



2022-2023

2020-2030

4-26-2023

April 26, 2023

Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

April 26, 2023

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

CNS C101 - in person meeting

1. Call to Order Professor D. Marvin
2. Approval of the [Minutes](#)
3. [Consent Agenda](#) Professor J. Williams
4. Committee Reports
 - a. CUPP ([report](#)) Professor S. Davis-Kahl
 - b. Curriculum Council ([report](#)) Professor J. Williams
 - i. [Motion 1](#): Public Health Major revision
 - ii. [Motion 2](#): Public Health Minor revisions
 - iii. [Motion 3](#): Professional Sales New Major proposal
 1. [Request for CC Action](#) New Major Professional Sales (2)
 2. [Rationale BUS 230](#) D1 Directed Study Lab Edited
 3. [Rationale BUS 230](#) Relationship Driven Professional Sales Edited
 4. [Rationale BUS 338](#) Negotiation in Business and Sales Edited
 5. [Rationale BUS 358](#) D1 Directed Study Lab Edited
 6. [Rationale BUS 358](#) Sales Leadership Edited
 7. [Rationale BUS 359](#) Advanced Relationship Driven Professional Sales Edited
 - iv. [Motion 4](#): Canceling FYE
 - v. [Informational Item](#): Resource Evaluation Group (REG) procedures
 - c. Promotion and Tenure Committee ([report](#)) Professor Z. Drici
 - d. Faculty Development Committee ([report](#)) **Professor K. Nielsen**
 - e. Nominating Committee ([report](#)) Professor R. Alvey
 - f. Assessment Committee ([report](#)) Professor F. Larey
 - g. Undergraduate Research Advisory Committee ([report](#)) Professor B. Hudson
 - h. CETAL (report) Professor W. Kooken
 - i. Writing Program Committee ([report](#)) Professor P. Gray
5. Old Business
6. New Business
7. Administrative Reports
 - a. President Report (report) President G. Nugent
 - b. Provost Report ([report](#)) Provost M. Brodl
8. [Announcements](#)
9. Adjournment

MEETING OF THE GENERAL FACULTY

Wednesday, April 5, 2023; 11:10 p.m. - 12:40 p.m;

CNS C101 - in person meeting with zoom link provided

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

MEETING OF THE GENERAL FACULTY

April 5, 2023

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

CNS C101 - in person meeting

1. Call to Order 11:10 am Professor D. Marvin
2. Approval of the 3/5/2023 Minutes
 1. Action: Approved by General Consent
3. Consent Agenda Professor J. Williams
 1. Change: Engl 214 pulled from consent agenda due to W designation not being attached
 2. Action: Approved by General Consent
4. Faculty Question: Summary/Listening Session (record for AA staff) Provost M. Brodl
 - a. Point of Order: question necessity of recording; we have minutes, worries will quash discussion
 - b. Response (Provost Brodl): staff has requested access since they will be affected as well
 - c. Response: the process does not allow for recording of meetings
 - d. Response (Provost Brod): we can record just the initial presentation, not discussion.
 - e. General Consent
 - f. Provost Brodl's presentation: See Appendix 1: Slides
 1. The problem is we are operating at a structural deficit: moves made so far will not address. After the presentation, a survey will be sent out to faculty and due by April 10th: final decision will be announced for 4/26 Faculty Meeting. Today's focus is on budget cutting means: bear in mind, there will also be revenue generating plans
 2. As a reminder, after December distribution, requests were made for more details and for listening sessions, which has shaped some modifications in current plan.
 3. Details of the "Deans Model"
 1. Consolidate 26 programs to 5 schools (some with associate deans due primarily to external accreditation needs) They will assume as many responsibilities as possible of chairs, faculty will take on academic program responsibilities. There are some cost cuttings, but the greater goals are realizing greater value and equity for students. Interdisciplinary majors are sometimes left without same level of support.
 2. Increases number of faculty teaching classes. We're putting a lot of resources into governing academic programs, infrastructure better suited

for larger student body. Difficult to get a pinpoint value: adjunct salaries for course releases; but full time tenure line faculty bring investment, network in institution: value added model.

4. Options for Changes in the Sabbatical Program

1. One option is to make competitive: limit to 1/7 would basically allow us to even out number of sabbatical leaves. If we lowered to 11% or 9%, would reduce number per cycle: savings differ on adjunct vs value. Final option is a sabbatical program: extend cycle beyond 7 years. Not a large savings in the end. Final option is to freeze the sabbatical program; savings would vary based on time. Discussion has also suggested freezing only Full Professors. Final suggestion from listening session: eliminate entirely, though Provost Brodl finds untenable.

5. Options for Increased Teaching Loads

1. This would increase tenure line faculty teaching by 100 classes, we use adjuncts in 228 classes/year on average. Also possible to do via 13 courses over 2 years (ie, half measure); more individual model of each faculty increasing seats by 15, department decides how: difficulty in tracking. Final option would be creating a track with 7 classes/semester, no research expectations (beyond course relevancy): new hires and current faculty would have option to choose.

g. Discussion

1. Question: when survey comes, it seems the Dean's model is in place: are there opportunities to comment on it?
2. Response (Provost Brodl): There will be some questions about it, there are still approaches to be ironed out and flexibility.
3. Question: is it possible we will not have the Dean's Model?
4. Response: We are looking broadly, questions about other models also in survey. Reality is we can not keep operating as we have been.
5. Question: Junior faculty leave in the mix?
6. Response (Provost Brodl): Listening sessions vehemently against touching those.
7. Question: if we go to model of increasing seat size, what would happen with already larger courses?
8. Response (Provost Brodl): It would be on a per program basis, have to assess pedagogical effectivity
9. Question: Are we doing some version of each of these?
10. Response (Provost Brodl): nothing is set in stone, we need to right budget
11. Comment: if we're asked to boast seats, it will be, in speaker's case, in Gen Ed courses
12. Comment: the dean's model is being based on value vs savings, which seems like a new criteria
13. Response (Provost Brodl): yes, it's being added to the mix
14. Comment: Not clear about the equity element: seems this model will take away more opportunities for students. Question to colleagues: do you see the Dean's model as more student centered?
15. Response: many students will not know their program director: currently know program chair because take class from them
16. Response (Provost Brodl): They'll know their program head; noted that a colleague observed reverse situation and department focused on their needs vs students' needs. Has seen departments not deliver interdisciplinary classes. Equity is about not thinking about department first.

17. Response: That will not happen. Having a dean will not address needs to teach department's classes.
18. Response (Provost Brodl): then you're suggesting we have a department for each interdisciplinary program.
19. Response: this confuses the people for the institution: the people will still form groups. It's not my chair forcing me not to teach departmental classes: there is no one there to do it. Current problems will occur unless we had truly fantastic deans who can break down current siloes
20. Motion: Extend Discussion by 15 minutes
21. Action: Motion Passes
22. Comment: It's obvious these things will not be enough. Beyond increased teaching load, these don't save much: do the savings balance what is lost?
23. Response (Provost Brodl): yes, this will not wipe out the 10 million deficit; we're not responsible for all of that. We've made cuts across the institution outside of Academic Affairs: we've taken every low hanging fruit we could. We are trying to do enough to address budget concerns and create new pathways of growth: we have to convince ourselves and the Board of that, maintain confidence that we can make the changes we need to.
24. Question: changing structure superficially will not change people: this will be compounded when Dean is coming from within ranks of current faculty: agree it will take people unusually talented in leadership.
25. Question: how will survey be worded? Quantitative?
26. Response (Provost Brodl, with additional detail from Associate Provost Roesner): Likert scale 1-5, each option. Space for comments as well.
27. Question: will the results be shared?
28. Response (Provost Brodl): that is the plan.
29. Comment: raising teaching load will be most disastrous: we are too expensive to be less than excellent. Raising teaching load decreases teaching quality.
30. Question: Will program heads be of each major currently held under a department?
31. Response (Provost Brodl): the faculty members who deal with those majors: it can rotate.
32. Response: not sure I understand: would have a program head for each major?
33. Response (Provost Brodl): correct; there will be varying levels of compensation
34. Response: it seems to be an added level of bureaucracy: as chair, I know course needs across programs: how would we do that as majors faculty?
35. Response (Provost Brodl): that assumes it would take place within a vacuum: no consultation with colleagues, Dean. Spread work amongst faculty.
36. Question: could there be a question in the survey about confidence in this process?
37. Comment: Encourage groups to gather and discuss before they respond. Notes that as a Board member, would be surprised that such a group of smart people would make decisions this way. Did the 4 month process not turn up any better options? Process does not seem procedural. Would encourage people to not participate in survey: no clarity about relation between option
38. Comment: I support that
39. Comment: I'm frightened by the effect this will have on faculty morale. Will push people to retire/leave. Will be difficult to recruit new faculty with current salary, less benefits. Disagree that much of this is student-centered: will we continue to offer value such as research assistantships with increased duties?

40. Response (Provost Brodl): There are comment boxes on the survey. I ask you please to offer plans that will decrease the deficit. Seems to be conception the plan is just to make things more difficult. Other options on survey.
41. Response: still seems not to be a process then, still no sense of ultimate targets, how things will work together.
42. Motion: end discussion
43. Motion Seconded
44. Motion Passes
45. Comment (President Nugent): No decisions have yet been made, but decisions must be made. Hope that we do not have to increase teaching load. We currently have 52 course releases. I would be happy if faculty were teaching load they were contracted for.
46. Question: to whom should we send clarifying questions? Mark?
47. Response (Provost Brodl): Yes, anyone can
5. Committee Reports
 - a. CUPP (written report with motion re committee restructure) Professor S. Davis-Kahl
 1. Background: Dealing with tenure lines: reaching out as needed. Still need several reps for next year. Final version of committee restructuring being presented: require less faculty and increase conversation between faculty on issues like student affairs.
 2. Discussion:
 1. Question: total number reduced?
 2. Response (CUPP Chair Davis-Kahl): Currently, with diversity committees 164: without diversity 153: new range is 93-103.
 3. Comment: Has nominating committee's support
 3. Action: Motion Passes
 4. Action: General Applause
 - b. Curriculum Council (written report) Professor J. Williams
 - i. Motion: Add W designation to Engl 214
 - ii. Action: Motion Passes
 - iii. Motion 1: Revised B.M.E. degree
 1. Background: Just requires 309 bc 301/302 not offered enough
 2. Action: Motion passes
 - iv. Motion 2: Revised Instrumental Performance Major
 1. Background: Just requires 309 bc 301/302 not offered enough
 2. Action: Motion Passes
 - v. Motion 3: Revised Music Major
 1. Action: Motion Passes
 - vi. 4: Revised Music Minor
 1. Action: Motion passes
 - vii. Motion 5: Revised Piano Performance Major
 1. Action: Motion passes
 - viii. Motion 6: Accounting Major Revision
 1. Action: Motion Passes
 - ix. Motion 7: Reading Intervention Certificate
 1. Background: Rationale included: means to enhance career
 2. Action: Motion Passes
 - c. Promotion and Tenure Committee (written report) Professor Z. Drici

1. Report: Motion in report about clarifying calendar and adding specificity: June 15th added as latest date for submitting reviewer's names to leave time to gather letters. July 1st is new date for Provost's office to send letters. September 15th is when Provost's Office requests letters by: makes equitable for all writers and gets PAT letters all at the same time. Making the Case Workshop scheduled for 4 pm on Reading Day
2. Action: Motion Passes
- d. Faculty Development Committee (written report) Professor K. Nielsen
 1. No Questions
- e. Nominating Committee (oral report) Professor R. Alvey
 1. Have met and discussed CUPP's motion; finalized ballot for elective committees; please vote.
- f. Assessment Committee (written report) Professor F. Larey
 1. No Questions.
- g. Undergraduate Research Advisory Committee (report) Professor B. Hudson
 1. Reminder: JWP Conference Schedule is live; have received few nominations for next year's speaker, so please nominate: theme will still be Power of Place.
- h. CETAL (oral report) Professor W. Kookon
 1. Report: Multiple opportunities coming up with Canvas shift. Drop in hours with Rick Lindquist, Canvas Rep, Sandboxes available: calendar forthcoming. Working on August Speaker. Website changes in process.
- i. Writing Committee (written report) Professor Jarvis-Freeman for Professor P. Gray
 1. No Questions
6. Old Business
 1. None
7. New Business
 1. None
8. Administrative Reports
 - a. President Report (written report) President G. Nugent
 1. Report: emphasis on changes suggested by Provost: important and meaningful. For All In, an anonymous donor will, for every hour, give \$10,000 to department that raises the most.
 2. Discussion:
 1. Question: Why did you feel constrained to only talk about 3 options presented as opposed to others that will be on survey?
 2. Response (President Nugent): I feel these are the three most important clusters. You are welcome to put out other options.
 3. Response: There are other options, they're not being discussed
 4. Response (President Nugent): We're looking for the best balance to increase revenue and minimize negative effects
 5. Question: All-In challenge seems to silo departments
 6. Response (President Nugent): Data from around country suggests this is most successful approach
 7. Question: you will not hold against departments, correct?
 8. Response (President Nugent): no
 9. Question: the structural problem seems to be we have too few students, not too many faculty. Are we sure admissions could not be attracting more students?
 10. Response (President Nugent): Recall LeAnne's presentation: all liberal arts colleges are facing this. Our best opportunity is for humanists and liberal

arts to work together with pre-professional programs to see how to attract students

b. Provost Report (written report)

Provost M. Brodl

1. Discussion:

1. Question: VPN email: who might need a VPN or why?
 1. Noted was an online question during New Business
2. Response (Provost Brodl): Not me
3. Response (President Nugent): We will get clarification
4. Further Discussion and Questions ensued: noted need for clarifications
5. Comment: Understanding is will be needed for grading in Moodle/Canvas/Banner.
6. Clarification: Currently if you can access off campus, still fine
7. Reiterated: clarifying email will be sent out
8. Question: How much do we spend on adjuncts for Gateways?
9. Response (Asst Provost Rosener): about \$41000/fall for the last few years since program closures/departures
10. Question: do changes to shared curriculum appear on survey?
11. Response: Yes, generated by faculty
12. Clarification: can move between pages on survey, will have 72 hours to complete once open.
13. Note: If you have any technical issues, email Associate Provost Roesner; she will send new copy.
14. Question: Is the process we will do survey, Provost's office will quantify, decision will be announced April 26th?
15. Response(Provost Brodl): Yes.
16. Question: Will these changes come into being next year?
17. Response (Provost Brodl): No.
18. Comment: Support humanities and social sciences working together; already doing good interdisciplinary work; worries about, in such small departments, taking out almost a full faculty member
19. Comment: grateful that Provost sees value of interdisciplinary: current proposed model will be death knell for Environmental Studies
20. Response (Provost Brodl): admits the issue: nothing is perfect. Looking to find a model that is less costly resource-wise. Does not want to cut more people.
21. Question: what do you mean by cut people? We are currently under sanction by AAUP for cutting tenure line faculty without financial exigency.
22. Response (Provost Brodl): We will soon be at financial exigency if we don't change.
23. Comment (President Nugent): only about half of our endowment (100 Million) is liquid
24. Follow-up: let's not be cavalier about cutting tenure line faculty: that was breach of process.
25. Response (Provost Brodl): we have staff, contingent faculty who could be cut: would have grave impact on students.

9. Announcements

1. Joanne Diaz: re: Kemp Award Speech (See Appendix A)
2. Response: appalled this was not in calendar, incredibly sad we no longer have honors day. That was the highlight of the year for 30 years: back and forth with students. Celebration of what we all do. Really hope we re-consider.

3. Remember to request regalia if needed!
4. Noel Kerr: Huge thanks to community for their support this semester.

10. Adjournment at 12:50 pm
Professor D. Marvin

Respectfully Submitted,

Abigail Mann

Faculty Secretary

Appendix A: Presentation by Provost Brodl

Budget reductions and new, revenue-generating programs in Academic Affairs

Many years of budget cutting plus the launch of some new academic and athletic programs, yet multi-million dollar budget deficits persist

This year's budget reductions and new, revenue-generating programs in Academic Affairs planning efforts

- Proposals for budget reductions in AA (12/13/2022 | "deans model," sabbatical program, teaching loads)
- President Nugent's report on new revenue-generating programs (01/13/2023)
- Input sessions → Tuesday lunch meetings in Thorpe Center, department/ school meetings, Chairs & Directors meetings, emails, phone calls, hallway conversations (mid-January through February of 2023)
- Details of proposed and alternative budget reduction approaches (04/01/2023 email and today)
- Survey of faculty and staff on budget reduction and new revenue-generating program options (today | responses due 04/10/2023 by midnight)
- Final budget reduction and new revenue-generations decisions shared at the Faculty Meeting on April 26, 2023

Today → Overviews: "Deans Model," Sabbatical Program, Teaching Loads

Details of the "Deans Model"

Main Points

- Consolidate 27 departments/programs into 5 schools within 2 colleges
- Academic programs (majors) led by program heads with faculty steering committees

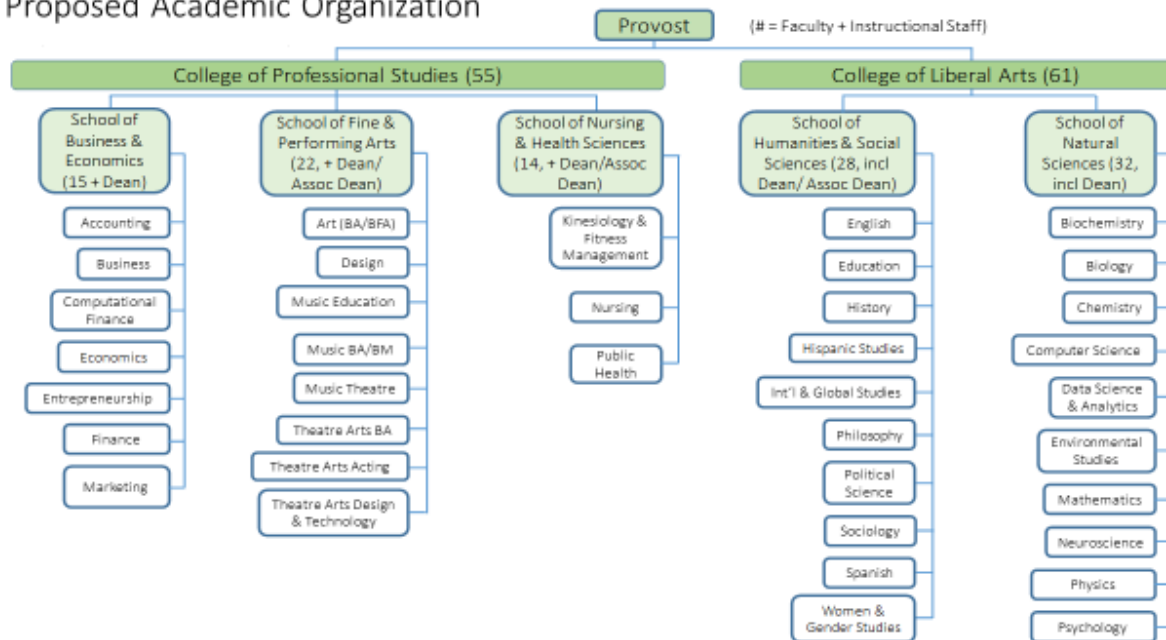
Rationale

- While some financial savings result, greater goals are realizing greater value and establishing greater equity for students
- Value: more tenured/tenure-line faculty teaching the courses of our curriculum – 13.5 courses
- Equity: all academic majors "treated equally" – organization aligns with student-centered considerations over faculty-centered ones

Key Elements

- Five deans of schools (some may have associate deans) assume many responsibilities of current chairs
- Faculty support academic programs (the majors) rather than departments
- Program heads coordinate work, but to the extent possible, responsibilities of current chairs is shared among program colleagues

Proposed Academic Organization



Proposed Academic Organization

	# Fac + Instr Staff	Course Releases	Organizational Structure
Current Structure	115	39.5	27 Chairs/Directors
Deans Model	115	26	5 Deans, 45 Program Heads

Deans Model Savings (hire adjuncts approach)

Course Releases ¹ : $39.5 - 26 = 13.5 \times \$4,200 =$	\$56,700
Stipends ² : $\$83,750 - \$49,000 =$	\$34,750
Total Savings	\$91,450

Deans Model Savings (value proposition approach)

Course Releases ¹ : $39.5 - 26 = 13.5 \times \$11,600 =$	\$156,600
Stipends ² : $\$83,750 - \$49,000 =$	\$34,750
Total Savings	\$191,350

¹ Not all course release savings may be realized

² Stipend savings will have year-to-year variations for numbers of pre-tenured faculty mentored, faculty seeking promotion to full, and programs in excess of 100 majors.

Details on Sabbatical Program Changes

Options

- Make sabbatical leaves competitive
 - Set annual limit at $\frac{1}{7}$ th (~14%) of the number of sabbatical-eligible faculty → evens out # on leave/yr
 - Set annual limit at a lower percentage → reduces the cost of the sabbatical program

% Cap	# Sabbaticals Reduced per 7-Year Cycle	Adjunct Replacement	Value Proposition
11%	11 fewer	\$138,600 over 7 years	\$455,400 over 7 years
9%	21 fewer	\$246,600 over 7 years	\$869,400 over 7 years

- Extend the leave cycle beyond 7 years, making them academic leaves rather than sabbatical leaves. Savings would be:

$$\frac{77 \text{ faculty on leave}}{\text{each 7-year cycle}} \times \frac{\$41,600 \text{ salary}}{\text{ea faculty on leave}} \times 0.333 \text{ replacement factor} = \frac{\$152,381 \text{ salary}}{\text{year}} \text{ for a sabbatical program}$$

so it would depend on how many years were in the leave cycle

- Freeze the sabbatical program
 - For all sabbatical-eligible faculty → ~\$152,381/yr
 - For full professors → ~\$78,600/yr
- Eliminate rather than freeze the sabbatical program

Years in Cycle	Program Cost/yr	Savings/Yr vs. Sabbatical Prgm
8	\$ 133,333	\$ 19,048
9	\$ 118,519	\$ 33,862
10	\$ 106,667	\$ 45,714
11	\$ 96,970	\$ 55,411
12	\$ 88,889	\$ 63,492

Details on Increasing Teaching Loads

Options

- Raise teaching load to 7 courses per year → increases the number of courses taught by IWU full-time, tenured/tenure track faculty by 100 (currently we need contingent faculty to offer ~228 courses annually). If 100 adjuncts were replaced, this would be an annual reduction of ~\$420,000. The value proposition equates to ~\$1,160,000 annually.
 - Raise the teaching load to 13 courses across two years → increases the number of courses taught by IWU full-time, tenured/tenure track faculty by 50. So ~\$210,000 from an adjunct replacement perspective or ~\$580,000 from a value proposition. This, however, would be challenging for programs to manage.
 - Each department agrees to increase the number of students taught by 15 per faculty member. That could be achieved by several mechanisms, such as increasing course caps in appropriate courses, adding another course section to a faculty member's teaching load, etc. This will be difficult to track and enforce.
 - Create a new track for faculty that would have a 7- or 8- course teaching load but not expectations for publication (or equivalent). Such appointments would have renewable 4-year contracts (much like instructional staff). Offered to:
 - New hires
 - Instructional staff who are candidates for converting (they would drop staff responsibilities)
 - Current faculty seeking a different balance in responsibilities (tenure would be retained, if already earned)
- The savings would be ~\$4,200 or ~\$11,600 using the adjunct replacement or value proposition valuation, respectively.

Next Steps

1. Survey of faculty and staff on budget reduction and new revenue-generating program options (today | responses due 04/10/2023 by midnight)
2. Final budget reduction and new revenue-generations decisions shared at the Faculty Meeting on April 26, 2023

Appendix B: Professor Diaz's Announcement re Kemp Foundation Presentation

If you're anything like me, you spend half your day trying to remember what life was like before the pandemic and the other half of the day in a state of despair over all that we've lost. It's so easy to feel hopeless.

But not all is lost. Amidst all of the challenges that we face, we still insist on being dedicated teachers, on producing innovative scholarly and creative work, on serving our institution and our profession at large...because it is what we have been called to do.

The Kemp Award for Teaching Excellence recognizes this calling. And this year, we have the opportunity to honor the work of Dr. Ram Mohan, the Wendell and Loretta Hess Professor of Chemistry.

Ram was one of the first people whom I met at IWU, and he has been an inspiration to me ever since. In his research, teaching, and service, Ram has shown moral clarity, tireless dedication to his students, and a seriousness of purpose that are truly exemplary. He has guided hundreds of students in their research here at IWU. He has published dozens of articles—sometimes with his students—and his work on green chemistry has been internationally recognized.

Most summers, Ram travels to India to share his knowledge with researchers who benefit from his expertise. He is, in brief, the embodiment of excellence.

Yesterday, I reached out to Julie Anderson, and she has confirmed that Ram will share his Kemp Award speech on Wednesday, April 19, at 11 a.m. in Presser Auditorium. Julie also confirmed that there will be a reception in Ram's honor on April 19 at 4 pm, probably in the Joslin Atrium.

Over the past few months, there seems to have been some confusion over what the Kemp Foundation Award for Teaching Excellence is and how it should be celebrated. The good news is that the answer is quite simple. We should attend this event. We should listen to and reflect upon Ram's remarks. We should convene at the afternoon reception to celebrate Ram's work and the work of next year's recipient.

Please join me at those events. Bring your colleagues. Bring your students. Give them extra credit for attending. Do it because we are colleagues. We work in partnership, and in doing so, we form a community. And that, in the end, is what a college is.

Thank you.

Curriculum Council Consent Agenda
Academic Year: 2022-23
April 26, 2023

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

Course#	CC #	Course Title	Course Description(s)	Requested Action	GenEd Cat	GenEd Flag
SOC 380	56-23	Sex and Sexualities	Sex and Sexualities. Explores different sociological perspectives for understanding how sexuality structures social life, specifically considering the intricate ways that behaviors, norms, and identities intersect. <i>Offered in alternate years.</i>	Add Gen Ed to existing course, revise title and description (U remains)	CHC	U
BUS 230	14-23	Relationship Driven Professional Sales (.75 units; LCMC course)	Relationship Driven Professional Sales (.75 units; LCMC course) This online course introduces students to the best practices of professional sales. Through experiential activities such as role playing, product/service demonstrations and formal presentations, students will learn effective selling approaches such as relationship building, communication, and analysis of customer needs. No prerequisites. <i>Taught each fall.</i>	New course		
BUS 230 D1	14-23	Directed Study Lab (.25 units, taught by IWU faculty)	Directed Study Lab (.25 units, taught by IWU faculty). This class is linked to BUS 230 Relationship Driven Professional Sales, and consists of directed study and discussion to develop a deeper understanding of the concepts and skills taught in the class.	New course		

BUS 338	14-23	Negotiation in Business and Sales (1 unit)	Negotiation in Business and Sales (1 unit) This course develops skills necessary for effective sales interactions. These include pre meeting planning, organizational and product positioning, effective listening, interpersonal communication, anticipating and responding to objections, and goal development. Prerequisite: Relationship Driven Professional Sales. <i>Taught Annually.</i>	New course		
BUS 358	14-23	Sales Leadership (.75 units; LCMC course)	Introduction to Spreadsheet Applications (.75 units; LCMC course). This course develops skills necessary for effective sales interactions. These include pre-meeting planning, organizational and product positioning, effective listening, interpersonal communication, anticipating and responding to objections, and goal development. Prerequisite: Relationship-Driven Professional Sales. <i>Taught annually.</i>	New course		
BUS 358 D1	14-23	Directed Study Lab (.25 units, taught by IWU faculty)	Directed Study Lab (.25 units, taught by IWU faculty). This class is linked to BUS 358, Sales Leadership, and consists of directed study and discussion to supplement a deeper understanding of the concepts and skills taught in the class. Like BUS 230 D1, this 0.25 unit class has been transformed from a feedback role to an enrichment role. <i>Offered annually.</i>	New course		
BUS 359	14-23	Advanced Relationship-Driven Professional Selling (1 unit)	Advanced Relationship-Drive Professional Selling (1 unit). Students develop, through experiential field projects, a deeper understanding of pre-approach research in order to develop strategic data driven presentations. They learn how to use critical thinking to creatively demonstrate their understanding of customer needs, and problem solve collaboratively to arrive at a proposition that satisfies both salesperson and customer. Prerequisite: Relationship Driven Professional Sales. <i>Taught Annually.</i>	New course		
PHYS 106	89-23	Physics II–Electricity, Magnetism and Optics (1.25 credits)	Physics II – Electricity, Magnetism and Optics (1.25 credits). A calculus-based course for physical science and pre-engineering majors. Topics include electric and magnetic fields, a.c. and d.c. circuits, geometrical optics, wave motion and physical optics. Three hours lecture, two and a half hours lab, and one hour discussion per week. Co-requisite: PHYS 105, concurrent enrollment in MATH 176 or consent. <i>Offered annually.</i>	Change from prerequisite to co-requisite	PSL	

FYE 100	90-23	First Year Experience (1 credit)	First Year Experience (1 credit). First Year Experiences explore a broad topic over an entire academic year. FYE courses are intended to build strong relationships between faculty and students and among students through sustained engagement and immersive experiences. FYE may or may not be a Gateway colloquium. <i>Offered each fall.</i>	Deletion of course		
FYE 101	90-23	First Year Experience(.25, .5, 1 credits)	First Year Experience (.25, .5, 1 credits) A continuation of the fall FYE 100 course. Prerequisite: consent of instructor. <i>Offered each spring.</i>	Deletion of course		
INST 190	90-23	Global Titans (.5 credits)	Global Titans (.5 credits) This spring seminar allows students enrolled in the Global Titans First-year Experience to continue their cohort experience. Prerequisite: Admission into the Global Titans FYE and the fall Global Titans Gateway 100 section and instructor permission. <i>Offered each spring.</i>	Deletion of course		
NURS 385	92-23	Research in Nursing Practice	Research in Nursing Practice. Develops skills to read, evaluate, and synthesize research essential to providing evidence-based practice in the clinical setting. Scientific inquiry within the discipline of nursing is introduced by examining the relationships among conceptual, empirical, and analytic processes of research. Opportunities to critique empirical data for health care issues are provided. Prerequisite: NURS 218 and NURS 280. <i>Offered each semester.</i>	Change in prerequisite		

Council on University Programs and Policies (CUPP) Report
April 26, 2023

CUPP has met three times since the last faculty meeting and has concluded its last items of business for the year: the February Board of Trustees report was shared with faculty and staff last week, we have responded to CETAL's request for faculty resources in the event of a student death, and we have shared proposed handbook revisions with Curriculum Council to define and clarify the roles and responsibilities for the Resource Advisory Group.

We have also completed our review of tenure-line proposals and have recommended to the Provost that the following searches move forward in the fall, listed below in alphabetical order. The (1) indicates that the department requested more than one tenure line, but CUPP only recommended one to the provost:

Business Admin (1)
Chemistry (1)
Educational Studies
Math (1)
Philosophy
Sociology
Theatre Arts (1) - Scenic Design

If additional funding is available, CUPP recommends a tenure-line search in History.

During our review of tenure-line proposals, CUPP members noted the difficulty in comparing and contrasting the varying needs of departments and programs. We recommend that the next CUPP should create a standardized form with space for text and a uniform set of data to be shared with CUPP, as well as links to where chairs and directors can find the required data. We also advocate for a "Making a Case"-type workshop for chairs and directors to provide advice for writing tenure-line proposals. These items (and more) are on our carryover agenda, which will be presented to incoming members at our changeover meeting on Friday, April 28.

CUPP wishes to thank our faculty and staff colleagues for their continued dedication this year and for their support of our efforts. We'd also like to recognize Student Senate President Zach Burhans for his valuable contributions and keen observations this past semester.

As CUPP Chair, I would like to thank all of my CUPP colleagues for a productive year, and for bringing their best to our robust and spirited discussions: Zach Burhans, Wes Chapman, Monica Hall, Bill Kauth, Gerald Olson, Tari Renner, Amanda Vicary, and Aaron Wilson. Special thanks to Vice Chair Bill Hudson for being an excellent sounding board. I'd also like to thank my colleagues in the library for their support this past year. Finally, thank you to the faculty for the privilege of serving as your CUPP Chair.

Respectfully submitted,
Stephanie Davis-Kahl
CUPP Chair

**Illinois Wesleyan University
Faculty Meeting April 26, 2023
Curriculum Council Report**

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

I would like to thank the outgoing members of CC (Julie Ballard, Meg Miner) and continuing members of CC (Noel Kerr, Courtney Irby) and especially CC Vice-Chair Joanne Diaz for all their hard work this year and their patience as I demonstrated my lack of proficiency with Zoom and Google Drive and especially the locked refrigerator with the refreshments.

CC spent the majority of its time discussing course proposals.

CC also discussed a motion to eliminate FYE courses from the catalog. CC debated the merits of the proposal and whether the proposal should be presented to the Faculty at the April 26th Faculty meeting or whether the proposal should be held for the Fall so that CC could solicit more input from the Faculty. CC members voted to present it as a motion, with one “No” vote.

CC has had ongoing discussions with members of CUPP on developing procedures for the Resource Evaluation Group (REG), which is convened when proposals have resource implications. CC has included proposed language for the Curriculum Council Handbook in the Faculty Meeting packet. Because the language is for the Curriculum Council Handbook, the language is being presented as an informational item rather than a motion for a Faculty vote. However, CC welcomes input on the proposed language.

CC is presenting a motion for a new Professional Sales major without a Curriculum Council recommendation. CC was divided on this proposal, with 3 CC members believing that the proposal met the minimum requirements for a new major and 3 CC members believing the proposal did not meet the minimum requirements for a new major. However, CC felt that the proposal should be presented to the Faculty to vote on whether the proposal for a new Professional Sales major should be approved. Please note that in addition to the motion and related materials, there are four courses on the consent agenda related to this proposal.

Respectfully Submitted,

Joe Williams
Chair of Curriculum Council

Revised Public Health Major

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

The description of the majors remains the same. The only change is an addition of a class option that falls under the category of Public Health Engagement and Policy Informed Action

Public Health Engagement and Policy Informed Action (Choose one of the following)

SOC 201 Social Problems

PHIL 225 Medical Ethics

PSCI 201 Law and Politics in States and Communities

PSCI 281 American Social Policy

PSCI 282 American Health Policy

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

SOC 340 Social Movements and Politics in the US

PSCI 398/SOC 398 Grant Writing

SOC 362 Social Welfare and Human Services

Rationale

PHIL 225: Medical Ethics, was brought to our attention by the faculty member who teaches the course as public health is an area that is explored within the class. Based on the course's examination of ethical values, principles and policy debates, the course fits best as an elective option within Public Health Engagement and Policy Informed Action.

Staffing

The course is currently taught by a member of the Philosophy department. No additional staffing is needed

Resources

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

A Proposal to Revise the Current Public Health Minor

Revised catalog changes for Public Health Minor:

Current Language:

Minor Sequence in Public Health:

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

The Public Health Minor consists of a minimum of six course units, including

Core Courses (required): HLTH 101, HLTH 200, HLTH 280

Population Health and Disease (choose one): ENST 242, 270, 370; HLTH 204, 310, 350, 351; PSYC 353; SOC 270, 305, 370

Public Health Environmental Issues (choose one): CHEM 234; ENST 234, 240, 241, 355, 367; PSYC 355; SOC 367

Public Health Engagement and Policy Informed Action (choose one): ENST 260; HLTH 397, 452; PSCI 260, 282; SOC 367

Description for Updated Public Health Minor Catalog Language

Updated Language:

Minor Sequence in Public Health:

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

Students completing the **Public Health** minor will complete a total of 6 courses and will take ~~the same~~ 3 core courses from the **Public Health Major Core Courses**. **These core courses** ~~Courses in the core~~ provide **an understanding of the** foundations of public health.

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

Students will select three additional courses among the following categories: ~~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.

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

~~This~~ **The** Public Health Minor consists of a minimum of six course units, including:

~~1. All of the following~~ **Core Courses (all three required):** HLTH 101, **HLTH 200**, ~~SOC 305~~, HLTH 280

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

~~2. One course unit from the following~~ **Population Health and Disease:** ENST 242, ~~270, 370;~~ **HLTH/PSYC 204, HLTH 310*, 350, 351; PSYC 353; SOC 270*, 305, 370***

~~3.—One course unit from the following Public Health Environmental Issues: CHEM 234; ENST 234; CHEM/ENST 234, ENST 200, 231, 240, 241, 355, 367; ENST/PSYC 355; ENST/SOC 367~~

~~4.—One course unit from the following Public Health Engagement and Policy Informed Action: ENST 260; HLTH 310*, 397, 452; HLTH/PSCI 340; PHIL 225; PSCI 201, 260, 281, 282; PSCI 398/SOC 398; SOC 201, 340, 362 367~~

Measurement and Evaluation: PSYC 227 or ECON 227, SOC 225 or PSYC 300

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

***students will need approval from the program director for any courses marked with an asterisk**

- **Clarify proposed changes, describing how they differ from current requirements.**

The additions and deletions of courses within the public health categories were made to mirror the offerings passed within the new Public Health major. The changes in language are being proposed to provide more clarity and organization to the narrative description and the listing of minor requirements. Specifically, adding the category areas to the minor requirements section makes it easier to understand.

The requirements of taking 'one class

Due to the core requirements for the public health major, some minor class requirements were changed.

SOC 305 (Medical Sociology): This course was originally listed as a required Core Course for the Public Health Minor. However, this course is not one of the 7 required courses for the Public Health Major. In order to provide consistency between the major and the minor, we are proposing to replace SOC 305 with HLTH 200 (Epidemiology). SOC 305 will move to a course unit option as a part of the Population Health and Disease category.

HLTH 204 (Health Psychology): This course has been added as a part of the Public Health major. This course is a great addition to the category of Population Health and Disease as an additional option for students to choose to fulfill the requirement.

The final statement within the original course catalog language was removed due to the addition of the Public Health major. The highly recommended classes that are listed are a part of the major requirements, so the statement would be redundant.

- **Upon what are your new program requirements based?**

The addition of HLTH 200 as a core course along with the addition of HLTH 204 as an optional course unit within the Public Health minor, are both based on the research completed to develop the proposed Public Health major. A significant survey of similar programs was completed to develop the major.

- **Are student learning outcomes affected?**

Student learning outcomes will be enhanced as a result of the changes made to the minor. By adding an Epidemiology course as a core, the minor more closely resembles the major, which has been designed in reference to the expectations of curriculum standards through the accrediting body of the Council on Education for Public Health.

- **How does the proposed change affect staffing?**

There will be no effect on staffing because of the proposed changes. HLTH 200 will be offered by a current Public Health Faculty member. HLTH 204 will be offered by current Health Sciences and Psychology Faculty.

- **Are any courses required or recommended outside your department/program?**

Yes, this is a multidisciplinary program. All departments who are currently a part of the public minor have been consulted previously. These proposed changes pose a minimal effect on each department. Both Sociology and Psychology departments have been consulted regarding the changes and are in agreement.

- **Explain how library, computer, media and other resources are or are not adequate.**

No changes to library, computer, media or other resources.

Request for Curriculum Council Action
Submitted by: David Wallace

Proposed New Major of Professional Sales

The Curriculum Council moves that the faculty vote on a new Professional Sales major offered by the Department of Business Administration.

Description for course catalog

Professional salespeople play a critical role in the marketing of goods and services. They represent firms that produce those goods and services and connect them with other firms that need them. The major equips students with the knowledge and skills necessary for career success, including presentation, oral and written communication, collaboration, and critical thinking.

Rationale

The department would like to emphasize from the outset that this is not an online major. Although it includes consortial components, only 1.5 units out of 12 are taught online. The rest are taught in person, on campus, by IWU faculty. Per the CC handbook, no more than 1/3 of consortial courses may be included in the major. In terms of class count, 2 out of 12 consortial classes represent a 1/6 ratio.

The Professional Sales Major provides students with the skills required to sell products and services to individual customers, businesses, and the marketplace as a whole. Relationships of trust and commitment between the salesperson and the buyer are necessary for a successful interaction. This requires teamwork, active listening, critical thinking, and oral communication, written communication, and presentation skills. These skills are hallmark benefits of a liberal arts education, consistent with the mission of this university.

Contrary some stereotypes, a professional sales session is much more about listening than talking. For example, if a customer were interested in purchasing a backpack, I would open with a question about why they need the pack. Close attention to their response might reveal that the customer is actually unsure himself or herself, or might have already decided on a product inappropriate to their needs. I can then ask a series of follow up questions about what activities the pack will be used for, how often it will be used, etc. Based on their responses we can begin to hone in on the specific attributes a pack would need to fulfill its intended function. Critical thinking allows me to decide what follow up questions will best prompt the needed information; meanwhile, oral communication skills allow me to ask those questions in a clear and concise manner. This dialog eventually narrows the final choice to among a few alternatives. I then apply presentation skills to describe the tradeoffs in benefits between the alternatives, and perhaps advocate for the pack that I believe best meets the customer's expressed needs. Given the skill-sets employed and developed the Professional Sales major shares much in common with the Liberal Arts.

Professional Sales can be understood through the lens of a variety of theories, including Transaction Cost Economics, Agency, and Social Exchange Theory¹. Here we will discuss the relationship between Social Exchange Theory and Professional Sales. The theory posits that a central form of person-to-person interaction involves the exchange of social or material value. Each side has something that the other wants and both parties expect to benefit from this trade. Parties need some standard for evaluating the outcomes of the exchange relationship; this standard is known as the Comparison Level (CL). The CL represents the rewards relative to costs (i.e. cost/benefit ratio) that each party expects to receive. However, there are also other potential trading parties. The Comparison Level for Alternatives (CL Alt) represents the rewards that a party can expect from another exchange partner. Each party chooses the exchange partner that will provide the best cost/benefit ratio.

This theory is critical in negotiation. A sales person must consider their own preferred CL of benefits, the maximum level of benefits they could possibly receive, and their lowest acceptable CL level. In pre-approach (analysis performed before an exchange is consummated), a sales person must determine the other's CL ranges as well. This requires insight into the other's needs, and critical thinking to determine where within the relevant ranges to make their first offer. A salesperson must then deploy adroit communication skills in the ensuing discussion to arrive at a solution that satisfies both parties.

Society instills in us a powerful expectation of reciprocity². A favor or other consideration must be reliably returned in kind. Every interaction a salesperson engages in takes place in the context of CL and CL Alt. It is a principle of long-term exchange relations that sellers and buyers trust each other to reciprocate such that the CL standards of both parties are met. While Social Exchange Theory is very useful for understanding interpersonal and interfirm relationships, business students will not encounter this subject matter in any other classes taught in the SoBE.

Requirements for New Majors

Course Requirements

The new major, with eight classes shared with other majors in the department and four taught as specific to the discipline, is structured comparably to two majors already offered by the Department of Business Administration and approved by CC: Business and Marketing. The proposed course catalog description for the Professional Sales major is as follows:

Major Sequence in Professional Sales:

A minimum of 12 courses to include:

- 1) Accounting 112, 212, Business Administration 331, 341, 355, 490, Economics 227, and Finance 303,
- 2) Four additional courses in Professional Sales, Business Administration 230, 338, 358, 359

¹ The classic citation is Thibaut and Kelley 1959, but I am unable to link to an online version.

[https://simplypsychology.org/what-is-social-exchange-theory.html#:~:text=What%20is%20social%20exchange%20theory,else%20of%20value%20\(cost\)](https://simplypsychology.org/what-is-social-exchange-theory.html#:~:text=What%20is%20social%20exchange%20theory,else%20of%20value%20(cost))

²

https://www.jstor.org/stable/pdf/26059056.pdf?casa_token=1sjmbXYsE28AAAAA:hyoNy2Q9JT1hZg8K7YnM9lgYgUTg3d0tgq84Q45XOhLU21dI0Oci4ZXS1C-mpwXiyclJgldrRTR6Y5go_Kufj0hHVfU39meh1tch5ISuivY7vTAPDKqz

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

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

These courses are typical of sales programs offered at other universities. ISU, for example, offers all four.

Learning Outcomes

In addition to the specific professional skill sets associated with each of the four courses, learning outcomes from the major complement those of a liberal arts education: verbal, written, and nonverbal communication, active listening, and building inclusive relationships with those of disparate backgrounds, discipline, collaboration, and problem solving/critical thinking. These skills are often developed through roll playing and research during the pre-approach; students also have the opportunity to play both sides of the buyer-seller dyad. The liberal arts skills referenced above will be assessed via student performance during the roll plays. It is important to note then that a liberal arts background benefits sales professionals. An indeed.com article argues that a liberal arts education prepares students for a variety of careers; it specifically includes Sales as one of the alternatives.

*Liberal arts programs offer students skills in leadership, teamwork, and problem solving and project management, helping them become well-rounded candidates who are prepared for a diverse range of career options.*³

Students who major Professional Sales major employ, and further develop skills that are hallmarks of a liberal arts education.

In addition to skills, students will learn theoretical backgrounds that can explain buyer/seller relationships. This proposal has described the efficacy of social exchange theory, but the subject can be approached using a number of other theories as well, including Transaction Cost Economics and Agency Theory; Professor Wallace is likely to discuss Agency Theory⁴ as well.

Staffing

Two classes, Negotiation in Business and Sales along with Advanced Relationship-Driven Professional Sales, will be taught in-house by Professors Wallace and Leach respectively; both have significant experience in Professional Sales. The other two will be taught through the LCMC consortium (please see below). As an added bonus, each consortial class comes with a certification. In terms of resources, we pay a fee per student for each course taught by the consortium. It is likely that we will need additional faculty to teach sections that Professors

³ <https://www.indeed.com/career-advice/career-development/liberal-arts-degree-careers>

⁴

https://www.annualreviews.org/doi/full/10.1146/annurev.soc.31.041304.122159?casa_token=nMej1CH1VSkAAAAA:A:G3LPEhvTh6LPI58xnRdEmz-6L4Hhd0jr6UsCU4-Or2O32gbkmmLU4hMIAUjgQzPkB7wi6EHEGj1bkQ

Wallace and Leach will have vacated. The intent of the consortial experiment is that if the major proves successful in attracting additional incremental students, we will likely drop LCMC and teach the entire major in house.

Student Interest

Interfirm relationships between producing and purchasing companies exist in every industry in the world. Greater than 50% of all university graduates enter the Sales profession as their first job, and this cuts across all majors. Interestingly 46%⁵ did not intend to go into sales. Given these statistics, students University-wide might benefit from taking at least the first course in the series.

However, those who do major in sales have a 90% national placement rate within three months of graduation. Since IWU already exceeds this across all majors, we can expect similar or better performance from the Professional Sales major. Furthermore, students who majored in sales acclimate to their new position 50% faster than non-majors acclimate, and experience 30% less turnover.⁶

This major represents an important opportunity for Illinois Wesleyan. Only around 200 universities and colleges in the country offer majors in Sales⁷, with demand outstripping supply. Very few of these are small Liberal Arts universities. Because of this, we expect that students enrolling in the major will represent incremental growth, rather than cannibalizing existing majors. In 2021 the median salary for Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products was \$94,860, although it varies by industry and experience⁸. The growth outlook for sales jobs is relatively flat at 5% to 6%, a little higher than the average for other careers. It should be noted, however, that this comes on the heels of a 65%⁹ increase in 2021.¹⁰ Projected growth in Illinois ranges from 6% to 12%. It is worth considering that these estimates do not take into account the many positions created when sales people move into management, move laterally to sales in a different industry, or change careers entirely. According to LinkedIn's Jobs on the Rise list, at least four out of the top twenty-five were sales related positions.¹¹ Finally, as previously discussed, Professional Sales majors both benefit from and further develop the skills learned in a liberal arts education, again favoring IWU students.

Overlap

As described above, eight of the twelve classes in Professional Sales overlap with the other majors offered by the department. The remaining four are unique to the major. The subject of Professional Sales is only taught in one-half of one chapter in BUS 331 Principles of Marketing. Professional Sales is a distinct discipline, not taught in depth by any other major. It is

⁵ Sales Education Foundation; <https://salesfoundation.org/>

⁶ Sales Education Foundation;

<https://salesfoundation.org/resources/2022/01/Building-A-University-Sales-Program.pdf>

⁷<https://salesfoundation.org/resources/2022/01/Building-A-University-Sales-Program.pdf>

⁸ <https://www.bls.gov/oes/current/oes414011.htm>

⁹

¹⁰ [Sales Jobs Are in Demand, But Talent is Limited: How to Thrive in the Current Sales Recruiting Climate | HireDNA](https://www.linkedin.com/pulse/linkedin-jobs-rise-2022-25-us-roles-growing-demand-linkedin-news/)

¹¹ <https://www.linkedin.com/pulse/linkedin-jobs-rise-2022-25-us-roles-growing-demand-linkedin-news/>

needed academically at this time because it expands the material offered by the department, making the student experience at ISU more rewarding to those interested a subject that was previously unavailable. It is also important for recruiting new students who are otherwise very interested in attending IWU because of its many advantages, but might have rejected enrolling because they were interested in majoring in this in-demand subject.

This major does not appear to overlap any other program. Perhaps the new Communication major might be the closest parallel. Indeed, there might be potential for cross-discipline cooperation.

Courses Outside the Department

MATH 110 or 176, ECON 100, ECON 227, FIS 303, and ACC I and II are required Foundation courses for all Business related majors. THEA 102, Fundamentals of Acting, and JOUR 211 Writing for Media, Journalism 213 New Media, and JOUR 315 might make for excellent supplemental electives.

Library Resources

No additional resources are needed at this time.

New Majors with Consortial Components

Number and Percent of Consortial Courses Required

Two out of four major-specific courses, comprising 1.5 units, will be taught through LCMC, including Relationship Driven Professional Sales and Sales Leadership. This represents 12.5% percent of the 12 total required units. Even if, for some unforeseen reason, all four courses were to be taught through LCMC, the major would still meet the 1/3 criterion for online classes in a major.

Consortial Course Syllabi

Please see the attached.

Course Schedule

The first LCMC course, Relationship Driven Professional Sales, will be taught in the fall. As a 200 level course with no prerequisites, first-year students can take it. The other LCMC class, Sales Leadership, will be taught in the spring. Of the non-consortial courses, Negotiation in Business and Sales will be taught in the fall, while Advanced Relationship Driven Professional Sales will be taught in the spring. All four classes will be taught annually. Please see further discussion in the course rationales.

Overlap

Except for the majors currently offered by the Department of Business Administration, there appears to be no overlap with any other major taught at IWU.

Shared Curriculum

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

Credit Units

The two LCMC courses will transfer at 0.75 units. The discussion sections (BUS 230 D1 and BUS 338 D1 are linked to their respective 0.75 unit classes) and will transfer at 0.25 units. The content will consist of a few different activities. Each student will critically examine one of the course readings, describe its main points, and lead a discussion about particular strengths or weaknesses in the material. Professors Leach and Wallace have access to all of the course materials. The other activity consists of additional directed readings based on the course material that week. These classes add IWU experience to courses otherwise taught by another university.

Request for Curriculum Council Action (page 1 of 2)

To: Associate Dean of Curricular and Faculty Development, Mellon Center

Date Submitted: 10/12/22

(Please submit 1 double-sided copy of your proposal.)

From: (Name) David Wallace(Department) Business Administration

Email Address: _____

1. **Written Rationales:** Attach a written rationale, following the guidelines in the *Curriculum Council Handbook*, which is posted on <https://www.iwu.edu/mellon-center/CC.html>. Please note that the CC will not evaluate incomplete proposals. To expedite consideration of your submission, you must read and follow the guidelines carefully.

2. Proposed Action (Please check all that apply):

	Title	Number	Units
<input type="checkbox"/> New Course	_____	/	/
<input type="checkbox"/> Gen Ed for Existing Course	_____	/	/
<input type="checkbox"/> Deletion of Major/Minor/Concentration	_____		
<input type="checkbox"/> Change title from	_____	/	/
to	_____	/	/
<input type="checkbox"/> Change number from	_____	/	/
to	_____	/	/
<input type="checkbox"/> Change prerequisites from	_____	/	/
to	_____	/	/
<input type="checkbox"/> May Term Course	_____	/	/
<input checked="" type="checkbox"/> New Major/Minor	<u>Professional Sales</u>		
<input type="checkbox"/> Revised Major/Minor/Concentration	_____		
<input type="checkbox"/> Other (please specify)	_____	/	/

3. a. If you are requesting General Education unit credit, please check the category:

- | | | |
|---|---|--|
| <input type="checkbox"/> Analysis of Values | <input type="checkbox"/> Gateway Colloquium (see 9b. below) | <input type="checkbox"/> Life Science Lab |
| <input type="checkbox"/> The Arts | <input type="checkbox"/> Intellectual Traditions | <input type="checkbox"/> Physical Science Issues |
| <input type="checkbox"/> Contemporary Social Institutions | <input type="checkbox"/> Literature | <input type="checkbox"/> Physical Science Lab |
| <input type="checkbox"/> Cultural and Historical Change | <input type="checkbox"/> Second Language | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Formal Reasoning | <input type="checkbox"/> Life Science Issues | <input type="checkbox"/> Fitness |

3. b. Please check the flag(s), if any, you are seeking

- | | | |
|--|---|---|
| <input type="checkbox"/> Writing Intensive | <input type="checkbox"/> Global Diversity | <input type="checkbox"/> U.S. Diversity |
|--|---|---|

3. c. Does this course already carry General Education credit? ☐ Yes ☐ No

If yes, which category/flag? _____

Will the existing category/flag remain? ☐ Yes ☐ No

Request for Curriculum Council Action (page 2 of 2)

3. d. In what way will you assess how this course has met the goals of the Gen Ed category and/or flag(s) for which you are applying?

☐ Use the Gen Ed Student Survey (Administered by the Registrar's Office)

☐ Use a different tool/method (please explain) _____

4. Please insert here the proposed catalog course description. Course descriptions should be limited to no more than 50 words. The description must include (a) title; (b) prerequisites; (c) General Education category; and (d) when offered, although those four items do not count against the 50-word limit.

Please see attached course description

5. Please list any prerequisites: _____

6. When will this course first be offered? (cannot be current or past term) _____

7. Please indicate how often course is offered. Check only the single item that best describes this course. Because these are the only intervals used in the University Catalog, please do not edit or alter the list to fit a particular course. For example, if your course is offered every third year—an interval that does not appear in the Catalog—you might choose "Offered as needed" or "Offered occasionally" instead. Courses that cannot be offered at least every four years should not be proposed.

- ☐ Offered each semester
- ☐ Offered each fall semester
- ☐ Offered each spring semester
- ☐ Offered each May Term
- ☐ Offered occasionally

- ☐ Offered in alternate years
- ☐ Offered in alternate years, fall semester
- ☐ Offered in alternate years, spring semester

- ☐ Offered in alternate years, May Term
- ☐ Offered annually
- ☐ Offered every third semester
- ☐ Offered by arrangement
- ☐ Offered as needed

8. If your proposal is approved, would you be willing for the Mellon Center to use it as an exemplary submission in the online Curriculum Council Handbook? ☒ Yes ☐ No

9. a. Is/are any other department/program(s) affected in any way by this request (e.g., course is cross-listed, team-taught, required or elective in another major or minor, etc.)? *includes*

☐ No ☒ Yes – In what way?

and
The major includes courses from ACC, Econ, and FIS Math

Did S. Marin - Econ. Rhonda FIS Sean ACC

Signature of the Head(s) of the Affected Department(s), School(s) or Program(s)

9. b. If this proposal is for a Gateway course, does it overlap with any existing courses at IWU?

☐ No ☐ Yes – In what way? _____

Signature of Existing Course Instructor

10. The Curriculum Council assumes that the faculty members of your department/program have seen and approved of this request. Please sign below if this assumption is correct:

David Ball

Signature of Faculty Member Primarily Responsible for This Proposal

David Ball

Signature of the Head of the Department, School or Program

Zahra Drisc signed via email

BUS 230 Relationship Driven Professional Sales

- How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align (if at all) with your academic unit's student learning goals? And how does it reflect faculty/student interest?
 - Consistent with the mission statements of both the University and the SoBE, this class develops the soft skills inherent in the liberal arts tradition along with the technical skills necessary for success in Professional Sales. This class and major further enhance the robust liberal arts skillsets already offered by the University. Please see the Professional Sales rationale for further details.
 - This is one of four courses that comprise the new Professional Sales major. In support of the new School of Business and Economics, this class is innovative (less than two hundred universities nationwide have a Professional Sales major). In addition, it requires and enhances analytical and technical knowledge, critical thinking, written and oral communication, all hallmarks of a liberal arts education. We have offered this course twice before, with very positive feedback.
- Who will teach the course? How will this course affect departmental course offerings and staffing?
 - This course will be taught through the LCMC consortium. It does not affect current course offerings or staffing. The course itself does not affect current staffing. However, its complementary 0.25 directed study session (see below) will require some additional workload from Professors Wallace and Leach, who are lead on the new major.
- Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)
 - No courses will be deleted. It will be offered annually in the fall semester, as it is a prerequisite for the rest of the courses in the major.
- Why are you offering the course at this level?
 - LCMC offers it as a 200 level course. Given the introductory nature of the course along with the workload, this level is appropriate.
- If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)
 - This course transfers at 0.75 units. The remaining 0.25 units will be earned through BUS 230L, a supplemental directed reading course.
- 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.)
 - We do not anticipate that this course will require library resources at this time.
- For Shared Curriculum courses, please read the category/flag description and goals carefully and explain in the proposal how the course meets the criteria for the appropriate category and/or flag. For

300- and 400-level courses, address how the course meets the additional requirements stated in the Criteria column for some categories. (Please see the Shared Curriculum 22-23 CC Handbook 3 section of this handbook.)

- We are not applying for Shared Curriculum credit.

BUS 230 Relationship Driven Professional Sales

- How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align (if at all) with your academic unit's student learning goals? And how does it reflect faculty/student interest?
 - Consistent with the mission statements of both the University and the SoBE, this class develops the soft skills inherent in the liberal arts tradition along with the technical skills necessary for success in Professional Sales. This class and major further enhance the robust liberal arts skillsets already offered by the University. Please see the Professional Sales rationale for further details.
 - This is one of four courses that comprise the new Professional Sales major. In support of the new School of Business and Economics, this class is innovative (less than two hundred universities nationwide have a Professional Sales major). In addition, it requires and enhances analytical and technical knowledge, critical thinking, written and oral communication, all hallmarks of a liberal arts education. We have offered this course twice before, with very positive feedback.
- Who will teach the course? How will this course affect departmental course offerings and staffing?
 - This course will be taught through the LCMC consortium. It does not affect current course offerings or staffing. The course itself does not affect current staffing. However, its complementary 0.25 directed study session (see below) will require some additional workload from Professors Wallace and Leach, who are lead on the new major.
- Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)
 - No courses will be deleted. It will be offered annually in the fall semester, as it is a prerequisite for the rest of the courses in the major.
- Why are you offering the course at this level?
 - LCMC offers it as a 200 level course. Given the introductory nature of the course along with the workload, this level is appropriate.
- If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)
 - This course transfers at 0.75 units. The remaining 0.25 units will be earned through BUS 230L, a supplemental directed reading course.
- 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.)
 - We do not anticipate that this course will require library resources at this time.
- For Shared Curriculum courses, please read the category/flag description and goals carefully and explain in the proposal how the course meets the criteria for the appropriate category and/or flag. For

300- and 400-level courses, address how the course meets the additional requirements stated in the Criteria column for some categories. (Please see the Shared Curriculum 22-23 CC Handbook 3 section of this handbook.)

- We are not applying for Shared Curriculum credit.

BUS 338 Negotiation in Business and Sales

- How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align (if at all) with your academic unit's student learning goals? And how does it reflect faculty/student interest?
 - Consistent with the mission statements of both the University and the SoBE, this class develops the soft skills inherent in the liberal arts tradition along with the technical skills necessary for success in Professional Sales. This class and major further enhance the robust liberal arts skillsets already offered by the University. Please see the Professional Sales rationale for further details.
 - This is one of four courses that comprise the new Professional Sales major. In support of the new School of Business and Economics, this class is innovative (less that two hundred universities nationwide have a Professional Sales major). In addition, it requires and enhances analytical and technical knowledge, critical thinking, written and oral communication, all hallmarks of a liberal arts education. We have offered this course twice before, with very positive feedback.
- Who will teach the course? How will this course affect departmental course offerings and staffing?
 - The course will be taught by Professor Wallace, who has extensive professional experience in negotiation.
- Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)
 - No courses will be deleted. It will be offered annually in the fall semester, as it is a prerequisite for the rest of the courses in the major.
- Why are you offering the course at this level?
 - This is a 300 level course. It is one of the core courses for the major, and as such more advanced than BUS 230, its prerequisite. It will involve bilateral role play, between two individuals and likely two teams as well. Such negotiation requires extensive pre-planning. Given the advanced level and workload, this level is appropriate.
- If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)
 - This course, taught in-house, will be worth one full credit.
- 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.)
 - We do not anticipate that this course will require library resources at this time.
- For Shared Curriculum courses, please read the category/flag description and goals carefully and explain in the proposal how the course meets the criteria for the appropriate category and/or flag. For 300- and 400-level courses, address how the course meets the additional requirements stated in the

Criteria column for some categories. (Please see the Shared Curriculum 22-23 CC Handbook 3 section of this handbook.)

- We are not applying for Shared Curriculum credit.

BUS 358 D1 Directed Study Lab.

How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align (if at all) with your academic unit's student learning goals? And how does it reflect faculty/student interest?

- Consistent with the mission statements of both the University and the SoBE, this class develops the soft skills inherent in the liberal arts tradition along with the technical skills necessary for success in Professional Sales. This class and major further enhance the robust liberal arts skillsets already offered by the University. Please see the Professional Sales rationale for further details.
 - This is a 0.25 unit supplementary reading and discussion session linked to the LCMC course BUS 358, Sales Leadership. This allows students to earn one full unit of credit for this consortium course. As a 0.25 unit course, it will meet once a week for 50 minutes.
 - The content will consist of a few different activities. Each student will critically examine one of course readings, describe its main points, and discuss particular strengths or weaknesses in the material. Professors Leach and Wallace have access to all of the course materials. For the other activity, based on the content of the assigned readings for that week, additional directed readings will be assigned and discussed. This class adds IWU experience to a course otherwise taught by another university.
-
- Who will teach the course? How will this course affect departmental course offerings and staffing?
 - This session will be led by Professors Leach or Wallace, (both of whom have professional experience in the field) depending on schedule and availability. This will represent some additional workload for the session leader.
 - Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)
 - No courses will be deleted. It will be offered annually in the fall semester, in keeping with its linked course
 - Why are you offering the course at this level?
 - LCMC offers its linked course at the 300 level.
 - If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)
 - This course, as a supplemental session, provides 0.25 units or credit. This makes up for the units that Professional Sales majors would otherwise lose, and adds IWU experience to a course taught through the LCMC consortium.
 - 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.)
 - We do not anticipate that this course will require library resources at this time.

- For Shared Curriculum courses, please read the category/flag description and goals carefully and explain in the proposal how the course meets the criteria for the appropriate category and/or flag. For 300- and 400-level courses, address how the course meets the additional requirements stated in the Criteria column for some categories. (Please see the Shared Curriculum 22-23 CC Handbook 3 section of this handbook.)

We are not applying for Shared Curriculum credit

BUS 358 Sales Leadership

- How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align (if at all) with your academic unit's student learning goals? And how does it reflect faculty/student interest?
 - Consistent with the mission statements of both the University and the SoBE, this class develops the soft skills inherent in the liberal arts tradition along with the technical skills necessary for success in Professional Sales. This class and major further enhance the robust liberal arts skillsets already offered by the University. Please see the Professional Sales rationale for further details.
 - This is one of four courses that comprise the new Professional Sales major. In support of the new School of Business and Economics, this class is innovative (less than two hundred universities nationwide have a Professional Sales major. In addition, it requires and enhances analytical and technical knowledge, critical thinking, written and oral communication, all hallmarks of a liberal arts education. There is strong demand and typically not enough supply for professional sales people
- Who will teach the course? How will this course affect departmental course offerings and staffing?
 - This course will be taught through the LCMC consortium. It does not affect current course offerings or staffing. The course itself does not affect current staffing. However, its complementary 0.25 directed study session (see below) will require some additional workload from Professors Wallace and Leach, who are lead on the new major.
- Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)
 - No courses will be deleted. It will be offered annually in the fall semester, as it is a prerequisite for the rest of the courses in the major.
- Why are you offering the course at this level?
 - LCMC offers it as a 300 level course. Given the advanced nature of the course and its associated workload, this level is appropriate.
- If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)
 - This course transfers at 0.75 units. The remaining 0.25 units will be earned through BUS 358L, a supplemental directed reading course.
- 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.)
 - We do not anticipate that this course will require library resources at this time.
- For Shared Curriculum courses, please read the category/flag description and goals carefully and explain in the proposal how the course meets the criteria for the appropriate category and/or flag. For

300- and 400-level courses, address how the course meets the additional requirements stated in the Criteria column for some categories. (Please see the Shared Curriculum 22-23 CC Handbook 3 section of this handbook.)

- We are not applying for Shared Curriculum credit.

BUS 359 Advanced Relationship-Driven Professional Sales

- How does this course fit in with your overall program? That is, what role does it play in your academic unit's curriculum? How does it align (if at all) with your academic unit's student learning goals? And how does it reflect faculty/student interest?
 - Consistent with the mission statements of both the University and the SoBE, this class develops the soft skills inherent in the liberal arts tradition along with the technical skills necessary for success in Professional Sales. This class and major further enhance the robust liberal arts skillsets already offered by the University. Please see the Professional Sales rationale for further details.
 - This is one of four courses that comprise the new Professional Sales major. In support of the new School of Business and Economics, this class is innovative (less than two hundred universities nationwide have a Professional Sales major). In addition, it requires and enhances analytical and technical knowledge, critical thinking, written and oral communication, all hallmarks of a liberal arts education. There is significant demand, and typically not enough supply, for professional sales people, particularly those who practice at a high level of competence (openings occur as the most experienced sales people advance to management).
- Who will teach the course? How will this course affect departmental course offerings and staffing?
 - The course will be taught by Professor Leach, who extensive professional experience in professional sales.
- Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)
 - No courses will be deleted. It will be offered annually
- Why are you offering the course at this level?
 - This is a 300 level course. It is one of the core courses for the major, and as such more advanced than BUS 230, its prerequisite. As an advanced course, it will require considerable workload.
- If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)
 - This course, taught in-house, will be worth one full credit.
- 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.)
 - We do not anticipate that this course will require library resources at this time.
- For Shared Curriculum courses, please read the category/flag description and goals carefully and explain in the proposal how the course meets the criteria for the appropriate category and/or flag. For 300- and 400-level courses, address how the course meets the additional requirements stated in the

Criteria column for some categories. (Please see the Shared Curriculum 22-23 CC Handbook 3 section of this handbook.)

- We are not applying for Shared Curriculum credit.

FYE Rationale

Motion: Curriculum Council moves to cancel the FYE program and remove it from the catalog.

1. Why are you deleting this course?

There are not enough faculty teaching the FYE program on a regular basis to sustain the program at a significant level. In 2018, 2019, and 2020, FYEs were 25-30% of the GW offerings. In the last two years, however, the number of FYEs has fallen to 17% of GW offerings. As of 2022, only 3 faculty members have taught annual FYEs for 3-4 years (out of 19 past instructors or groups of instructors).¹ We would need a regular set of 7 FYEs for a 400-448 student incoming class for FYEs to reach appx. 25% of GW offerings again.

One of the original hopes for marketing the FYE was to encourage prospective students to deposit because they had invested in an application process to join an FYE, [but in a 2022 survey of the cohort of 2018-19](#), 60% of the 33 respondents reported that the FYE was not influential in their decision to enroll. Not all of the FYEs enrolled to the maximum GW potential of 16, either, especially in the first two years.² Then, in 2021, IWU started Rising Titan, so all incoming first year students would enroll in their classes over the summer, which encouraged deposits in a different way. In 2022, we tried allowing students to enroll in FYEs during Rising Titan without an application, and the professors reported a significantly less engaged group of students than in years when the application happened.

[While there were many positive impacts reported by the cohort of 2018-2019, especially the travel opportunities](#), not all students partook in the full annual experience.³ The FYE program needs re-envisioning to create a consistent student experience and rescheduling to fit with Rising Titan, but without professors to offer a consistent list of FYEs, the reworking and marketing efforts are not worth the return. Moreover, each FYE professor had access to \$1500 to create experiences for their students, with another pool of \$2500 open for applications. Cutting the FYE program frees between \$10,000 to \$13,000 for other opportunities, including more experiential learning in GW or a revival of alternative Spring Break experiences that are open to all students.

¹ Historical instructors of FYEs: 17 individual faculty members and two groups have taught FYEs since 2018. Of the instructors for these 19 courses,

- 9 faculty members left IWU or took positions that removed them from offering an FYE, • 3 faculty members (plus some group members of a retiree) stated that they couldn't teach the FYE regularly because of the curricular needs of their departments,
- 3 faculty members rotate with other members of their departments to offer GW (not always an FYE and not necessarily annually), and
- 1 colleague is well-qualified staff, who teaches FYE at an adjunct rate.
- 3 faculty members teach FYE annually

² The average Fall class size for each year was: 9.65 (2018, 11 offered), 12 (2019, 8 offered), 14.88 (2020, 8 offered), 15.2 (2021, 5 offered), and 14.4 (2022, 5 sections offered). Note that in 2022, students enrolled in the FYE sections without a contest, but as if the courses were GW.

³ 2018-19: only 71 of 114 students took the Spring course (62%); 2019-20: only 56 of 96 did (58%); 2020-21: 45 of 119 (38%); 2021-22: 33 of 76 (43%); and 2022-23: 11 of 72 (15%) - but see the footnote above about enrollment procedures that year.

Resource Evaluation Group Personnel & Process - for Curriculum Council Handbook

Purpose:

The Resource Evaluation Group (REG) serves in an advisory capacity to the Provost for curriculum development. REG is convened by Curriculum Council when a faculty member proposes either a substantial revision of the current curriculum or a new program that will require significant investment(s). Examples could include a new subject area for the university which requires additional tenure-line faculty, proposes to include LCMC courses, requires new or more intense interdisciplinary collaboration, necessitates upgraded facilities or new technology, etc. However, Curriculum Council can elect to convene REG if they have concerns about the financial implications of any proposal.

REG roles and responsibilities:

- The CC Chair and another CC representative: provide context from CC's discussions and report back to CC.
- The CUPP Chair and another CUPP representative: provide process advice and report back to CUPP.
- Provost: assess the proposal in the larger context of the university from a strategic and financial perspective.
- Associate Provost: provide advice on the proposing program's adjunct use (past and future) and permanent equipment/technology as well as assist the Provost in their duties.
- Admissions staff member: assess short-range interest from applicants and prospective students in the proposed program, as well as Slate info and national trends.
- Office of Institutional Effectiveness: gathers UQ data to provide data-driven program outlook
- Invited contributor for proposal presentation only: A knowledgeable representative of the proposing group to address questions and clarify as necessary regarding the proposed curriculum and field.

REG Process:

1. The faculty member/academic unit develops a preliminary proposal of 250-500 words clearly and concisely addressing the following questions:
 - a. How does the proposed program contribute to the IWU mission?
 - b. How does the proposed program meet IWU's academic standards?
 - c. How does the proposed program afford new opportunities for IWU students in their liberal arts education?
2. The preliminary proposal is sent to CC, who recommends whether or not to move the proposal forward for data gathering with Academic Affairs and the Office of Institutional Effectiveness; or, to recommend the proposer follow the usual CC procedures, consulting with Academic Affairs about modest financial expenses.
3. Before the faculty member develops a full proposal, the Office of Institutional Effectiveness generates a report using data from external sources (e.g., outside

vendors, federal agency data, etc.) about the proposed major/program. Possible metrics could include market growth, market segment growth, competition, expected program size, career outcomes, and mission alignment. After the report is generated, Academic Affairs will develop a proforma in consultation with relevant campus offices to ensure the university can financially support the program and to assess potential for revenue growth.

4. REG is convened to review the preliminary proposal, the proforma and the UQ Solutions report. If the proposal and reports indicate that the university can support the new program, CC will ask that the faculty member develop a full proposal as outlined in the [CC Handbook](#). If the university cannot adequately support the proposed program, the proposal does not move forward.
5. CC reviews the full proposal, consults with the proposer if necessary, and advises the Provost on whether or not to take the proposal to Cabinet for review. CC can reconvene REG if necessary.
6. The Provost takes the proposal to Cabinet for review and if successful, refers back to CC for full consideration by the faculty.

Appendix 1: Table of responsible parties for expenses/revenue information

The Resource Evaluation Group uses the following table to assist in determining who would provide the following information about expenses.

<u>Expense</u>	<u>Faculty responsibility</u>	<u>Administrator responsible for approval</u>
Regular faculty and staff salary and benefits	Faculty identify need	Provost approves
Adjunct faculty	Faculty identify need (for new initiative, to serve existing programs, to meet student needs)	Associate Provost approves individual adjuncts; for recurring needs additional approval is needed from Provost as well.
Student employees	Proposing faculty identify need for TA or other worker; Dept evaluates student worker budget	Provost approves budget changes; Student employment committee (with Scott Seibring, Assoc. Prov., et al.); also financial aid
Space renovations	Faculty request spaces for curricular changes (e.g., film studies soundstage); examine whether existing dept budgets suffice	Provost; Cabinet (depends on scope); Capital improvement committee (with reps from AcAff, PhysPlant, et al.) keeps maintenance list; curricular requests weighed against non-curricular needs
Permanent equipment (may interrelate with Space Renovations)	Faculty request initial acquisition and identify replacement needs; examine whether existing dept budgets suffice	Assoc. Provost approves permanent equipment; more organization needed to understand replacement cycle needs for the future
Supplies, publications, software, music, library resources, licenses etc.	Faculty identify need and whether dept budgets suffice; needs should acknowledge financial realities of the institution; initial requests must be well researched and realistic	Provost approves dept budgets; ITS vets new software for security; Assoc. Dean for Curriculum and Instruction approves course software requests. The University Librarian vets requests for new library resources.
Co-curricular activities	Faculty identify need for activities, e.g. fellowships, trips, workshops; examine whether existing dept budgets suffice	Chair/Director for the academic unit's budget or Provost for strategic investment or donor funds.

**Promotion and Tenure Committee
Committee Report
Faculty Meeting – April 26th, 2023**

PAT membership - Spring 2023:

Zahia Drici (Chair - continuing), Amanda Hopkins (continuing), Adriana Ponce, Jean Kerr (continuing), Tyler Schwend, Jim Simeone (Vice Chair), Mark Brodl (ex-officio).

PAT met six times since the April 5th faculty meeting. The Committee completed the 2022-23 academic reviews. It is now working on the carry-over agenda, which will be communicated to the new PAT chair at the change-over meeting.

The committee welcomes the new PAT members, Mike Theune and Wendy Kookan.

I personally wish to express my profound gratitude to my PAT colleagues. I could not have hoped for a more collegial, dedicated and immensely helpful committee. Many thanks to the outgoing members, Amanda Hopkins and Jean Kerr, for their two years of service and to Edgar Lehr, Carmela Ferradáns and Marie Nebel-Schwalm for helping us out in the fall. Special thanks to Jim Simeone for his outstanding service as vice-chair. Many thanks to Provost Brodl for his guidance and also for being such a great resource to me as chair of the committee.

The “Making a Case” workshop is scheduled for **April 27th (Reading Day) at 4:00 p.m.** in Beckman Auditorium (Ames library). PAT encourages all colleagues who are scheduled for evaluation next year to attend the workshop.

Respectfully submitted,
Zahia Drici

Committee Report
Faculty Development Committee
Faculty Meeting April 26, 2023

FDC will hold its changeover meeting April 27, 2023, to welcome its newest members: Edgar Lehr, Leigh Moon, and Dan Roberts. The Chair thanks the 2022-23 Committee members Scott Ferguson (Vice Chair), Ilia Radoslavov, Jennifer Rushlow, and Gabe Spalding for their service and important contributions this year. The Chair also thanks Abbie Kerr, Associate Dean of Scholarly and Creative Work, for her superb guidance and assistance at every turn.

May 8 Scholarship Renewal Program

FDC invites all faculty to participate in our 2023 Scholarship Renewal Program, aimed at helping faculty get started on summer scholarship and creative work. The program includes speakers on the newest publishing strategies, tips for grant writing, and developing good research and writing practices. You may register [here](#).

Respectfully submitted,
Kristine Nielsen, Chair

Nominating Committee

Faculty Report

April. 26, 2023

The Nominating Committee has met twice since the last faculty meeting. At these meetings the committee discussed the needs regarding special elections based on the 2023-24 elective committee election results and updated the appointive committee membership. The committee issued a call for nominations for sabbatical replacements and remaining vacancies on committees and the position of faculty representative to the Board of Trustees. The committee will present slates for the special election for sabbatical replacements and remaining open positions at the April 26 faculty meeting.

Respectfully submitted,

Richard Alvey, chair

**Illinois Wesleyan University
Faculty Meeting April 26, 2023
Assessment Committee Meeting Report**

At the Assessment Committee meeting on April 4, 2023, tasks to summarize the LSI Gen Ed aggregate report and to review an Assessment Report for ARTS were assigned to committee members.

The chair provided an update of Fall 2023 participants for General Education.

Respectfully submitted,

Franklin Larey,
Chair of the Assessment Committee

URAC report for the Faculty Meeting on April 26, 2023.

URAC is pleased by the successful turnout for the JWP Student Research Conference. We will use the remaining time this semester selecting next year's keynote speaker and compiling an organized list of tasks to facilitate next year's conference conveners.

I would like to extend a tremendous thank you to the members of URAC who managed to make this work despite not being able to find a common time to meet: Will Jaeckle (fall sabbatical replacement), Avary Kampwerth (student rep), Marie Nebel-Schwalm, Hieu Nguyen, Becky Roesner, and Tyler Schwend. I would like to extend a special thanks to Meg Miner for all her work with setting up the interface for JWP submissions and a HUGE thank you to Tameka Myers for catching everything we might have otherwise missed.

Thank you for allowing me to serve as your chair.

Respectfully submitted,
Bill Hudson
URAC Chair

Writing Program Committee Report

April 26, 2023

Members: Pennie Gray (Writing Program Director), Billie Jarvis-Freeman (Writing Center/Tutoring Services Director), Linda Kunce, Allison Serraes, Jim Simeone

First and foremost, I'd like to express my deep appreciation to the members of the Writing Program Committee: Billie Jarvis-Freeman, Linda Kunce, Allison Serraes, and Jim Simeone. The insights and ideas you shared have been invaluable to me, and I am so thankful to have had your wise guidance and counsel this year. My sincerest thanks!

Summer Reading: Please continue to submit texts of all sorts for the Summer Reading Program. Texts which reflect the Annual Intellectual Theme, The Power of Place, may be emailed directly to me, Pennie Gray (pgray1@iwu.edu) or uploaded to this [folder](#). An invitation to serve as a discussion facilitator is forthcoming, so please consider volunteering to help welcome our newest Titans through this worthwhile and engaging program.

Gateway: A wide range of suggestions were made for the purpose of shoring up our financial health, one of which is to eliminate or drastically change the Gateway program. As Writing Program Director, I have crafted a statement in defense of retaining our Gateway program. That statement is below for your consideration.

In Defense of Gateway **A Word from the Writing Program Director**

In our current era of downsizing and navigating a difficult financial landscape, the option of eliminating or drastically changing the Gateway program has been floated as a potential cost-saving measure. We all know the financial situation of the university is, at best, precarious, and action must be taken. However, we must also weigh the benefits and drawbacks of any given decision. As Writing Program Director, I would like to share some thoughts about the Gateway program and attempt to defend the continuation of a program that is distinctive to IWU and rich with potential.

First, a bit of context: For at least three years, no one served as Writing Program Director, so the Gateway program was largely unsupported and cobbled together through the good will of folks willing to teach Gateways and through a fair amount of pleading and cajoling to recruit those less willing. When I stepped into the Writing Program Director role in the summer of 2022, I attempted to shore up the program in these ways:

- I offered a series of three workshops over the summer to clarify the goals of Gateway and to ensure some consistency across Gateways;
- I video recorded these summer workshops so that they were available to those unable to attend;
- I curated resources for Gateway instructors, which remain housed on Moodle and in a Google Drive folder;
- I held two Gateway workshops during the fall semester to bring Gateway instructors together for collaboration, support, and norming;
- I held two Gateway fora to generate ideas for the improvement of Gateway;
- I supported the creation of the Give Me Five series;
- Currently, I am in the process of setting up a cohort system of Gateway instructors for fall of 2023;
- I am also in the process of developing a Gateway handbook to further ensure consistency across Gateways and to create a space to house valuable resources.

In short, I'm working to strengthen the Gateway program so that the program can reclaim its role as the foundation for critical thinking and writing for first-year students. My hope is to position the Gateway program to realize its full potential.

And just what is that potential? Besides the [four overarching goals](#) of Gateway,¹ Gateway courses also offer students a glimpse into a topic or discipline they might not otherwise consider. Furthermore, Gateway courses are perhaps the only courses offered on campus in which all students (with few exceptions) are first-year students who share the same questions, concerns, struggles, and insecurities. What better place to offer the hands-on support—both academic and emotional—that our students need in that very moment? We all know how crucial retention is to

¹ Gateway Goals: Introduce students to the process of intellectual inquiry and develop students' critical thinking skills; Develop students' ability to evaluate competing ideas and experiences; Develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and in strategies for effective revision; Engage students in learning activities that prepare them for academic life in the university.

our institution's viability, and Gateways offer the kind of support that can result in retention, particularly if staffed with established IWU faculty² who can enrich students' connections across campus and introduce them to the richness of a true Liberal Arts education.

While it might seem tempting to move these Gateway courses into departments, in doing so we would very likely lose some of the community collaboration that the Gateway program is currently trying to engender. Likewise the temptation to turn future departmental Gateways into introductory courses for specific majors jeopardizes a more holistic understanding of writing and revision as a larger academic pursuit, a pursuit that is already at risk from any number of current phenomena (e.g. new AI technologies, under-preparation at the high school level, student apathy regarding communication).

One of the constant refrains heard by those trying to staff Gateway courses is that faculty are uncomfortable teaching writing, particularly writing as a process. How would this be addressed by eliminating Gateway or moving it into departments? Regardless of how we might currently feel about the strength of a Gateway program that was left somewhat neglected, no one can doubt that our students need an introduction to academic writing in their first-year experience. The Gateway program is the foundation from which other academic and scholarly pursuits can emerge.

The Gateway program is about to enter its 25th year. Certainly it needs attention and reform. Perhaps it even needs an academic home. But it is still a relevant, needed program. Its distinctiveness is a selling point and it indeed provides our newest Titans with a Gateway to the uniqueness of IWU.

² It is important to note that many of our adjunct and visiting instructors who teach Gateway courses have done some stellar work and are trusted and valued colleagues who add much to our students' experiences here at IWU. Nonetheless, it is financially prudent to draw Gateway instructors primarily from the faculty and instructional staff pool.

Provost Report

Canvas Update (Amy Coles)

We have begun the process to implement Canvas for Fall 2023. See [this LibGuide](#) for the evolving schedule, announcements, and resources. We will add information as it becomes available!

<https://libguides.iwu.edu/canvas>

- **May 12, Canvas Kick-Off, 10am-2pm** in Thorpe (Ames 300): Meet our Canvas representative, Joe Bernard, to learn about Canvas migration experiences, the Canvas mobile app, and a checklist for best practices in designing courses in Canvas (Joe Will talk at 10-10:30 and 1-1:30). A light lunch will be provided (**RSVP for lunch by May 5** [using this link](#) or by emailing thorpe@iwu.edu). Please bring your laptop if you would like to get to work with expert help!
- If you use any **third party vendors** (publisher platforms, apps that use student identity or share grade information back to the LMS), please email Rick Lindquist to start the process of integrating them with Canvas.
- To **save historical student data** from Moodle, you can download your gradebook from Moodle ([link instructions here](#)) or export certain assignments, like final papers. Rick is happy to help on this. Course evaluations in SmartEval should not be affected by our switch to Canvas.

An announcement will come soon about a **Canvas Workshop** in July or early August!

Transfer Update (Amy Coles)

An email went out to all students and advisors about how to access the new transfer policies for students attending IWU through the 2023-24 academic year. Please have your students run a *What If* analysis on their majors/minors next Fall to see if switching catalogs is feasible for them. [See the text of the email here](#).

Thorpe Center Events (Amy Coles)

- Monday May 1, 11:30-1:30pm **Grading Lunch in Thorpe** (Ames 300)! Join us for a last grading push as you finalize your grades for the spring semester (senior grades due Weds. 5/3 at noon)! A taco lunch will be buffet style, but dietary restrictions can be accommodated. So that we can properly order, please RSVP by 4pm on Weds. April 27 [using this form](#).
- Monday May 8: FDC Scholarship Renewal Program. See the event [calendar invitation and description here](#). [Register for sessions and lunch here](#).
- Friday May 12: Canvas Kick-Off (see above)
- July or August: Canvas Workshop TBD

Gateway Instructors Needed (Amy Coles)

If you can add a GW section, please let Amy Coles know! Pennie Gray has materials to help develop your GW course, if you are teaching for the first time. Students begin to register in Rising Titan on June 8! **We**

are working on merging the three summer sessions (May Term, June, July) as one formal term to be fully implemented by Summer 2025. There are still ideals and policies to work out, but we will bring new policy suggestions to relevant committees and the faculty starting in Fall 2023. For the purposes of financial aid, students who take three courses in summer might be able to access financial aid benefits as early as May 2024. Ask Scott Seibring for details!

Summer Term

We are working on merging the three summer sessions (May Term, June, July) as one formal term to be fully implemented by Summer 2025. There are still ideals and policies to work out, but we will bring new policy suggestions to relevant committees and the faculty starting in Fall 2023. For the purposes of financial aid, students who take three courses in summer might be able to access financial aid benefits as early as May 2024. Ask Scott Seibring for details!

Staffing Changes in Academic Affairs

Faculty departures 2022-23

Name		Title
Last	First	
Ballard	Julie	Assistant Professor of Theatre Arts
Brennan	Brian	Associate Professor and Chair of Chemistry
Coleman	Mary	Associate Professor of Philosophy
Criley	Mark	Associate Professor of Philosophy
Hardy	Elaine	Assistant Professor of Nursing
Hudson	Bill	Associate Professor of Music
Kelahan	Emily	Associate Professor of Philosophy
Larey	Franklin	Director of School of Music and Professor of Music
Lowe	Josh	Assistant Professor of Art and Design
McLaughlin	Michael	Assistant Professor of Accounting
Perera	Manori	Associate Professor of Chemistry
Perera	Thushara	Associate Professor of Physics
Schumacher	Christopher	Head Track Coach/ Instructor of Athletics

Faculty Retirements 2022-23

Name		Title
Last	First	
He	Tian-Xiao	Professor of Mathematics
Miner	Meg	Associate Professor and University Archivist
Springwood	Chuck	Professor of Anthropology
Sultan	Nancy	Professor of Greek & Roman Studies

New Tenure-Line Faculty for 2023-24

Name		Title
Last	First	
Dodd	Daniel	Assistant Professor of Kinesiology
McCannon	Bryan	Director of School of Bus and Econ
Rodriguez Barrera	Juan	Assistant Professor of English
Zhahadai	Bira	Assistant Professor of SoBE/ Macroeconomics
Ongoing		Assistant Professor of Nursing
Null		Assistant Professor, Ames Library
Null		Assistant Professor of Chemistry
Null		Assistant Professor of Physics
Null		Assistant Professor of Sociology

Visiting Faculty for 2023-24

Name		Title	Returning
Last	First		
Campbell	Logan	Visiting Assistant Professor of Music	X
Chambers	Harlan	Visiting Assistant Professor of History	X
Culp	Alyssa	Visiting Assistant Professor of History	
Dmytrejchuk	Ana	Visiting Assistant Professor of Chemistry	X
Hamilton	Beau	Visiting Assistant Professor of Theatre	
Jack	Trevor	Visiting Assistant Professor of Mathematics	X
Neally	Kate	Visiting Assistant Professor of Educational Studies	X
Petentler	Bryanna	Visiting Assistant Professor of Mathematics	
Safavi-Sohi	Reihaneh	Visiting Assistant Professor of Biochemistry	
Schuller	Kelly	Visiting Assistant Professor of Nursing	X
Staros	Karolina	Visiting Assistant Professor of Sociology	X
Thapa	Saroj	Visiting Assistant Professor of Physics	X
Wilson	Luke	Visiting Assistant Professor of Philosophy	X
In Progress		Visiting Assistant Professor of Accounting	
In Progress		Visiting Assistant Professor of Chemistry (Analytical)	
In Progress		Visiting Assistant Professor of Chemistry (Biochem)	
In Progress		Visiting Assistant Professor of Physics	
In Progress		Visiting Assistant Professor of Theatre	

Notices:

Gateway Instructors needed!

If you can add a GW section, please let Amy Coles know! Pennie Gray has materials to help develop your GW course, if you are teaching for the first time. Students begin to register in Rising Titan on June 8!!

Advisors, please encourage your students to consider these online and synchronous courses for Fall 2023 that can fulfill the second language requirement. - Professor Jessie Dixon



Bradley Univ. & IWU Language Coop Fall 2023

Illinois Wesleyan Univ. students can fulfill language requirement by taking **ML 101: Arabic or Chinese** synchronous online classes taught by Bradley Prof. BU students can take **Japanese** taught by IWU Prof.



يتعلم عربي

Earabiun Yataealam



いっしょに日本語を勉強しましょう！

Issho ni nihongho o
Benkyoo shima shoo!

学习 Xuéxí

中国人 Zhōngguó rén

Contact: Prof. Jessie Dixon
Jdixon1@iwu.edu or
Prof. Alex Hertich
ahertich@fsmail.bradley.edu

MegaSearch Workshops

In response to comments from the 2023 MISO survey, The Ames Library will be hosting workshops during May Term for faculty and staff to learn more about navigating MegaSearch, our library catalog and article search resource. The goal of the workshops is to demonstrate the different kinds of searches possible with MegaSearch, how to access articles, and how to use your Ames Library Catalog/I-Share account to request and renew materials. The workshop schedule will be distributed via email, our social media channels, and will be posted on the library website. We hope to see many of you there! - Stephanie Davis-Kahl

Nursing Position

The search committee in the School of Nursing and Health Sciences would like to share the announcement for a tenure line assistant or associate professor. Candidates with expertise in community/public health nursing will be highly considered. We are asking all faculty to reach out to any academic nurses they may know to share the announcement in their professional and social circles.

Dates:

Thursday, April 27, Reading Day

April 28 – May 3rd at noon, Finals

Monday May 1, 11:30-1:30pm Grading Lunch in Thorpe. RSVP by 4pm on Weds. April 27 [using this form](#).

Wednesday, May 3 Senior and graduate grades due

Sunday May 7, Commencement

Monday, May 8, 9:00am – 4:00pm, FDC's annual Scholarship Renewal Program. [Register for sessions and lunch here](#).

Tuesday, May 9, Non senior and non graduating grades due

Friday May 12, Canvas Kick-Off, 10am-2pm in Thorpe. RSVP for lunch by May 5 [using this link](#) or by emailing thorpe@iwu.edu.

Training Sessions for Summer Advisors (choose 1/3 dates) (\$125 for completing training)

Thursday, June 1, 8:30am-12 noon (in person - light breakfast provided)

Wednesday, June 7, 8:30am-12 noon (in person - light breakfast provided)

Friday, June 9, 9:00am-12 noon (virtual)

Rising Titan Orientation First Year Student Sessions

Monday June 12, 1:00pm-5:00pm (first year students, in person)

Thursday June 15, 1:00pm-5:00pm (first year students, **virtual**)

Monday June 19, 1:00pm-5:00pm (first year students, in person)

Thursday June 22, 1:00pm-5:00pm (first year students, in person)

Thursday July 27, 1:00pm-5:00pm (first year students, **hybrid**....with virtual advising sessions)

Rising Titan Orientation Transfer Student Sessions

Thursday June 8, 2:00pm-5:00pm (transfer students, in person)

Thursday August 3, 2:00pm-5:00pm (Transfer students, **virtual**)

Committee Vacancies

Our list of vacancies (mostly for leave replacements) that we would like to fill is:

Elective Committees:

Assessment (1 fall '23, 2 spring '24 openings)

Hearing (a 1-year opening and a 2-year opening)

BOT rep

CETAL (2 year opening)

Appointive Committees:

Fall Parliamentarian

Spring Secretary

1 open position on Writing Committee

If you would like to volunteer for any of these, please email ralvey@iwu.edu.

Thank you,

Nominating Committee