduled so that individual students will not experience multiple conflicts because of a single course. Each faculty member must file a schedule of office hours with the Provost at the beginning of each term, **update their schedule in the online system,** and ~~should~~ announce it to each class. Notice of schedule changes during the term should also be sent to the Provost and announced. Whenever possible, advance notice of hours that will be missed should be posted with the schedule on the office door.

Information Item 3: We are bringing to your attention proposed updates in Chapter 5 C of the handbook to bring the language in the handbook in line with our current practices. This portion of the handbook is under the purview of the Provost and President.

Rationale for changes related to Chapter 5 C. Advising. Proposed changes in language are designed to bring the handbook in line with current practice.

Faculty Handbook pp. V-19-22

Current Language

C. Academic Advising Responsibilities

1. Introduction

The University's policy on faculty office hours reflects the responsibility of each faculty member for the academic advising of students. Each student is also formally assigned an academic advisor to assist in planning a program of study. Specifically, the academic advisor is responsible for counseling each student prior to registration periods, for considering a student's proposed schedule or schedule changes and approving those which are satisfactory, and for advising the student in relation to the meeting of requirements. The academic advisor should also counsel with individual students in regard to problems that arise in their academic performance and to their long-range career plans.

2. Freshman and Pre-Major Advisors

First-year advising is an integral part of the First-Year Experience, a residually-based program for entering IWU students. The purpose of this program is to facilitate the student's transition from high school to college and to integrate each student successfully into the IWU community. The function of the First-Year Advisor (FYA) is somewhat similar to that of a Major Advisor in that it begins with course selection and registration. The FYA encourages flexibility and helps each student explore new intellectual interests and think more broadly about the curriculum. Over the course of the first year, the FYA monitors the student's degree progress, tracking the completion of General Education and major requirements. Perhaps most importantly, the FYA challenges each student to clarify choices and encourages advisees to develop a cohesive academic plan that maximizes the value of the liberal arts experience.

3. Major Advisors

After students' first year at Illinois Wesleyan University, Department Chairs and School Directors are responsible for the academic advising of declared majors in their fields, but they may select other faculty members to assist them. Students who have not decided on a major after their first year are assigned faculty advisors through the Registrar's Office. Visiting and first-year faculty members are not normally appointed to be advisors.

Major advisors have responsibility for assisting students with plans to meet major requirements and possibly career commitments. They also must help students make the final check of other requirements prior to graduation.

4. Confidentiality

It is the policy of the University to adhere to the conditions of the Family Education Rights and Privacy Act of 1974, as amended (sometimes referred to as 'FERPA,' or the 'Buckley Amendment').

It is the purpose of the Buckley Amendment to ensure the accuracy, integrity, and confidentiality of educational records concerning students that are maintained by colleges and universities. Public release of information without a student's written consent is limited to: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance (from date x to date y), degrees and awards received, and the most recent previous educational institution attended by the student. Any other information or record (for example, information about grades, records maintained by psychologists or professionals such as students' advisors) may not be released except as specifically provided by the Amendment. Students may provide written consent to a disclosure that otherwise would be prohibited.

Faculty should not post student grades by name in public view. Easily defeated codes such as telephone numbers or social security numbers also violate disclosure prohibitions.

There are, however, several circumstances under which disclosure may be made without a student's consent. The most important of these are:

- a. To other university officials and offices with "legitimate educational interests." In other words, a faculty member may share information concerning a student with the Registrar, Dean of Students, Provost, and others where the sharing of such information is relevant to the educational purposes of the University.
- b. To another university at which the student seeks to enroll. The content of letters of recommendation for admission to graduate or professional school does not require written student consent.
- c. To parents of a "dependent student" as that term is defined in the Internal Revenue Code.

5. Students Planning to Leave the University

Faculty members who become aware that specific students are considering leaving the University are requested to communicate the students' names to the Registrar or the Dean of Students. This request is especially directed to faculty advisors, and it is important to know whether the students in question are planning to transfer or have other reasons that may lead to their departure. The University initiates contact with these students for the following reasons:

- They may be dissatisfied with Illinois Wesleyan, and it would be to our benefit to discover the difficulty and correct it if possible.
- They may be considering leaving due to misunderstandings or problems that can be easily remedied, if discovered in time.
- They may leave without observing deadlines and thus be penalized in terms of grades and/or refunds.

Exit interviews are conducted with all departing students, and where appropriate, students with particular problems are referred to the proper administrative offices for possible assistance. The Registrar's Office may be helpful to students in answering questions about transfer of credits and required courses and accreditation of other institutions.

Proposed Language

Removed language is ~~struck through~~; **new language is bold and red**.

C. Academic Advising Responsibilities

1. Introduction

~~The University's policy on faculty office hours reflects the responsibility of each faculty member for the academic advising of students.~~ **Illinois Wesleyan University recognizes the importance of academic advising as a critical aspect of the undergraduate educational experience for students. Faculty members are responsible for the academic advising of students. Academic advising is a continual and reflective process whereby faculty advisors provide developmental academic support and guidance for students throughout their college career. Academic advisors help students learn responsibility and accountability for their academic progress and success while building a mutual respect and mentoring relationship. Further, academic advisors utilize reflective advising to assist students in developing an educational plan consistent with their values, personal goals, and professional aspirations and expose students to potential academic and co-curricular opportunities.**

~~Each student is also formally assigned an academic advisor to assist in planning a program of study. Specifically, the academic advisor is responsible for counseling each student prior to registration periods, for considering a student's proposed schedule or schedule changes and approving those which are satisfactory, and for advising the student in relation to the meeting of requirements. The academic advisor should also counsel with individual students in regard to problems that arise in their academic performance and to their long-range career plans.~~

2. ~~Freshman and Pre-Major Advisors~~ **Rising Titan Advising**

~~First-year advising is an integral part of the First Year Experience, a residentially-based program for entering IWU students. The purpose of this program is to facilitate the student's transition from high school to college and to integrate each student successfully into the IWU community. The function of the First Year Advisor (FYA) is somewhat similar to that of a Major Advisor in that it begins with course selection and registration. The FYA encourages flexibility and helps each student explore new intellectual interests and think more broadly about the curriculum. Over the course of the first year, the FYA monitors the student's degree progress, tracking the completion of General Education and major requirements. Perhaps most importantly, the FYA challenges each student to clarify choices and encourages advisees to develop a cohesive academic plan that maximizes the value of the liberal arts experience.~~

The vitality of our institution is maintained by our incoming students, and their start at IWU is critical to their success and satisfaction. The summer (for fall semester admits) or

January (for spring semester admits) prior to matriculation, incoming students will attend a one-day Rising Titan Orientation where they will meet with an advisor, register for their first semester of IWU classes, meet student leaders, and start learning about what it means to transition, thrive, and transform at IWU.

- Generalist faculty advisors (from all departments) will be recruited to meet with incoming first-year students during Rising Titan; when/if possible, students will be paired with a generalist advisor whose area of expertise is related to the student's interests.
- Department Chairs and School Directors are responsible for the academic advising of transfer students entering their programs; this will typically begin at Rising Titan Orientation (Transfer Edition). Chairs and Directors may call upon other faculty members in their academic unit to assist them.

3. ~~Major Advisors~~ Advising Assignments and Process

If a student enters IWU without a declared major, they will be assigned to a faculty advisor who is dedicated to helping them discover their interests and talents. Students who do not have a declared major after their first year may stay with their assigned advisor or may choose to be assigned to the Director of Academic Advising who will further assist with the major exploration process. When an undeclared student declares their major, a departmental advisor is assigned at that time.

If a student enters IWU having declared their intent to pursue a specific major, they are assigned to an advisor who is a faculty member in their declared major department(s), or to a dedicated first-year advisor (outside of the department) who volunteers to advise for the declared major department(s). Students assigned to a dedicated first-year advisor (outside of the department) will be assigned to a faculty member in their declared major department(s) beginning in their second year of study. Once they are assigned to an advisor in their declared major department(s), a faculty member in the declared major department(s) will continue to advise them through graduation.

~~After students' first year at Illinois Wesleyan University,~~ **In consultation with the Office of Academic Advising and the Office of the Registrar,** Department Chairs and School Directors are responsible for ~~the academic advising of~~ **appointing faculty advisors to the** declared majors in their fields, ~~but they may select other faculty members to assist them. Students who have not decided on a major after their first year are assigned faculty advisors through the Registrar's Office. Visiting and~~ **Tenure-line and visiting faculty members in the first year of their appointment are not normally appointed to be advisors.**

~~Major advisors have responsibility for assisting students with plans to meet major requirements and possibly career commitments. They also must help students make the final check of other requirements prior to graduation.~~

Faculty appointed to be advisors for incoming students are required to meet with their advisees during Turning Titan: Fall Orientation. Further, advisors must minimally meet with their assigned advisees at least once each semester before registration to review the student's progress, discuss course selection, and provide the student with the PIN needed to access the registration system. Designated advising periods are scheduled each semester, and can be found on the university calendar. During these advising periods, advisors are responsible for considering students' proposed schedules and for

assisting students in making choices that are consistent with their goals and degree requirements. Faculty advisors are also encouraged to reach out to their advisees throughout the semester to engage in reflective advising conversations (e.g. to explore co-curricular learning opportunities, to discuss long-range plans, and to address academic challenges that may arise).

Faculty are not to post student PIN numbers publicly. PIN numbers can only be shared with students after a formal advising appointment has been held between the faculty advisor and the student.

4. Reflective Advising

Through the utilization of reflective advising faculty: actively collaborate with students to reflect upon, develop, and implement cohesive and holistic educational plans as they pursue their academic, professional, and personal goals; establish engaged partnerships with students based on shared responsibility; guide students to campus resources that will assist them in achieving their goals; and foster an understanding and deep appreciation of the purpose and value of the liberal arts in higher education.

Faculty members are encouraged to use reflective advising principles not only in their role as formal academic advisors, but also when they mentor students in other capacities (e.g. research projects, supervising student employees). For a full definition of reflective advising and additional resources, please refer to the Reflective Advising Packet found here: <https://www.iwu.edu/advising/faculty/ra.packet.pdf>

5. 4. Confidentiality

~~It is the policy of the~~ The University ~~to adhere~~s to the conditions of the Family Educational Rights and Privacy Act of 1974, as amended (sometimes referred to as 'FERPA,' or the 'Buckley Amendment').

~~It is the purpose of the Buckley Amendment~~ **FERPA laws have been instituted** to ensure the accuracy, integrity, and confidentiality of educational records concerning students that are maintained by colleges and universities. Public release of information without a student's written consent is **limited to directory information**. ~~the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance (from date x to date y), degrees and awards received, and the most recent previous educational institution attended by the student. Any other information or record (for example, information about grades, records maintained by psychologists or professionals such as students' advisors) may not be released except as specifically provided by the Amendment. Students may provide written consent to a disclosure that otherwise would be prohibited.~~

Faculty should not post student grades by name in public view. Easily defeated codes such as telephone numbers, **student ID numbers**, or social security numbers also violate disclosure prohibitions.

Students may provide written consent to a disclosure that otherwise would be prohibited. Official written consent can be made by a student signing a FERPA waiver in the Registrar's Office. Additional information about FERPA, including a list of directory

information and information about students' rights, may be found at <https://www.iwu.edu/student-affairs/FERPA.html>.

There are, however, several circumstances under which disclosure may be made without a student's consent. The most important of these are:

1. To other university officials and offices with "legitimate educational interests." In other words, a faculty member may share information concerning a student with the Registrar, Dean of Students, Provost, and others where the sharing of such information is relevant to the educational purposes of the University.
2. To another university at which the student seeks to enroll. The content of letters of recommendation for admission to graduate or professional school does not require written student consent.
3. To parents of a "dependent student" as that term is defined in the Internal Revenue Code.

6.-5: Students Planning to Leave the University

Faculty members, **especially faculty advisors**, who become aware that specific students are considering leaving the University **permanently or for- a leave of absence** are requested to first communicate the students' names **and related information about the student to** the Registrar or the Dean of Students **Office**. This request is especially directed to faculty advisors, and it is important to know share whether the students in question are planning to transfer or have other reasons that may lead to their departure. The University initiates contact with these students for the following reasons:

- They may be dissatisfied with Illinois Wesleyan, and it would be to our benefit to discover the difficulty and correct it if possible.
- They may be considering leaving due to misunderstandings or problems that can be easily remedied, if discovered in time.
- They may leave without observing deadlines and thus be penalized in terms of grades and/or refunds.

Exit interviews are conducted with all departing students, and where appropriate, students with particular problems are referred to the proper administrative offices **campus resources** for possible assistance. The Registrar's Office may be helpful to students in answering questions about transfer of credits and required courses and accreditation of other institutions. **Students who are leaving the university temporarily (e.g. medical leave, suspension, financial hold) and who plan to study on another campus while they are away, should have any coursework pre-evaluated and pre-approved for transfer back to IWU using the Transfer of Credit Request Form.**