



2020-2021

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March 3, 2021

Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

Wednesday, March 3, 2021

11:00 am

Zoom conferencing [link](#)

Join Zoom Meeting

<https://us02web.zoom.us/j/87823438466?pwd=aW9HekkrSkI2cVFyUzZWZlNjFE3dz09>

Meeting ID: 878 2343 8466

Passcode: 924684

One tap mobile: +13126266799,,87823438466#,,,,,,0#,,924684# US (Chicago)

1. Call to Order
2. Approval of the [February 3, 2021 Faculty Meeting Minutes](#) and the [February 17, 2021 Special Faculty Meeting Minutes](#)
[Curriculum Council Consent Agenda](#)
3. Committee Reports
 - a. [CUPP \(written report\)](#) Professor A. Eckhardt
 - i. [CUPP Motion: Criteria for Approving Library Faculty Tenure Line Positions:](#)
 - b. Curriculum Council (oral report) Professor D. Marvin
 - i. [CC Motion 1: Revise Finance Minor for Accounting Majors to include all Business-related majors](#)
 - ii. [CC Motion 2: New Minor in Public Health](#)
 - c. [Promotion and Tenure Committee \(written report\)](#) Professor M. Perera
 - d. [Faculty Development Copat-report-03-03-2020.pdfmmmittee \(written report\)](#)
Professor L. Nillas
 - e. [Nominating Committee \(written report\)](#) Professor D. Roberts
 - f. Assessment Committee (oral report) Professor L. Nelson
 - g. [Undergraduate Research Advisory Committee \(written report\)](#) Professor T. Fuist
 - h. [Council for Excellence in Teaching & Learning \(written report\)](#) Professor B. Reissenweber
4. Old Business
5. New Business

6. Administrative Reports
 - a. Enrollment Update
7. [Announcements](#)
8. Adjournment

MEETING OF THE IWU GENERAL FACULTY

Wednesday, February 3, 2021 over video conferencing.

Meeting minutes

1. **Call to Order.** President Nugent called the meeting to order at 11:06 am.
2. **Approval** of the January 11, 2021 Faculty meeting minutes. Minutes approved.
3. **Curriculum Council consent agenda.** Nothing removed from the consent agenda.
4. **Committee Reports.**
 - a. **CUPP** (written report), Prof. A. Eckhardt.
No questions
 - b. **Curriculum Council** (oral report, with written International Studies proposal), Prof. D. Marvin

CC motion 1: revisions to the major sequence in International Studies

CC motion 2: revision to the minor sequence in Asian Studies

CC motion 3: new minor sequence in International Relations and Global Development

CC motion 4: deletion of minor sequences in African Studies, Latin American Studies, Western European Studies, Development Studies, Diplomatic Studies

Rationale: Note that the new minor sequence in International Relations and Global Development is meant to be a replacement for previously separate minors in Development Studies and Diplomatic Studies. See the International Studies proposal for a full rationale; a summary would be that the source of this proposed change is 1) recommendation of external review, 2) changes in faculty and course offerings, 3) student demand and interest. This proposal was precipitated by the closure of programs such as Religion. Note that the proposal is a reorganization of the credentials in International Studies, but the proposal does not change the course offerings nor the student learning goals.

Faculty members brought up the possibility of fitting displaced anthropology colleagues into this new framework, especially with an increased focus on issues of identity in a global context. There was some discussion of how much this represents a shift from prior practice. On the subject of Anthropology colleagues, the Provost replied that he and the President are doing their best to look for opportunities; an important consideration when filling any position is that the person hired be well-qualified. The President replied that the plan is to move forward with current faculty in International Studies.

Discussion of timing, and whether delay would be possible to give more time for consideration. A: time is tight because of upcoming advising and the need to advertise a new curriculum since the current one cannot be offered. CC Chair said a special meeting would be a possibility. At this point faculty privilege was invoked to **postpone debate** to a special meeting.

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

All annual review done, letters have gone out. The committee is now working on carry-over times and major pre-tenure cases.

d. **Faculty Development Committee** (oral report), Prof. L. Nillas

Information session occurred this past Monday, is recorded. Still accepting proposals until 4 pm on Feb 15. Welcome to send questions to committee members or to Dean Sullivan.

e. **Nominating Committee** (oral report), Prof. D. Roberts

Have met once since the last meeting. Still in need of a Parliamentarian. Later this month, look for the call for elective positions for next year.

f. **Assessment Committee** (written report), Prof. L. Nelson

No questions

g. **Undergraduate Research Advisor Committee** (written report), Prof. T. Fuist

No questions

5. **Old Business** – none

6. **New Business** – none

7. **Administrative Reports**

a. **President Nugent**

The previous Covid relief bill from the US Congress included money for private universities. The current Covid bill under discussion does not. The word from legislators is that this is an oversight, but it is not clear what the results will be at this time.

An issue causing conflict within the NCAA is “name-image likeness,” where student-athletes are pursuing litigation to be compensated for the use of their name or image in advertising, video games, and other media. Some states have passed legislation to this effect, and legal action is now moving to the US Justice Department and the US Supreme Court. While this currently only affects Division 1 athletics, we might be on a slippery slope towards the elimination of amateur athletics, or at minimum a re-allocation of funds that could end up hurting IWU. For example, some of the money earned by the NCAA during March Madness gets allocated to Division 3 athletics.

Q: Do scholarships count as compensation. A: the compensation being discussed is above and beyond scholarships.

The President encouraged faculty to attend School of Music open forums discussing the reorganization plan that has been developed by faculty in the School of Music.

The IDEA center has moved forward to the architect phase. Yazdani firms has been selected. They will engage in discussions with students, faculty, and staff, and faculty are encouraged to engage with their representatives.

The President has been in discussion with other campus presidents; expect proposals to CC that involve consortiums as a way to increase course offerings without increasing costs.

On the diversity action plan, Georgia has met with student leaders to have discussions around concrete changes. In the Office of Diversity and Inclusion, Sharla Brown-Ajayi is head of ODI on an interim basis while a search is happening.

Q: Have we heard from the Higher-Learning Commission on the subject of online teaching? The Provost replied that the HLC has received our application but has not yet reviewed it. Illinois Wesleyan has provisional approval to continue this semester with the current plan.

b. Provost Brodl

The Provost lauded efforts the faculty to bring transformative change.

Prof. Davis-Kahl presented slides on the Center for Engaged Learning. Engaged, experiential learning will be of benefit to current students and will be useful for recruitment and retention. Partners: writing center, tutoring, information literacy, action research center, internships, study abroad, CETAL. Want to create a feedback loop through faculty development. Will meet with departments to discuss tutoring, and to promote adoption of WC Online. Major initiatives: search for Online Learning Library, renovation of East side of the Ames Library.

More sections of Gateway and First-year experience are needed for Fall 2021. Critical for ensuring a good opening experience for first-year students.

There is evidence that some students are struggling with the stress of the pandemic, and feeling disconnected from campus. A current priority is to get a handle on the scope of this issue.

The Directory of Advising reported that there are 19 students on academic probation, and 20 more who would have been if not for the grade relief motion. The majority of these are first-year students, and it is important to try to retain these students. Faculty are encouraged to use the student of concern form in order to be proactive in getting help to these students, to have early low-stakes assessments, and to submit midterm grades. Please respond to administrators who are gathering information on students to put together a complete picture of their academic standing, and reach out to first-year advisees. New this year is the creation of an online learning coaching program. There is also a virtual academic skills series.

Q: How many students lost from Fall to Spring? A: 34. Q: What reasons given for withdrawing? A: Dean of Students office interviews students who withdraw, and reasons are all over the map.

The Provost reported that the current ban on travel will continue due to uncertainty regarding the near future of the pandemic. It is likely that revenue-generating activities will have their travel approved first (e.g. admissions) but that has not yet happened. Faculty should be aware that travel funds which are not spent will not be rolled over to next year.

Q: How does this policy interact with vaccinations? A: As vaccinations become more widespread, the Provost anticipates more travel being approved.

Q: How does this affect internal grants with travel components? A: Whether or not the grant is approved, travel cannot happen at this time.

Q: Doesn't this incentivize spending dollars now on lesser experiences when better experiences would be available later. A: Yes, but note that online conferences generally have lower costs.

A faculty member objected that this policy was unfair to faculty whose research requires travel, and requested that faculty be allowed to make their own choices. Another faculty member urged FDC to create another grant deadline to later in the spring to allow faculty to shift their proposals to not have travel components.

It was observed that since the pandemic began no one has traveled on university business.

8. Announcements.

WLLC will continue its series of presentations on lesser-taught languages. The next will be February 12 at 4pm, and there will be another in March.

Expect a poll regarding holding a special meeting on the International Studies proposals.

9. Adjournment. Meeting adjourned at 12:39 pm.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

SPECIAL MEETING OF THE IWU GENERAL FACULTY

Wednesday, February 17, 2021 over video conferencing. Voting was performed after the meeting via electronic ballot.

Meeting minutes

1. **Call to Order.** President Nugent called the meeting to order at 12:06 pm
2. **Curriculum Council Consent Agenda**

A change was made to the title of Psych 359. Rather than "Crime and the Justice System: Social Perspective," the title should instead read "Crime and the Justice System: Social Psychology Perspective." There was no objection to this change, and nothing was pulled from the consent agenda.

3. **Curriculum Council** Motions regarding International Studies Proposal

CC motion 1: revisions to the major sequence in International Studies

CC motion 2: revision to the minor sequence in Asian Studies

CC motion 3: new minor sequence in International Relations and Global Development

CC motion 4: deletion of minor sequences in African Studies, Latin American Studies, Western European Studies, Development Studies, Diplomatic Studies

These motions were on the agenda at the Wednesday, Feb 3 meeting, then debate was postponed to this meeting. A reminder that all four motions carry a recommendation for approval by CC.

An international studies faculty member opined that this motion is the best we can do with what we have. The IGS curriculum will continue to improve. International Studies faculty will be reaching out to colleagues in order to converse about transformation. A reminder that if we want to continue the Freeman Asia program, Illinois Wesleyan will need a credible Asian Studies program. The Freeman Asia program has been an important part of the curriculum, and plans to send 30 students to Asia this upcoming summer.

Recommendation from a faculty member: have a sentence in the catalog to the effect that courses appropriate for the program but not explicitly mentioned may be included.

[Secretary's note: voting happened after the meeting, all four motions **passed**].

4. **Announcements** – none.
5. **Adjournment** – meeting adjourned at 12:16 pm.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

Appendix A – Ballot results

CC Motion 1: Revisions to the major sequence in International Studies

Motion passed

Yes = 78

No = 3

CC Motion 2: Revise minor sequence Asian Studies

Motion passed

Yes = 78

No = 2

CC Motion 3: New minor sequence International Relations and Global Development

Motion passed

Yes = 75

No = 5

CC Motion 4: Delete minor sequences

Motion passed

Yes = 71

No = 4

Curriculum Council Consent Agenda

Academic Year: 2020-21

March 3, 2021

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

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
ART 125	050	Glass I	<p>Current: An introduction to glass-working techniques using electric kilns. Explores glass fusing and casting as medium of aesthetic expression and develops an awareness of selected historical and contemporary methods of making glass art in the kiln. Critiques, group discussions, research and information gathering assignments, lectures, and demonstrations complement studio work. (AR) Offered each fall.</p> <p>Proposed: An introduction to glass working. This course is designed for both the beginning artist and glassworker. The technical basis of the class is paired with assignments that encourage the visualization of original ideas. Historical and contemporary ideologies of glassmaking techniques will be discussed, researched, and put into practice. Prerequisite: none. Offered each semester.</p>	Change course title from "Introduction to Kiln Glass" to "Glass I," revise description	AR	NONE
ART 140	052	Photography I	Introduction to black and white processes and concepts. Explores photography as a medium of aesthetic expression and awareness of both historic and contemporary trends in photography. Beyond collecting photographic images and studio work, students engage in group discussions and a series of critiques. Slide lectures, demonstrations of studio processes and research assignments complement studio work. Offered occasionally.	Change course frequency from "Offered each fall and occasionally in spring" to "Offered occasionally"	AR	NONE

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
ART 220	057	Introduction to Visual Culture	What might our contemporary attitudes toward images share with ancient image beliefs? The course explores the ideas prevalent in a society represented in visual cultural production. Through close reading of primary sources, we will investigate theories that persist and reveal the motivations of image producers endlessly fighting for our consciousness. Prerequisite: none. Offered each spring semester.	Change course number from "ART 120" to "ART 220," add Writing Intensive flag, change frequency of offering from "Offered in alternate years" to "Offered each spring semester"	IT	W
ART 225	051	Glass II	Current: This course explores the fundamentals of kiln cast and flame-worked glass. Both historical and contemporary ideologies of these glassmaking techniques will be discussed, researched, and put into practice. The technical basis of the class is equally paired with assignments that encourage and promote thoughtfulness with gained hand skills. (AR) Offered each spring. Proposed: Continuation of ART 125 with a focus on a specific glassmaking technique(s) gained in Glass I. Students will stretch their artistic concepts as well as their glass technical skill while focusing on one or more techniques. Critiques, group discussions, research and information gathering assignments, lectures and demonstrations complement studio work. Prerequisite ART 125. Offered each semester.	Change course title from "Three Dimensional Glass" to "Glass II," revise description	AR	NONE
ART 230	053	Painting II	A continuation of 130. Individual problems in painting. Pre-requisites: ART 130. Offered each semester.	Change prerequisite from "ART 111 and 130" to "ART 130"	NONE	NONE
ART 242	054	Graphic Design: Web Design	A studio course exploring visual layout principles of interactive website design. Survey of methodology, theory, and best practice of web design solutions. Projects will explore current technologies. Prerequisite: none. Offered each fall.	Change prerequisite from "ART 141" to "None"	NONE	NONE
ART 342	055	Graphic Design: Advanced Web Design	A studio course exploring advanced web design strategies with an emphasis on content, visual design, and effective human computer interaction. Students will complete projects that incorporate best practices for web design and development. Course projects will build on skills and concepts learned in ART 242. Prerequisite: ART 242. Offered each spring.	Change prerequisite from "ART 141 and ART 242" to "ART 242"	NONE	NONE

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
ART 381	056	Special Topics in Art & Design	May vary in content with each offering. The central focus may be on one or more issues of process, content, or style. Each course offering under this title bears a subtitle which indicates the specific type of course experience that is planned. May be repeated for credit if course is not duplicated. Offered occasionally.	Change title from "Special Topics in Studio Art" to "Special Topics in Art & Design"	AR	NONE
CHEM 138 / ENST 138	038	Better Living through Green Chemistry	The course will introduce students to green chemistry with a special emphasis on environmental problems caused by toxic chemicals. The course will begin with an introduction to basic chemistry concepts related to environmental problems, and how green chemistry can offer potential solutions. Prerequisite: none. Offered occasionally.	New Course, cross-list with ENST 138	PSI	NONE
CS courses	049	various		Remove CS 128 from prerequisites for CS 253, 256, 314, 330, 338, 354, 355, 357, 370, 397		
GRS 101	061	Beginning Ancient Greek I		Delete course	NONE	NONE
GRS 102	061	Beginning Greek II		Delete course	NONE	NONE
GRS 201	061	Intermediate Greek		Delete course	LA	NONE
GRS 277	061	Greek/Latin Literature in Translation		Delete course	LIT	NONE
GRS 312	061	Sex & Gender in Ancient Greece & Rome		Delete course	CHC	W
GRS 399	061	Independent Study		Delete course	NONE	W
HIST 216	062	The World of Alexander the Great	Alexander the Great (356-323 BCE) conquered from Greece to India, creating the largest Mediterranean empire yet seen. This course examines contemporary politics, culture, and religion, with attention to the peoples Alexander encountered and his impact on the histories and cultures of both the east and west. Offered in alternate years, spring semester.	Change course number from "HIST 316" to "HIST 216," revise course description, change frequency from "Offered in alternate years" to "Offered in alternate years, spring semester"	CHC	NONE

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
HIST 352	059	United States 1945-Present: People, Power, Politics	Study of the social, cultural, political, and economic changes that have transformed Americans' ways of life and foreign relations. Emphasized: demographic changes; immigration; new technologies including television, computers, internet, world-wide web, smartphone, social media; civil rights and women's movements; continuing struggles for racial and gender equality; modern Presidency and Congress. Offered every third semester.	Change course title from "Recent United States" to "United States 1945-Present: People, Power, Politics," revise course description, change frequency from "Offered in alternate years" to "Offered every third semester"	CHC	U
HIST/GRS/MATH 211	060	Mastering Space and Time in Pre-Modern Mathematics		Delete course	IT	NONE
MUS 124	080	Life Soundtracks	An exploration of music as social phenomenon and the roles it plays in connection with primordial facets of the human condition around the world: love, religion, identity, politics, story-telling, etc. The course is designed for anybody who enjoys music and wants to expand their experience across genres and cultures. No musical background necessary. No prerequisites. Offered every spring semester.	New Course	AR	G
MUS 201	084	Survey of Western Art Music I	This is the first part of a two-semester introduction to some of the most prominent intellectual, aesthetic and stylistic trends in Western classical music, and to its most important literature, genres, and composers. It spans from Antiquity through the Baroque Period and includes a substantial amount of required listening. Prerequisite: MUS 104 or equivalent skill. Offered each spring.	Change course title from "Music History Survey I" to "Survey of Western Art Music I"	CHC	NONE
MUS 202	084	Survey of Western Art Music II	This is the second part of a two-semester introduction to some of the most prominent intellectual, aesthetic and stylistic trends in Western classical music, and to its most important literature, genres, and composers. It spans from the Classical Period through the present and includes a substantial amount of required listening. Prerequisite: MUS 104 or equivalent skill. 201 offered each fall; 202 offered each spring semester.	Change course title from "Music History Survey II" to "Survey of Western Art Music II"	CHC	NONE

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
MUS 385/385w	083	Romanticism and Music	This course explores important ideas associated with Romanticism—with particular emphasis on Early German Romantic literature, aesthetic categories, and recurring tropes--and their connection with Western Art Music. It focuses on works by Beethoven, Schumann, Schubert, Chopin, Brahms, and Wagner and explores their aesthetic values and language, in connection with their cultural surroundings. Pre-requisites: MUS 201 and/or 202, as required by the student's major. (None for non-music majors). Offered in alternate years, Spring semester.	New Course	NONE	W
MUS 386/386w	081	Modernism, Post-Modernism, and Contemporary Trends in Music	This course explores several important ideas that shaped Western Art Music from Modernism until the present. Rather than a survey of the multitude of relevant trends, it focuses on a number of selected “topics” explored through a multidisciplinary approach and used as background for the understanding and the experiencing of musical works. Pre-requisites: MUS 201 and/or 202, as required by the student's major. (None for non-music majors). Offered in alternate years, Spring semester.	New Course	NONE	W
MUS 387/387w	079	Instrumental Music	This course explores the idea of instrumental music and some of its repertoires. It traces its origins in the Western Art tradition and looks at theories of how it expresses. It also explores genres from the tradition in question (e.g., symphony and string quartet), an improvised genre from Arab Classical music (taqasim), and film music. Pre-requisites: MUS 201and/or202, as required by the student's major. Offered in alternate years, fall semester.	New Course	NONE	W
MUS 388/388w	082	Music and the Stage	This course explores a number of musical works for the stage inside and outside the Western Art tradition. It focuses on opera, its meanings, conventions, stories and musical styles from Monteverdi to the 21st century. It also explores the genres of ballet (with special attention to Tchaikovsky’s and Stravinsky’s ballets), the musical, and Chinese opera. Pre-requisites: MUS 201 and/or 202, as required by the student's major. Offered in alternate years, Fall semester.	New Course	NONE	W
MUS 450	075	Independent Study	Studies of selected topics in the areas of music history and literature, music education, performance practice, or sacred music. May be repeated for credit. Prerequisite: junior standing and consent of the instructor. Offered each semester.	Add .5 unit option Change course number from "MUS 475" to "MUS 450"	NONE	NONE

CUPP Report

3.3.21

CUPP has met four times since the last faculty meeting.

Board of Trustees Meeting. The Board of Trustees met the week of February 15, 2021. Visitors to the Board are compiling notes for dissemination with faculty.

Resource Advisory Workgroup. The group is continuing its work. No updates since the last faculty meeting at this time.

Instructional Staff. CUPP formed a task force to update the Faculty Handbook and solidify guidelines for instructional staff proposals. CUPP is finalizing Faculty Handbook changes and expects to bring those to the full faculty in April.

Library Criteria. A carryover agenda item from 2019-2020 was the development of VAP and tenure-line criteria specific to the library. Library faculty are at a disadvantage given the current guidelines that focus on enrollment needs. New guidelines were developed by Library faculty and discussed by CUPP. The new guidelines were supported by CUPP and we are moving forward with the Handbook changes.

Motion 1. Adopt the newly proposed Library criteria for tenure line proposals. Updated language can be found in an attached document.

CUPP Record Keeping Policy. The goal of the record keeping policy is to communicate how documents received or created by CUPP will be maintained, shared, and archived. CUPP reviewed the current record keeping policy and is recommending changes to the record keeping policy. This change is in the Constitution of the Faculty Handbook which requires 30 days notice prior to voting. CUPP will bring a motion forward in April to vote to adopt this change.

CUPP Record Keeping Policy Proposed Revisions

Proposed Handbook Revision

The Faculty Handbook Chapter II (p. 6) delineates the basic policy for record keeping, but is not as detailed as many other committees.

Current Language

- *Reports and Records.* The Council shall make a report to the General Faculty Meeting of its proceedings. Recommendations requiring faculty action shall be made at a General Faculty Meeting.

Proposed language

- *Reports and Records.* All actions taken by the Council, and its sub-committees/task forces, will be recorded in the minutes and distributed to the faculty. Minutes of CUPP meetings will be distributed to the faculty via email in a timely manner. Task Force Reports will be appended to the relevant CUPP meeting minutes for distribution to the faculty. The Council shall make a report to the General Faculty Meeting of its proceedings. Recommendations requiring faculty action shall be made at a General Faculty Meeting. Some information discussed during CUPP meetings will be kept appropriately confidential and those discussions will take place in executive session.

Records group	Official copy holder	Retention Period	Retention event	Retention Authority	Delete electronic (note who/when)	Permanently retained	Archives/ Access
Agenda	Committee	Current	--	--	Chair/end of semester	--	--
Public minutes	Committee	Permanent	Upon distribution	--	--	University archives	Retained in open collection
Board of Trustees faculty notes	Faculty representatives to the BoT	Permanent	Upon distribution	--	--	University archives	Retained in open collection
Faculty meeting reports	Provost's office	Permanent	Upon distribution	--	--	University archives	Retained in open collection
Task Force Reports	Committee	Permanent	Upon distribution	--	--	University archives	Retained in open collection

Definitions from "Records Management at Illinois Wesleyan University":

Official copy holder: office with responsibility for following the retention schedule

Permanent: official copy will not be destroyed; Archives will collect in as part of normal operation

Current: retain only for the current fiscal or academic year

-- : no action necessary

Proposed Revisions:

Criteria for Approving Library Faculty Tenure Line Positions:

Evidence of reliance on a position. Reliance on a position should be demonstrated by reference to how the new library faculty tenure line will serve a range of interests including some (but not necessarily all) of the following:

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

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

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

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

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

Amended copy:

Evidence of reliance on a position. Reliance on a position should be demonstrated by reference to how the new library faculty tenure line will serve a range of interests including some (but not necessarily all) of the following:

- the primary major/minor program(s) to be ~~served~~ supported by this position's *liaison responsibilities*
- other programs (including disciplinary and interdisciplinary programs, high-impact practices, curricular initiatives)
- all-university programs (including General Education, *the Shared Curriculum*, May Term, Writing Program)
- the mission of IWU
- ~~student interest in the area~~
- ~~external accreditation or professional certification criteria~~

Evidence of Library needs. The library's needs should be based on a realistic assessment of where the Library should dedicate its teaching and learning efforts through services, collections, and other initiatives. ~~The argument for the library's needs may be supported by results from an external review and/or survey of peer institutions.~~ The library's needs should be demonstrated by reference to all of the following *with the purpose of promoting a better understanding of the multifaceted and adaptable role of library faculty on campus:*

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

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

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

Evidence of enrollment pressures. ~~Enrollment pressures are strains induced by high student demand for courses presently offered in a department, school, or program. Enrollment pressures should be demonstrated by reference to statistical evidence, including some (but not necessarily all) of the following:~~

- ~~units generated per FTE~~
- ~~a high ratio of majors or minors per tenure line, and~~
- ~~reliance on non-tenure track faculty to teach core courses~~

Motion 1:

Revise Finance Minor for Accounting Majors to include all business-related majors.

Current/Proposed Catalog Language:

Minor Sequence in Finance for ~~Accounting~~ Business-Related ~~m~~ Majors

The minor in Finance for Accounting majors is designed specifically for students majoring in ~~accounting~~ business fields. The study of finance complements topics learned in ~~the completion of an accounting degree each of these majors~~. A finance minor can give students important insights into valuation methods, portfolio management, corporate finance, financial analysis, financial planning, and other topics. The finance minor will ~~bridge the gap between the creation of the financial statements and the use of them in business~~. explain how the use of financial statements reflect all major business activities and represent a business to the broader world.

Rationale:

We are altering the minor to reflect the demand from Marketing and Business majors to take a Finance minor. For some background – Marketing is a fairly new major. When we created the Finance Minor for Accounting Majors, it was unclear if there would be any demand for this minor. However, over the past two years, the Marketing major has been established, it has distinctive and separate upper level requirements, leaving only a single class of overlap between the Marketing major and the Finance minor (FIS 303). Our double counting rule will allow for the single overlapping class. We have already done a few contract minors for Marketing majors. Business majors have also requested access to the minor. While this will take some extra paperwork (all Finance classes have the potential to be counted as a Business's major elective), students willing to take the extra courses can take enough credits to obtain both within the 32 class degree. We are now formalizing this complementary field of study. We anticipate similar demand from the newly created Entrepreneurship major and are changing the minor to reflect that as well.

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

A quick survey of Illinois Universities find Finance minors are routinely open to all other Business majors (with the exception of Business Administration at some schools due to overlap of curriculum).

How does the proposed change affect staffing?

These changes do not affect staffing.

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

No change to the Economics Courses listed in the minor were made.

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

No new resources are needed. Current resources are adequate.

Motion 2:

New Minor in Public Health

Proposed Catalog Language:

PUBLIC HEALTH

Folse, Director

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

Students completing the minor will complete a total of 6 courses and will take the same **3 courses from Core Courses**. Courses in the core provide foundations of public health, concepts of health and disease, and opportunities for promoting and protecting public health. Courses incorporate an understanding of the socioeconomic, cultural, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities. Students will select **1 course from the category Population Health and Disease**. This category focuses on concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations. The courses explore the underlying science of human health and disease including opportunities for promoting and protecting health across the lifespan. Students will select **1 course from the category Public Health Environmental Issues**. This category focuses on courses that provide a foundation of environmental factors that impact human health and contribute to health disparities, including the role of advocacy and justice in environmental health. Students will select **1 course from the category Public Health Engagement and Policy informed Action**. This category focuses on courses that either provide a foundation to understand and leverage policy or an experiential opportunity to enact change, advocacy, and justice in public health settings.

Minor Sequence in Public Health:

This minor consists of a minimum of six course units, including:

1. All of the following: HLTH 101, HLTH 280, SOC 305
2. One course unit from the following: ENST 242, 270, 370; HLTH 310, 350, 351; PSYCH 353; SOC 270, 370

3. One course unit from the following: CHEM 234; ENST 234, 240, 241, 355, 367; PSYCH 355; SOC 367
4. One course unit from the following: ENST 260; HLTH 397, 452; PSCI 260, 282; SOC 340

Depending on student's undergraduate major as well as career or graduate studies interests, and in consultation with the Public Health Director, students should consider the following highly recommended courses: ENST 200; PHIL 225; PSCI 397, 398; PSYC 227; SOC 225, 345, 395, 398.

Rationale:

Goals of the Program:

The academic goal for this proposal is to create an administratively requested interdisciplinary program in public health at Illinois Wesleyan University (IWU), with the School of Nursing Director serving as its Director. The first step, which is the focus of this proposal, is the creation of the minor, using existing courses and existing faculty. The second step is to create a major which will require course development (e.g., epidemiology; public health seminar) and additional faculty resources, while adhering to Council on Education for Public Health standards. This program will provide the knowledge and skills needed to contribute to local, state, national, and global public health initiatives in a wide variety of settings. Public health will be a cohesive program of study for existing students with a passion for public health and attract new students to IWU. Interest in public health is elevated with the global COVID-19 pandemic, and its ongoing relevance will sustain that interest. This program will be firmly rooted in the scientific exploration of public health and will combine academic offerings from courses in the areas of chemistry, environmental studies, health, political science, psychology, and sociology.

Course Selection Rationale:

Three core courses in health will help the student acquire the foundational scientific knowledge and skills needed to understand public health issues.

Three additional courses chosen from chemistry, environmental studies, health, political science, psychology, or sociology offerings will provide adequate depth and breadth in the social sciences and provide opportunity for informed action and engagement.

Core Courses (3) Courses in the core provide foundations of public health, concepts of health and disease, and opportunities for promoting and protecting public health. Courses incorporate an understanding of the socioeconomic, cultural, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.

HLTH 101

HLTH 280

Introduction to Public Health

Perspectives in Global Health

Select from the category Population Health and Disease (1) This category focuses on concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations. The courses explore the underlying science of human health and disease including opportunities for promoting and protecting health across the lifespan.

ENST 242	Toxic Threats to Reproduction & Child Development
ENST 270/370	Special Topics (when approved by the program director)
HLTH 350	Drug Abuse
HLTH 351	Abuse in America
HLTH 310	Special Topics (when approved by the program director)
PSYC 353	Mental Health and Aging
SOC 270/370	Special Topics (when approved by the program director)

Select from the category Public Health Environmental Issues (1) This category focuses on courses that provide a foundation of environmental factors that impact human health and contribute to health disparities, including the role of advocacy and justice in environmental health.

CHEM 234/ ENST 234	Environmental Chemistry and Toxicology
ENST 240	Health and the Environment
ENST 241	War on Cancer: Does Environment Matter?
PSYC 355/ENST 355	Psychology and the Environment (EXP)
SOC 367/ENST 367	Environmental Sociology

Select from the category Public Health Engagement and Policy informed Action (1) This category focuses on courses that either provide a foundation to understand and leverage policy or an experiential opportunity to enact change, advocacy, and justice in public health settings.

ENST/PSCI 260	American Environmental Politics and Policy
HLTH 397	Internship (supervision could involve multiple disciplines)
HLTH 452	Independent Study (could involve multiple disciplines)
PSCI 282	American Health Policy
SOC 340	Social Movements and Politics in the US

Highly recommended courses include (note: not an exhaustive list):

ENST 200	Intro to Geographic Information Systems
PSYC 227	Statistics
SOC 225	Methods of Social Research
SOC 345	Intersectionality
PHIL 225	Medical Ethics

PSCI 395/SOC 395
PSCI/SOC 398

Action Research Seminar
Grant Writing

PAT report at Faculty Meeting 3/3/2021

Members: Manori Perera (Chair), Jason Themanson (Vice Chair), Kristine Nielsen, Jim Plath, Ilia Radoslavov, and Provost Mark Brodl (*ex officio*)

PAT regularly met on Fridays, however, we did not meet on 2/5/2021. PAT has been working on major pre-tenure packets since early February. We anticipate to send the letters out by mid-March. PAT has not discussed any new business or concerns.

Faculty Development Committee Report
03 March 2021
Prepared by: Leah Nillas

We have met four times since the beginning of this semester. We are reviewing proposals that are submitted on or before the March 1 extended deadline. Letters are being prepared for proposals submitted early.

We conducted an information session on February 1, 2021. Recording of that session can be [accessed here](#). Feel free to share this recorded session to full time instructional faculty and colleagues in your department. Please continue to refer to the updated [Mellon Center website](#) for FDC forms and application instructions and send your questions to fdc@iwu.edu.

FDC needs two new members who will serve for two years starting fall 2021. Please contact Dan Roberts, Nominating Committee Chair, if you are interested.

To clarify question regarding travel restrictions and the FDC review process, we want to highlight our discussion noted at our February 10 meeting:

The committee then discussed the e-mail the Provost sent out earlier in the day regarding travel funds and restrictions. FDC reiterates that its decisions on proposals are based on merit and that the issue of travel restrictions is outside of the Committee's purview. In light of the uncertainty raised at the last Faculty Meeting surrounding travel funds, FDC is moving the deadline for the third round of proposals (for ASD, CPD, and CD proposals) from February 15 to March 1.

Report from the Nominating Committee to the Faculty
March 3, 2021 faculty meeting

Timeline for the regular election for 2021-22 committees:

- Nomination survey sent via email February 26, open until March 5
- Slate sent via email March 9, along with another call for nominations
- Ballot sent via email March 19

The appointive committee preference survey will be sent in March after the regular election.

Submitted by Dan Roberts, chair.

URAC Faculty Meeting Report for March 3, 2021

URAC has met twice since the last faculty meeting.

On February 12 we were joined by University-librarian Stephanie Davis-Kahl to discuss the Ames Library Scholarly Achievement award. The main concern was if we should coordinate the Eckley awards with that award. We decided that while the awards may complement each other, selecting the awardees is best done independently. We also discussed a few bits of JWP and Eckley logistics including (a) thinking about the possibilities for a speaker for 2022 and (b) whether or not staff could be sponsors for the Eckley. We settled on a faculty advisor being suggested, but that a staff person could certainly be an appropriate sponsor or secondary sponsor in specific cases where the staff person in question has specialized knowledge or experience.

On February 25, we were joined by Rick Lindquist and Ray Martinez from IT to discuss the logistics of how to (a) record asynchronous presentations for JWP and (b) present that information to students. We will hold an event on March 10 to present options for this to students. We also debated the potential winners of the Eckley award, and hope to announce the winners soon.

Respectfully submitted
Todd Fuist (Chair)
Maggie Evans
Will Jaeckle
Thomas Kwiatkowski
Rebecca Roesner (*ex officio*)

CETAL Written Report
IWU Faculty Meeting, 3 March 2021
Brandi Reissenweber, Chair

CETAL has met six times this semester, focusing on three efforts: planning faculty development opportunities for the Spring, discussing possibilities for CETAL's collaboration with the Center for Engaged Learning, and discussing proposed revisions for CETAL handbook language.

Plans for Spring 2021: Plans are underway for opportunities for continued development in online and hybrid teaching and anti-racist pedagogies. Although some details still need to be confirmed, CETAL is working on:

- *CETALk*, a combination podcast/video series that offers regular, short episodes that explore focused aspects of teaching in online and hybrid environments. Currently, some members of the Fundamentals of Online Teaching cohorts are preparing contributions. CETALk is looking for additional contributors, so please reach out if you are interested.
- *A professional instruction opportunity* from the Online Learning Consortium, an asynchronous, week-long workshop that focuses in-depth on an aspect of online teaching.
- *A reading group* featuring [*Engaging Learners Through Zoom: Strategies for Virtual Teaching Across Disciplines*](#) by Jonathan Brennan. This book includes practical strategies for how to engage students virtually in online and hybrid environments. Amy Coles will lead this discussion.
- *Speaker/workshop on anti-racist pedagogy and equitable and inclusive classrooms*, laying the groundwork for further development opportunities in this area.

Collaboration with the Center for Engaged Learning: CETAL has been in conversation with the Provost and colleagues working on the development of CEL, including Stephanie Davis-Kahl and Deborah Halperin, to better understand the current vision for CEL's structure and charge, and to identify areas in which CETAL and CEL might collaborate going forward.

Propose revisions for CETAL handbook language: The language in the handbook regarding CETAL is outdated. CETAL has been considering the council's work, as well as its charge, membership, and structure. CETAL plans to recommend changes.

Please feel free to contact us via email at cetal@iwu.edu with feedback or suggestions, or questions about your instructional needs. We'd also like to hear from you if you're interested in contributing to CETALk.

Faculty Meeting Announcements – March 3, 2021

As you are likely aware, this year we plan to implement a Summer Orientation program for our incoming students. During Summer Orientation students will:

- Engage in a reflective dialogue about the meaning and importance of a Liberal Arts Education
- Critically think about their 4-year collegiate experience in a holistic manner by assessing curricular and co-curricular goals simultaneously
- Learn about the key components of the transition from high school to college
- Learn about some key skills/resources needed to thrive during the collegiate experience
- Reflect about how they can transform the IWU community using their own “backpacks”
- Learn about graduation requirements
- Register for classes

We need 25 *generalist summer advisors* to assist our first-year students through the class registration process. We are looking for summer advisors who can participate in most (if not all) of the dates. The commitment would be as follows:

- Training workshop on June 1 and 2 (time is to be determined)
- Dates of summer orientation for first-year students: June 10, 14, 17, 21, July 23, August 18 (11am-4pm each date)
- Stipend - \$1000

Please complete the following survey if you are interested in participating as a summer advisor. If you have any questions, please do not hesitate to email me at cshipley@iwu.edu or call me at 309-556-3231.

https://iwu.co1.qualtrics.com/jfe/form/SV_3klwcOrrPAGG5oi

Counseling and Consultation Services is presenting a remote program entitled “**Mental Health, COVID, and Dealing with Distressed Students at IWU**” on Tuesday, March 2 from 11-12:30. It is open to faculty and staff and is designed to offer data driven recommendations to support IWU students while balancing the mental and physical health of employees. A QR code for a Zoom link will be distributed in advance.

The Intercultural Fluency Committee invites all faculty and staff to participate in a follow-up debriefing session (virtual) with Brownbody, scheduled for Thursday, March 4:

Faculty Meeting Announcements – March 3, 2021

12:00 p.m. - 1:30 p.m. for all staff and faculty

4:00 p.m. - 5:30 p.m. for all BIPOC staff and faculty

Through a grant obtained by Dr. Michelle Gibbs, Brownbody hosted a workshop on Monday, 1/18 as part of our staff/faculty development and celebration of MLK Day. We especially encourage those who attended the workshop on the 18th to attend the session on March 4, but all are welcome to be part of these continuing conversations.

During the debrief, Brownbody will share how their morning session provided ways that people can initiate conversations about anti-racist practices and how Brownbody creates safe Black and Brown spaces. We will also explore a series of questions/prompts including: 1) how have you used the tools offered during the MLK Day activities? 2) Have you been able to shift elements of your practice? 3) An invitation to reflect on moments when you felt racially safe and unsafe at IWU.

Zoom details will be sent early next week.

Our annual Senior Leadership Awards provide important recognition to graduating seniors who have made significant leadership contributions during their time at IWU (both December, 2020 grads and May, 2021 grads). We recognize outstanding Illinois Wesleyan University seniors in five areas:

- 1) service to campus life,
- 2) service to the community,
- 3) service through university employment,
- 4) intellectual leadership, and
- 5) inclusive excellence.

I invite your letters of nomination for seniors who have excelled in one (or more) of these categories. Letters may be full recommendation letters or they may be simple emails that outline in a paragraph the senior's leadership contributions. A resume is beneficial, but not required. All seniors who are nominated will receive a Certificate of Merit, but the five who are selected will receive the Distinguished Student Leadership Award. **Nominations are due no later than 4:00pm on Friday, March 5, 2021 to Karla Carney-Hall or Monica Wong at dstudent@iwu.edu.**

The Ames Library OER Exploration Grants

Faculty Meeting Announcements – March 3, 2021

The Ames Library will fund five, two-hundred dollar grants for faculty to explore Open Educational Resources (OER) for their class(es). OER are defined as learning resources, teaching practices, and education policies that use the flexibility of OER to provide learners with high quality educational experiences. OER are either in the public domain or licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities – retaining, remixing, revising, reusing and redistributing the resources. There is increasing OER interest in higher education because they help to reduce educational inequality by removing (or reducing) student costs to access course materials. [Large scale studies of OER*](#) show lower course drop rates, improved student grades, and better retention. For this grant, materials that are not strictly OER, but are “free” to students, such as library-owned articles, video collections, digital archives, and open access materials are also acceptable.

OER can include any of the following:

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

Our goal with the OER grant is for faculty to explore OER resources, selecting and critically assessing specific materials for inclusion in their courses, and ultimately, to encourage faculty to adopt OERs. We also hope faculty will be able to use the results of these exploration grants to later propose CD grants focused on revising courses or assignments to incorporate adoption of OERs.

Requirements

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

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

- Summary and evaluation of specific OER or free-to-students resources that you discovered
- How these materials support your pedagogical goals
- The class or classes these materials could be incorporated into

Faculty Meeting Announcements – March 3, 2021

- Reflection on the evolving role of OER in higher education and/or your discipline

Grants are awarded on a first-come, first-served, basis and the grant disbursements will occur after the receipt of your written report. Reports are due within five months from initial approval.

If you would like to secure one of these grants, or have any questions, please contact Chris Sweet in the Ames Library (csweet@iwu.edu, x3984).

*<https://libguides.iwu.edu/oer>

**<https://www.carli.illinois.edu/products-services/collections-management/open-ed-resource-overview>

SALSA presents...

Barrio Fiesta

Monday 3/1 on zoom: Guest speaker

Tuesday 3/2 on zoom: Karaoke night

**Wednesday 3/3 on zoom: Presentation
and Kahoot**

**Thursday 3/4 on zoom: Panama
Jazz Festival and Reggeton Day**

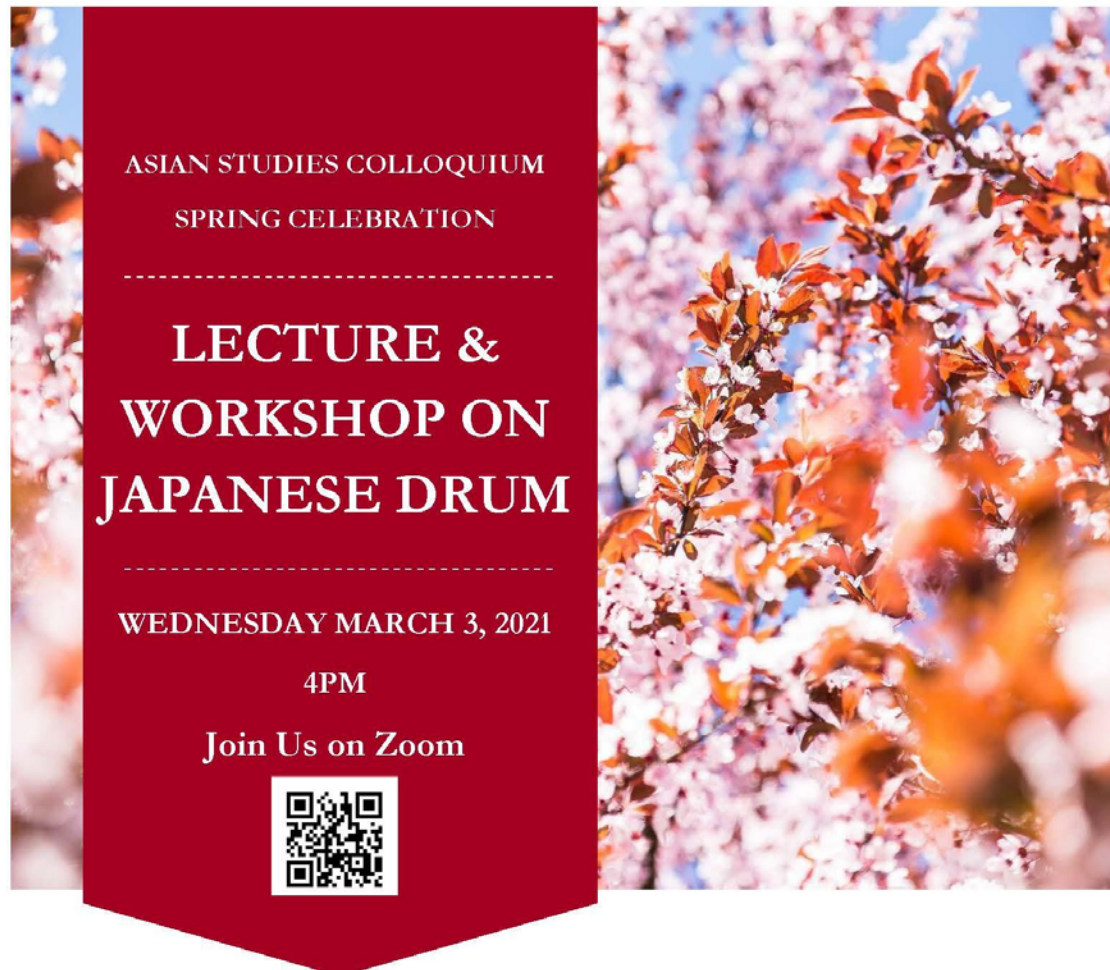
Friday 3/5 @ Hansen: Carnival Night

*All events are 7pm -9pm



*email salsa@iwu.edu for zoom
link


Faculty Meeting Announcements – March 3, 2021



ASIAN STUDIES COLLOQUIUM
SPRING CELEBRATION

**LECTURE &
WORKSHOP ON
JAPANESE DRUM**

WEDNESDAY MARCH 3, 2021
4PM
Join Us on Zoom



4 – 4:30 pm. Lecture by Dr. Angela Ahlgren

“Taiko, Performance, and Cultural Politics”

With its dynamic choreographies and booming drumbeats, taiko has gained worldwide popularity since its emergence in 1950s Japan. Harnessed by Japanese Americans in the late 1960s and adopted by people from a range of backgrounds, taiko’s popularity continues to grow. This talk introduces audiences to taiko as it is practiced in the US and Canada, its historical and ongoing connections to Asian American activism and community, and its changing meanings and demographics in the twenty-first century.

Dr. Angela Ahlgren

Associate Professor and Graduate
Coordinator in the Department of
Theatre and Film
at Bowling Green State University

4:30 – 5 pm. Workshop by Ms. Tiffany Tamaribuchi

“Taiko and Festival Drumming”

While in many contexts, taiko attracts attention with its loud drumbeats and dynamic movement, in festival contexts, taiko functions as rhythmic support for the dancers. This virtual, hands-on workshop introduces participants to festival rhythms and the basic choreography of popular Japanese festival drumming.

Ms. Tiffany Tamaribuchi

Founder of Sacramento Taiko Dan

Sponsored by
Asian Studies Team,
International Studies Program
& the Tanaka Foundation

For More Information
Contact: ckojima@iwu.edu

*Q&A session will be followed by the workshop.



HEBREW
BY JULIA STRUG

**INTERESTED IN LEARNING
OTHER LANGUAGES AND CULTURES?**

**JOIN US FRIDAY MARCH
5TH, 4:00 PM**

SOCIALLY
DISTANCED IN BUCK
203 AND ON ZOOM

TUNE INTO OUR
STUDENT SPEAKERS EVERY FIRST
FRIDAY OF THE MONTH

PLEASE RSVP FOR THE ZOOM ADDRESS TO DR. NADEAU (CNADEAU@IWU.EDU)