



2020-2021

2020-2030

4-7-2021

April 7, 2021

Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

Wednesday, April 7, 2021

11:00 am

Zoom conferencing [link](#)

Join Zoom Meeting

<https://us02web.zoom.us/j/87823438466?pwd=aW9HekkrSkI2cVFyUzZWMzINbFE3dz09>

Meeting ID: 878 2343 8466

Passcode: 924684

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

1. Call to Order
2. [Approval of the March 3, 2021 Faculty Meeting Minutes](#)
[Curriculum Council Consent Agenda](#)
3. Committee Reports
 - a. [CUPP \(written report\)](#) Professor A. Eckhardt
 - i. [CUPP addendum: Instructional Staff Handbook Changes](#)
 - b. Curriculum Council (oral report) Professor D. Marvin
 - i. [Rationale for Chemistry, Biochemistry Motions 1-3 and related Consent Agenda items](#)
 - ii. [School of Music Transformation Summary](#)
 - iii. [CC Motion 1: Revise Major in Chemistry](#)
 - iv. [CC Motion 2: Revise Minor in Chemistry](#)
 - v. [CC Motion 3: Revise Major in Biochemistry](#)
 - vi. [CC Motion 4: Revise Bachelor of Music Education Major](#)
 - vii. [CC Motion 5: Revise Bachelor of Music Major Sequence in Instrumental Performance](#)
 - viii. [CC Motion 6: Revise Bachelor of Music Major Sequence in Piano Performance](#)
 - ix. [CC Motion 7: Revise Bachelor of Music Major Sequence in Vocal Performance](#)
 - x. [CC Motion 8: Revise B.A. in Music Major](#)
 - xi. [CC Motion 9: Delete Concentration in Music Composition](#)

- c. Promotion and Tenure Committee (oral report) Professor M. Perera
 - d. Faculty Development Committee (oral report) Professor L. Nillas
 - i. [FDC Motion: Curriculum Development \(CD\) Grant Eligibility](#)
 - e. [Nominating Committee \(written report\)](#) Professor D. Roberts
 - f. [Assessment Committee \(written report\)](#) Professor L. Nelson
 - g. [Undergraduate Research Advisory Committee \(written report\)](#) Professor T. Fuist
 - h. [Faculty Committee on Diversity \(written report\)](#) Professor W. Kooken
 - i. [Council for Excellence in Teaching & Learning \(written report\)](#) Professor B. Reissenweber
 - j. [GREENetwork Committee \(written report\)](#) Professor L. Brown
- 4. Old Business
 - 5. New Business
 - 6. Administrative Reports
 - 7. [Announcements](#)
 - 8. Adjournment

MEETING OF THE IWU GENERAL FACULTY

Wednesday, March 3, 2021 over video conferencing. Voting was performed after the meeting via electronic ballot.

Summary of business

- CUPP Motion 1: Criteria for Approving Library Faculty Tenure Line Positions – passed.
- CC Motion 1: Revise Finance Minor for Accounting Majors to include all Business-related majors – passed.
- CC Motion 2: New Minor in Public Health – passed.

Meeting minutes

1. **Call to Order.** President Nugent called the meeting to order at 11:04 am.
2. **Approval** of the February 3 Faculty meeting minutes and the February 17, 2021 Special Faculty Meeting Minutes.

Motion to amend the Feb 3 minutes: replace “This proposal was precipitated by the closure of programs such as Religion” with “This proposal was precipitated by the closure of programs in Anthropology, Religion, French, and Italian.” Also, add word core so it becomes “core course offerings.”

Motion to amend the Feb 3 minutes: the sentence: “The President replied that the plan is to move forward with current faculty in International Studies” have an added parenthetical: given that the University is facing an \$8M deficit and that the Board took steps to help our financial situation (and is unlikely to reverse that decision).

Motion to amend the Feb 3 minutes: in the section on Prof. Davis-Kahl’s slide presentation, “Library” should be “Librarian” and “renovation” should be “redesign.”

All three amendments **passed**, then both sets of minutes **passed**.

3. Curriculum Council consent agenda – nothing removed from the consent agenda.

4. Committee Reports

- a. **CUPP** (written report), Prof.. A. Eckhardt

CUPP has crafted a record keeping policy; see written report for details. This proposed change is to Chapter 2, and thus requires 30 days notice. It will come up for a vote in April.

Motion: Criteria for approving library faculty tenure line positions. Current criteria did not take into account special circumstances for library faculty; this motion rectifies that discrepancy. In particular, provides clarity on data and metrics that measure student engagement.

- b. **Curriculum Council** (oral report), Prof. D. Marvin

The three seats on CC up for elections this spring are business/econ, library, art.

CC Motion 1: revision of Finance Minor. Previously was targeted at Accounting majors, revision includes all Business-related majors. Comes with CC approval.

CC Motion 2: new minor in Public Health. Proposal crafted by Nursing. Comes with CC approval, but note that this is related to the courses and quality of the proposed curriculum. CC does not make any recommendations concerning leadership. The Resource Advisory Group was convened: no new courses required and no new faculty. However, of the three required courses for the minor, Health 280 is offered every year, was most recently close to full, and Sociology 305 was most recently full. So an increase in demand would require extra sections of these courses. Administration members on RAG said that resources would be available if demand meant that extra sections would be needed.

Q: The proposal mentions a second step to create a major. How many faculty would this require? A from Nursing: this proposal is for the minor alone. The language about the major is contingent on resources being available, and is included to give faculty information about the overall conversation. The PETF document included public health as a recommended area of growth. After meeting with the President and Provost, Nursing was asked to craft a proposal, and so work continued.

The VP for marketing and enrollment noted that Covid has brought attention, and that there is prospective student interest in such a program.

A faculty member asked about the program home, noting that International Studies is not situated in any particular department. In the catalog, where will the program be listed? A: it will be listed as a standalone program under the rubric Public Health, and is very interdisciplinary in its course offerings, but Nursing will take the lead. The Provost shared data on this question, but especially noted his desire that faculty hired into interdisciplinary programs have a clear department home in order to make sure tenure/promotion expectations are clear.

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

Discussed major pre-tenure cases.

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

Need for two new members starting in Fall 2021.

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

Note the schedule in the written report. Please complete the elective committee survey.

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

General education assessment of IT, CHC, Arts happened in Fall 2020, committee is discussing the reports submitted. No plan for a virtual meeting with liaisons, but if you would like to meet with the committee please email assessment@iwu.edu.

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

No questions.

h. **Council for Excellence in Teaching and Learning** (written report), Prof. B. Reissenweber

Currently evaluating CETAL handbook language. No questions.

5. **Old Business** – none
6. **New Business** – none
7. **Administrative Reports**
 - a. **Enrollment Update**

Application volume has lagged, especially with underserved high schools, but the year-to-date deposit number is ahead of last year, in particular up in Latinx deposits and international deposits. The uplift in deposit numbers is recent – the report at the board meeting was more pessimistic. Reach out to Greg King if you would like to know the current status of major declarations among deposits. Thanks to faculty for reaching out to prospective students. Recall that recruitment will continue up until Fall semester starts.

b. President Nugent

On the recent Board of Trustees meeting, there was a panel of five students on zoom to discuss the student experience. Lots of positive news, but also an emphasis on the mental health strains resulting from the Covid pandemic. The BOT gave positive feedback on the School of Music proposal and on IDEA center progress.

In these difficult times for higher education, one trend is for greater collaboration and consortia. Three possibilities for IWU: (1) join a course-sharing consortia with 200 other CIC schools. Gives opportunities for students to take courses online that we don't offer, and gives IWU the chance to fill out upper-level courses with students from other institutions. Could also offer course-sharing opportunities over the summer. (2) LCMC has about 90 institutions and 165k students. Offers a broader range of programs. IWU could be a provider or a consumer of courses. Advantage: no upfront costs, but instead fees are paid per student per course. (3) Could collaborate with other institutions on back office services such as business office and IT. Another benefit is the possibility of trying out a major and testing interest before investing in it.

A faculty member commented on the BOT report: dangerous to equate research with enhancing the student experience. It may do so, but student research in the sciences requires professional research and faculty professional development. For this reason, sabbaticals should be available to all faculty.

A faculty member asked for more clarity on quotes such as “elephant in the room is the size of the faculty” and “should we shrink to 1300 [students].” The Provost pointed out during the BOT meeting that the number of tenure lines have been decreased. The President said that the discussion of size is big-picture, not imminent planning. The bulk of expenditures are personnel, and the bulk of our income comes from students. While the preferred option is to grow the number of students along with net tuition revenue, if this doesn't work then eventually we will shrink.

A faculty member requested that the Asian experience be a focus of diversity initiatives, citing decrease in international students due to Covid and an increase in hate crimes against Asians.

On Covid, for four consecutive weeks surveillance testing has yielded 0 positives. Currently the community has 2 active cases. On campuses gaining priority regarding vaccines, lobbying is ongoing, contact your legislator.

c. Provost Brodl

Forecasting is tricky, but hopefully we will move towards more in-person instruction in the Fall. Students who responded to a Fall 2020 survey supported a return to in-person instruction. There may be capacity pinch points, but fill out schedules according to what faculty ideally want, and let administration detect conflicts and reach back to faculty for help with problem solving.

Q: What about international students? A: hoping students will attend in-person, but some students are having troubles getting to embassies for interviews. We hope the backlog will be addressed.

Q: How does the survey square with anecdotal experience that students will default to a Zoom link if it is available? A: Some of this is people taking an easy option while expressing a desire for something else. Things will change if online links are no longer available.

Midterm grade reports of D or F are similar to previous spring semesters, but there is an increase in the number of students on academic probation with multiple midterm grade reports. Reminder that such students need to meet with their advisor, otherwise a hold will be placed on their account.

Close to having a formal announcement of articulation agreement with Heartland. Hoping to create others with other Central Illinois Institutions. Provost Brodl talked with a representative at one institution who reported 59% enroll in a transfer ready program.

Timeline regarding tenure-line searches: determine final number, anticipate it will be small, then proposals for new tenure-lines submitted to CUPP by Friday, April 2. Proposals should include Gray Associates data. Announcement the first week of May.

8. Announcements.

Counseling/consultation services hosting a workshop on Covid and student mental health.

Covid vaccine clinic tomorrow, limited to faculty/staff/students who meet 1B requirements. Committed to 60 doses, so encourage 65/older individuals in the campus community to contact Prof. Folse via email.

School of Theatre Arts has two performances this month, streaming on demand.

Upcoming deadline for student research awards for summer work.

9. Adjournment – meeting adjourned at 12:49 pm.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

Appendix A – Results of the electronic ballot

CUPP Motion 1: Criteria for Approving Library Faculty Tenure Line Positions

Motion passed

Yes = 79

No = 8

CC Motion 1: Revise Finance Minor for Accounting Majors to include all Business-related majors

Motion passed

Yes = 83

No = 3

CC Motion 2: New Minor in Public Health

Motion passed

Yes = 84

No = 7

Curriculum Council Consent Agenda

Academic Year: 2020-21

April 7, 2021

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

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
CHEM 321	66	Physical Chemistry I: Thermodynamics	Classical thermodynamics and its applications in chemistry. Prerequisites: CHEM 202, PHYS 102 or 106; MATH 177; or consent of instructor. Offered each fall.	Change prerequisites to PHYS 101 or 105 and MATH 176	None	None
CHEM 415	67	Biochemistry II	A continuation of Chemistry 414. Topics include the major catabolic and anabolic pathways, the integration and regulation of these pathways, cell signaling and biochemical genetics. The majority of the readings for this course will come from the current primary literature. Prerequisite: CHEM 414. Offered each spring	Remove W flag	None	None
CS 253	49	Software Development	Explores the application of computer science through the software development process. Focuses on software engineering and the production of complete programs, from planning and user interface design through coding, testing, development, and maintenance. Additionally, the course covers several aspects of technical writing, encompassing documentation, specifications, and communication with clients. Prerequisite: CS 128. Offered each fall.	Change prerequisites to "CS 128 with a C- or above"	None	W
CS 256	49	Computer Organization and Architecture	Introduction to computer organization and system architecture. Topics: Boolean algebra, combinational and sequential logic design, fundamental structure of major computer hardware systems (CPU/ALU, memory, cache, registers, I/O), instruction sets, computer arithmetic, pipelining, and memory hierarchy. A two-hour weekly hardware lab is required. Prerequisites: CS 128. Offered each spring	Change prerequisites to "CS 128 with a C- or above"	None	None

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
CS 314	49	Database Systems	Introduction to the relational and semi-structured data base models. Theoretical concepts include relational algebra and calculus, logical and physical database design, normalization, database security and integrity, data definition and data manipulation languages. Programming topics: database creation, modification, and querying using XQuery, MySQL and PHP. Prerequisite: CS 128 and MATH 135. Offered in alternate years.	Change prerequisites to "CS 128 with a C- or above"	None	None
CS 330	49	Computer Networking	Introduction to computer networking, from single, physical links to the structure of the global internet. Focuses on the internet and related technologies, its nuts and bolts, and the principles that govern how and why it works. Several advanced topics are covered, often drawn from the rapidly advancing forefront of network applications. Prerequisite: CS 128 and CS/MATH 136. Offered in alternate years.	Change prerequisites to "CS 128 with a C- or above"	None	None
CS 338	49	Artificial Intelligence	Artificial intelligence is, broadly, the study of computational solutions to difficult real-world problems – problems whose solutions might be considered to involve “intelligence”. Applications range from self-driving cars to intelligent personal agents to challenging routing/scheduling problems. Topics include Bayesian inference, constraint satisfaction, game playing, logic, machine learning, Markov decision processes, and heuristic search. Prerequisites: CS 128, MATH/CS 135, and MATH/CS 136. Offered in alternate years.	Change prerequisites to "CS 128 with a C- or above"	None	None
CS 354	49	Algorithm Design and Analysis	Explores efficient programming through the study of algorithms and data structures. Algorithm complexity analysis. Common patterns and trade-offs; e.g., recursion, divide and conquer, greedy algorithms, parallelization, etc. Advanced data structures and abstract data models; e.g., linked structures, array-based structures, hash tables, trees, graphs, sets, etc. Prerequisites: CS 128 and CS/MATH 136. Offered every year.	Change prerequisites to "CS 128 with a C- or above"	None	None
CS 355	49	Programming Languages	Comparative analysis of programming languages. Taxonomy and history of programming languages, parsing, garbage collection/resource management. Type systems, semantics, and advanced object oriented and functional programming. Prerequisite: CS 128 and CS/MATH 135. Offered every year.	Change prerequisites to "CS 128 with a C- or above"	None	None

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
CS 357	49	Models of Computing	Theoretical foundations of computing. Automata, grammars, decidability, and complexity. Computability and logic: undecidability and incompleteness. Automata theoretic approaches to decision problems in logic. Prerequisite: CS 128 and CS/MATH 135. Offered alternate years.	Change prerequisites to "CS 128 with a C- or above"	None	W
CS 370	49	Special Topics	In-depth examination of selected areas within computer science not currently offered in the curriculum. May be repeated for credit if course content is not duplicated. Prerequisite: CS 128 and either CS/MATH 135 or CS/MATH 136. Offered as needed.	Change prerequisites to "CS 128 with a C- or above"	None	None
CS 397	49	Internship	This non-credit course is offered by arrangement with the department head. Application must be made at the beginning of the semester prior to the internship. Prerequisites: CS 128. Offered each term.	Change prerequisites to "CS 128 with a C- or above"	None	None
MATH 215	92	Linear Algebra	Vector spaces, linear mappings, determinants, matrices, eigenvalues, geometric applications. Prerequisite: 176 or consent of instructor. Offered each semester.	Change prerequisite - remove MATH 176	FR (MATH 215)	
MATH 310	92	Combinatorics and Math Theory	Topics to include basic counting techniques (counting principles, binomial identities, inclusion/exclusion, recurrences, and generating functions), an introduction to graph theory, and extremal problems. Prerequisites: MATH 177 and 200. Offered in alternate years, fall semester.	Change prerequisite - remove MATH 177	None	None
MATH 324	92	Probability	An introduction to probability; random variables with discrete and continuous distributions, independence and conditional probabilities, distributions and expectations of random variables, moment generating functions, joint distributions. Prerequisites: 177 and 215. Offered each fall.	Change prerequisite - remove MATH 215	None	None
MATH 407	92	Numerical Analysis	Numerical processes and error estimates relating to non-linear equations, linear systems of equations, polynomial interpolation and approximation, spline functions, numerical integration and differentiation, and initial-value problems in ordinary differential equations. Prerequisites: MATH 177, 215, and 178 (or some familiarity with Mathematica with the instructor's approval).. Offered in alternate years, fall semester.	Change prerequisite - remove MATH 215	None	None
MATH 437	95	Algorithmic Number Theory		Delete course	None	None
MUS 111	90	Introduction to Music Composition		Delete course	None	None
MUS 112	98	Composition I		Delete course	None	None

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
MUS 207	71	Keyboard Harmony I	Techniques of melodic harmonization, transposition, sightreading, realization of figured bass, improvisation, and other related skills. Designed specifically for music majors with keyboard as the major applied instrument. Prerequisite: MUS 104 or equivalent skill. Offered in alternate years, fall.	Change in course offering frequency to offered each fall	None	None
MUS 208	72	Keyboard Harmony II	Techniques of melodic harmonization, transposition, sightreading, realization of figured bass, improvisation, and other related skills. Designed specifically for music majors with keyboard as the major applied instrument. Prerequisite: MUS 207. Offered occasionally	Change in course offering frequency to offered each spring	None	None
MUS 219	90	Introduction to Private Teaching		Delete course	None	None
MUS 24, 24X	90	Symphonic Winds		Delete course	None	None
MUS 28, 28X	90	Unlicensed Syncopation		Delete course	None	None
MUS 301	86	Tonal Counterpoint	Current: Instruction in 18th century contrapuntal style/ techniques, including practical applications with cantus firmus, inventions and fugues. Prerequisite: 204 or consent of instructor. Offered every other spring. Proposed: Students will learn to analyze and write music in the High Renaissance and late Baroque styles of Palestrina, J.S. Bach, Vivaldi, Corelli and Handel. Recognizing the value of historical pedagogical methods, students will be guided by 18th-century composer-theorists' writings as much as current textbooks. Topics include species counterpoint, figured bass realization, partimento, schema theory, inventions and fugue. Prerequisites MUS 204 or consent of the instructor. Offered every Spring.	Change course title to "Modal and Tonal Counterpoint"; change course description and frequency	None	None

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
MUS 302	85	Advanced Analysis	<p>Current: A detailed study of the principal organizing factors and structural patterns found in large-scale musical works of the 18th to 20th centuries, including comparisons between the treatment of similar forms in different style periods. Prerequisite: 204. Offered each fall.</p> <p>Proposed: This course focuses on the study of Classical form and recent advances in Formenlehre. Adopting a multi-parametric approach, it helps students understand how melodic design, harmony, motivic elaboration, phrase rhythm, formal functions, and other elements interact to produce works of lasting merit. Aesthetic considerations such as musical rhetoric, coherence, and logic also guide class analyses. Prerequisite: MUS 204. Offered every Fall.</p>	Change course title to "Classical Form and Analysis"; change course description	None	None
MUS 316	90	String Pedagogy I		Delete course	None	None
MUS 317	90	String Pedagogy II		Delete course	None	None
MUS 318	90	String Pedagogy III		Delete course	None	None
MUS 319	90	String Pedagogy IV		Delete course	None	None
MUS 321	87	String Pedagogy	Knowledge and materials for teaching string instruments in the private lesson setting. Students will formulate teaching strategies and study technical and musical resources for their instrument. The course includes instruction in teaching new skills, correcting problems, and guiding students' musical and technical growth at each level of their development. Prerequisite: Music major/minor of junior or senior standing, or consent of instructor. Offered every other spring.	New course	None	None
MUS 324	76	Song Literature	A survey of Art Song Literature from the 18th century through the present day. Emphasis on song study, interpretation, performance practice and skill study in the art of programming a solo voice recital performance. Prerequisite: MUS 202 or consent of instructor. <i>Offered in alternate years, fall semester.</i>	Change frequency to offered as needed Update course description	None	None
MUS 325	77	Vocal Pedagogy	A course designed to foster the development of a practical philosophy of singing and teaching. Prerequisite: MUS 225 Vocal Techniques. Offered each spring.	Change frequency to offered as needed Update course description	None	None
MUS 339	90	Marching Band Practicum		Delete course	None	None
MUS 343	90	String Literature		Delete course	None	None
MUS 352	90	Choral Literature		Delete course	None	None
MUS 353	90	History of Musical Style I: Renaissance		Delete course	None	None
MUS 353w	90	History of Musical Style I: Renaissance		Delete course	None	W

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
MUS 355	90	History of Musical Style III: Classic		Delete course	None	None
MUS 355w	90	History of Musical Style III: Classic		Delete course	None	W
MUS 356	90	History of Musical Style IV: Romantic		Delete course	None	None
MUS 356w	90	History of Musical Style IV: Romantic		Delete course	None	W
MUS 357	90	History of Musical Style V: Post-Romanticism to WWII		Delete course	None	None
MUS 357w	90	History of Musical Style V: Post-Romanticism to WWII		Delete course	None	W
MUS 359	90	Women in Popular Music		Delete course	None	U
MUS 360	90	Keyboard Literature		Delete course	None	None
MUS 361	90	Keyboard Literature		Delete course	None	None
MUS 366	73	Piano Pedagogy: Methodologies and Resources	Concepts and materials for teaching piano to pre-school children, and individual and group lessons to average age beginners, adult beginners, and intermediate level students; survey of elementary method books, piano literature available to bridge the transition from method books to the standard advanced repertory, and study of the development of technique in the advancing pianist; curriculum and lesson planning concepts; introduction to computer-aided instruction in music theory and the use of other MIDI applications in the applied studio; includes components of observation and intern teaching in the IWU piano preparatory program. Offered every other fall.	Change title to Piano Pedagogy Change course offering frequency to offered occasionally Change Course description	None	None
MUS 367	90	Studies in Pedagogical Literature		Delete course	None	None
MUS 37, 37X	90	Guitar Ensemble		Delete course	None	None

Course #	CC #	Course Title	Course Description	Requested Action(s)	Ed Cat	Ed Flag
MUS 3XX	88	Private Teaching	The aspects of private teaching applicable to all instruments/voice, history of pedagogues and schools of pedagogy, and anatomical/physiological background for playing instruments. Topics include lesson "etiquette," communication with families, recruitment, recital planning, and other aspects of running a private studio. Students will develop a teaching philosophy and studio handbook. Offered every other fall.	New course	None	None
MUS 430	90	Practicum in Conducting		Delete course	None	None
PSCI 270	96	Civil Liberties and Social Justice	An introduction to compelling social justice debates in American politics. Social justice treats the oppression experienced by people due to membership in ascribed groups. Cases will vary, but the issues of equal protection of the laws, fair criminal procedure, free exercise of religion, and discrimination against immigrants will be addressed. AV Offered occasionally.	New course	AV	None
UNIV 201	22	Peer Academic Tutor Colloquium	The work done in tutoring centers on college campuses is often stigmatized as being only for those students who are struggling or for "bad" students. However, tutoring is another useful resource for students at all levels of academia, not just those struggling with new concepts. Tutors, then, must be experienced in explaining course materials to students at a variety of levels. Furthermore, since tutoring occurs mostly between a tutor and his, her, or their students, and is not done in a vacuum, a tutor must be approachable, knowledgeable, and empathetic, perhaps having struggled with the material themselves at some point. This course is designed, then, to teach tutors how to listen, provide advice, and strengthen the skills of their peers learning at every level from first year through senior year. In this class, we will read current and established tutoring scholarship, talk through the ideas about what tutoring is, does, and who it helps, and conclude the course by creating our own tutoring portfolios. We will publish these portfolios on IWU's website to help students who are searching for tutors to find the ones that best fit their needs.	New course	None	None
WC 200	91	Peer Tutoring Colloquium	Writing center tutoring is an ongoing conversation about writing during which the tutor listens, advises, and helps writers. This course is designed to teach tutors how to do these things to enhance their peer's skills. We read writing center scholarship and talk about what writing center work does. Offered each spring semester.	Change course title to "Writing Center Peer Tutoring Colloquium"; Change course number to "UNIV 200"	None	W

CUPP Report

4.7.2021

CUPP has met four times since the last faculty meeting.

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

Consortium on Faculty Diversity. CUPP reviewed proposals from three academic units and provided feedback to the President and Provost. Academic Affairs administration will decide whether to fund one or more proposals. The focus of these proposals was to bring new and exciting learning opportunities for deepening the understanding of diversity, equity, and inclusion for students (and to the extent possible, faculty/staff colleagues as well). The postdoctoral fellow would teach a 2-2 course load and participate in department, programmatic, and interdepartmental initiatives.

Strategic Planning. CUPP has spent a significant amount of time discussing strategic initiatives and considering the best way to generate new revenue for the university. The FY22 budget is predicted to include an almost \$9M deficit spend which is unsustainable; therefore, CUPP has engaged with the President and Provost to discuss potential revenue generating options and ideas. After broad discussion of strategic initiatives including a public health major, communications major, and a School of Business, CUPP met with the President and Provost to have a discussion about consortial agreements. Consortial agreements have the potential to allow IWU to offer new majors without immediately investing resources, but more information is needed to understand the potential consequences of joining consortial agreements. See CUPP minutes from 3/22/21 for more information on the consortial agreement discussion.

Certificate Programs. Another potential revenue generating activity may be the development of external facing certificates that bring in adult students. CUPP and CC had a conversation with Associate Provost Roesner to discuss potential curricular and policy implications of certificates. A point person is needed to move the initiative forward and create a concrete plan for the development of the programs.

Instructional Staff. CUPP formed a task force to update the Faculty Handbook and solidify guidelines for instructional staff proposals. Handbook changes were distributed March 30, 2021 via email. Because some changes are in the Constitution of the Faculty Handbook the faculty will not vote on these changes until the end of April. Additionally, CUPP offered feedback on a proposal for a new instructional staff position submitted to the Provost.

CUPP Record Keeping Policy. The goal of the record keeping policy is to communicate how documents received or created by CUPP will be maintained, shared, and archived. CUPP reviewed the current record keeping policy and is recommending changes to the record keeping policy. This change is in the Constitution of the Faculty Handbook which requires 30 days' notice prior to voting. The motion was shared at the March faculty meeting and will be voted on at this meeting.

Motion 1. Adopt CUPP's updated record keeping policy.

CUPP Record Keeping Policy Proposed Revisions

Proposed Handbook Revision

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

Current Language

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

Proposed language

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

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

Definitions from "Records Management at Illinois Wesleyan University":

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

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

Current: retain only for the current fiscal or academic year

-- : no action necessary

Instructional Staff Handbook Language

The instructional staff classification was created to normalize these positions; however, the description of the positions and responsibilities were not added to the *Faculty Handbook*. CUPP is proposing the following changes (in blue) to the *Faculty Handbook*. Some changes are to the Constitution and require 30 days' notice.

Chapter II. Article III. Faculty Organization

Section 2.

Faculty as used in this Constitution shall include all members of the Academic Affairs staff of Illinois Wesleyan University having full-time appointments of academic rank

Proposed language

- Section 2. Membership in the Faculty: Faculty as used in this Constitution shall include all members of the Academic Affairs staff of Illinois Wesleyan University having full-time appointments of academic rank. *Instructional staff are teaching colleagues who also have staff responsibilities. These individuals have renewable contracts as described in Chapter IV. Instructional staff are considered members of the faculty for purposes of faculty meetings, but committee service is limited (as described within the Handbook).*
- Section 3, 4, 5, 6, 10, 12: Add a phrase excluding instructional staff from service on these committees.

Section 3. CUPP

a. Organization. One representative elected by each educational unit, two at large representatives who will also serve as Representatives to the Board of IWU Faculty Handbook Chapter II - 5 Revised September 2020 Trustees, elected by the faculty to staggered two-year terms, and the President of the Student Senate or the president's designee ex officio with vote shall constitute the Council on University Programs and Policy. When the President or Provost shall determine that matters before the Council are of sufficiently sensitive nature, the President and Provost may meet with the faculty members alone as a subcommittee.

Representatives of educational units shall be elected for two-year terms....

a. Organization. One representative elected by each educational unit, two at large representatives who will also serve as Representatives to the Board of IWU Faculty Handbook Chapter II - 5 Revised September 2020 Trustees, elected by the faculty to staggered two-year terms, and the President of the Student Senate or the president's designee ex officio with vote shall constitute the Council on University Programs and Policy. When the President or Provost shall determine that matters before the Council are of sufficiently sensitive nature, the President and Provost may meet with the faculty members alone as a subcommittee.

Full time faculty will be eligible to serve as representatives of educational units. Instructional staff are not eligible to serve on CUPP. Representatives shall be elected for two-year terms....

Current language.

Section 4. Faculty Representatives to the Board of Trustees

a. Two Faculty Representatives to the Board of Trustees shall be elected by the general faculty, to serve two-year terms. One Representative shall be elected each year, and at least one Representative shall be tenured. CUPP shall elect a third Representative to the Board from among its members to serve for a one-year term. It is recommended that the Representatives have several years of experience as members of the University faculty.

Proposed Language

Section 4. Faculty Representatives to the Board of Trustees a. Two Faculty Representatives to the Board of Trustees shall be elected by the general faculty, to serve two-year terms. One Representative shall be elected each year, and at least one Representative shall be tenured. **Instructional staff are not eligible to serve as Faculty Representatives to the Board of Trustees.** CUPP shall elect a third Representative to the Board from among its members to serve for a one-year term. It is recommended that the Representatives have several years of experience as members of the University faculty.

Section 5. PAT (make changes to chapter V; no change needed here)

Section 6. FDC (make changes to chapter V; no change needed here)

Section 10. The Hearing Committee

a. Organization. The Hearing Committee shall consist of eight members elected from the faculty according to the procedure prescribed in Article V. **Instructional staff are not eligible to serve on the Hearing Committee.**

Section 12. Undergraduate Research Advisory Committee

a. Organization. The Undergraduate Research Advisory Committee shall consist of five members of the faculty elected according to the procedures prescribed in Article V. **Instructional staff are not eligible to serve on the Undergraduate Research Advisory Committee.**

Chapter IVB.1: Faculty Appointments

- Add category of instructional staff (with non-tenure track appointments)- add after coaches so this would be a new 'b'.
 - **b. Instructional staff positions** are renewable, non-tenure eligible employees. These employees will have both teaching and staff duties within an academic unit. A Master's degree is required for employees in this category. These positions may be 9-12 months, depending on responsibilities and unit need.

Requesting process

Units will write a proposal for an instructional staff position. The proposal will be submitted to the Provost and Dean of Faculty who will forward the request to CUPP for review and recommendation. The proposal should include the following:

1. Outline of staff duties associated with the position:
 - a. How many staff-associated hours per week?
 - b. How many months per year is the request for?
 - c. What staff duties will this person perform?
2. Specific teaching duties associated with the position:
 - a. What courses will the person teach? What are the anticipated course caps? If the course has been offered before, please include the average number of enrolled students (averaging the last 3 times the course was offered).
 - b. Discussion of teaching needs including:
 - i. What is the impact on the department and university if the instructional staff position is denied?
 - ii. Were any courses cancelled or under enrolled during the academic year? If so, which ones?
 - iii. What actions have been taken to address staffing constraints?
 - iv. How has the department attempted to cover the teaching need? What (if any) recent changes were made to offerings to limit use of contingent faculty or the need for this position?
3. A discussion of why an instructional staff position is appropriate instead of a series of adjuncts and a staff position. Are there particular skills/abilities that make an instructional staff position necessary?
4. Demonstration of continuing need for both relevant teaching and staff work.

Chapter V. Faculty responsibilities, resources, and related policies

1. Teaching Load

For full-time faculty under the students' 4-4-1 course unit system, the teaching load is normally six course units per year. Release time for administrative duties or special University service is not automatic for any faculty position and must be negotiated with the Provost in each individual case.

Proposed language

1. Teaching load

For full-time faculty under the students' 4-4-1 course unit system, the teaching load is normally six course units per year. Release time for administrative duties or special University service is not automatic for any faculty position and must be negotiated with the Provost in each individual case. Instructional staff members' teaching responsibilities include no less than one-third and no more than two-thirds of a full-time teaching load, including May Term. An academic unit may ask the Provost for an exception to this range for up to a total of five-sixths in a single academic year, including May Term. If the instructional staff position involves teaching lab sections

attached to another course, the employee may teach up to five-sixths time without the academic unit asking for a yearly exception.

3. Faculty Class Attendance

It is expected that in cases where some alternative activities such as individual conferences are substituted for regular class meetings, the faculty [or instructional staff](#) member will file a course plan with the Department Chair or School Director.

4. Class Schedules

...In the unlikely event that a faculty [or instructional staff](#) member wishes to change the meeting time of a course after registration has taken place, the faculty [or instructional staff](#) member should contact the Associate Registrar and ask her/him to email all of the students enrolled in the course with details of the proposed change.

5. Course Syllabi

Each faculty [or instructional staff](#) member is required to produce and distribute, preferably at the first class meeting, but in any event within the first week of classes, a written syllabus explaining the aims, scope and format of the course, readings and other class experiences, such as class discussions, panels, quizzes, papers, and examinations.

6. Office Hours

~~Faculty~~ Office hours are considered to be very important in view of the University's emphasis on teaching, advising, and personal contact between faculty and students. Each faculty [or instructional staff](#) member must post and maintain a schedule of regular office hours amounting to at least five hours per week. A minority of the required hours may carry the stipulation that the faculty [or instructional staff](#) member will be available by appointment only at those times. It is suggested that hours be scheduled so that individual students will not experience multiple conflicts because of a single course. IWU Faculty Handbook Chapter V- 10 Revised September 2020 Each faculty [or instructional staff](#) member must file a schedule of office hours with the Provost at the beginning of each term and should announce it to each class.

B. Policies related to teaching

1. Student Class

Attendance

It is the responsibility of faculty [or instructional staff](#) members to inform students of their attendance policy for each course.

Students are expected to attend classes regularly. In cases of unavoidable absence it is the student's responsibility to inform the faculty [or instructional staff](#) member of the cause. The Health Service will provide evidence of medical attention at the request of any faculty [or instructional staff](#) member. It is the individual student's responsibility to notify faculty [or instructional staff](#) members in advance of absences resulting from University-approved functions. University-sponsored non-academic activities which conflict with class schedules do not automatically take precedence over regular class work, but faculty [or instructional staff](#)

members are requested to exercise reasonable flexibility in accommodating students involved in such activities. (Refer to section on Student Travel, V.B.9.)

When a student's absences are in excess of those permitted by the policy of the faculty [or instructional staff](#) member, it will be assumed that unless otherwise demonstrated, the student has decided not to fulfill the requirements of the course. If the faculty [or instructional staff](#) member's attempts to communicate with the student are unsuccessful, the faculty [or instructional staff](#) member should report the attendance record to the Dean of Students who will issue a warning and arrange counseling. If the absences continue, the instructor can request of the Associate Provost that the student be excluded from further class attendance.

In all cases of extensive class absence by individual students, faculty [or instructional staff](#) members are urged to contact the Dean of Students' Office so that the cause may be ascertained and assistance provided, if necessary.

3. Grading Policies

Each faculty [or instructional staff](#) member is responsible for informing students in each course as to the bases upon which work will be evaluated and the methods by which final grades will be computed. (Refer to the appropriate sections of the University Catalog for overall policies and standards relating to grade designations.)

At mid-term, the Registrar shall request faculty [or instructional staff](#) members to submit grade reports for all students whose grade in any class is C- or lower. These reports are also sent to the individual student's faculty advisor, and to the parents of first-term, first-year students. Mid-term grades are intended to give students who are doing unsatisfactory work adequate warning prior to the end of the term.

Final grade reports are sent to the parents/guardians of all dependent students. The individual faculty [or instructional staff](#) member is responsible to the students and to the Registrar for submitting final grade reports according to the schedule established by the Office of the Registrar. Failure to meet the deadline for turning in grade reports creates serious inconvenience to the students involved. After the final grade for a student has been submitted to the Registrar's Office, no change may be made except to correct a demonstrated clerical error. Notification of the error and the change should be sent to the Registrar.

Individual faculty [or instructional staff](#) members should retain their gradebooks and/or relevant records pertaining to student performance in their classes for a period of not less than four years. Upon the faculty [or instructional staff](#) member's separation from the University, these records are to be left with the faculty member's immediate supervisor or the Registrar.

Sections 4-10 update to include [or instructional staff](#) throughout.

Rationale for Chemistry, Biochemistry Motions 1-3, and related Consent Agenda items

The proposed changes will not result in any changes to course titles, course descriptions and program descriptions on the University Catalog. Chemistry 380 will be revised before the first combined group of Biochemistry and Chemistry students takes it. These proposed changes are the result of many considerations: 1) recommendations of the Program Evaluation Task Force and departmental external review from 2014, 2) offering increased flexibility to our students, 3) making our program competitive among our peers and aspirant institutions, both regionally and nationally, and 4) making our program friendlier to incoming transfer students. We believe these changes will help us increase our enrollment and retention. By providing a more robust curriculum through these changes only strengthen the learning goals we already have for Chemistry and Biochemistry programs. We don't anticipate new staffing needs as all the proposed changes are associated with shuffling of existing courses.

In terms of additions:

- Biochemistry major - We are adding two classes that are already being taught by our department. The new courses being added are:
 - CHEM 301 (Quantitative Analysis) - which puts our major more in line with Biochemistry majors from similar institutions by providing an analytical subfield that is currently missing from the curriculum.
 - CHEM 380 (Advanced Inorganic Synthesis and Analysis, current capstone course of Chemistry majors) - addition of this with slight modifications would help fill the void of capstone experience and provide a culminating experience for Biochemistry students. As part of our transformation efforts, we plan to modify CHEM 380 so it can serve as a capstone course for both majors, thus bringing both Chemistry and Biochemistry majors together as a community. No additional staffing would be needed to do this. Additionally, this allows our department to remove the writing flag from CHEM 415 as CHEM 380 already has it. This normalizes the experience of both majors and also offers us an opportunity to allow a larger enrollment for CHEM 415 instead of limiting it to 15 as a writing intensive flag would require.
- Chemistry - We are removing a required course, CHEM 304 (Instrumental Analysis), and adding it to the current list of electives that students could select from. We will increase the required number of electives to two, resulting in no change in the number of courses required for the Chemistry major and no change in the number of upper-level courses in the major that could count towards graduation. This change does make the Chemistry major more flexible by allowing students to explore additional interests through electives.

Courses being removed:

- Biochemistry – We are removing two classes, MATH 177 and PHYS 102 (PHYS 105). Both courses are taught in the second semester of a year-long sequence, and students either choose the MATH 176-177 and PHYS 101-102, or PHYS 105-106 sequence. We don't see the need for either course (MATH 177 or PHYS 105/107) in the Biochemistry major. While these courses are useful as a prerequisite for CHEM 322 (Physical Chemistry II) Biochemistry majors are not required to take CHEM 322.

Flexibility is provided:

- Chemistry and Biochemistry – We are removing several major requirements - Physics (101 & 102 or 105 & 106) and Mathematics (176 & 177) as well as Chemistry (201)- from our program. Although proficiency in these areas will still be required for students to complete the major, formally removing the courses from the major required course listing will allow increased student flexibility as students can now demonstrate proficiency also through AP/IB credit (only for Mathematics and Chemistry) or by taking equivalent courses outside of IWU.

We are proposing changes to the Chemistry minor to create various tracks within it: analytical, organic, biochemistry, inorganic, bio-organic, and bio-analytical. This allows students more guidance to match with their interests or future career paths as they decide to minor in Chemistry.

Rationale:

Removal of Chemistry 201 requirement from Chemistry and Biochemistry:

Historically, the Chemistry department has offered General Chemistry I (201) and Organic Chemistry I (311) only in the fall and General Chemistry II (202) and Organic Chemistry II (312) only in the spring. This meant that if a student failed to meet the prerequisite for the sequel (C- or better) in a semester, they would not be able to repeat the course for an entire academic year. Additionally, it effectively required that students on a track to medical school would enroll in both Biology 101 and Chemistry 201 in the first semester of their freshman year, a very challenging start to their college career. The Chemistry and Biochemistry department has decided to offer classes also in an off-track sequence (201, 202, 311, and 312 offered every semester) to facilitate student success. This means that if desired, students can delay the start of their chemistry classes for a semester upon arrival at IWU and still complete all medical school chemistry requirements by the spring of their third year. It also means that a student can repeat a needed class the following semester if necessary. As part of this change, and in a way to help populate off-track sequences, the department has decided to make General Chemistry I an optional course for the major. Students that have demonstrated

proficiency through the AP exam can move directly into General Chemistry II their first semester and complete the chemistry sequence in an expedited fashion. While we hope that students would repeat 201 here at IWU if they failed, they could also retake General Chemistry I off campus and resume with 202 at IWU.

Addition of Chemistry 301 and 302 lab to the Biochemistry major:

Chemistry 301 (1.0 units) and 302 (0.25 units) represents quantitative analysis and its laboratory section. In surveying requirements for a Biochemistry major at a variety of similar institutions, it was evident that offering a Biochemistry major without an "Analytical Chemistry" requirement is doing a disservice to our students. Feedback from potential employers in the chemical industry also suggests that analytical/instrumental skills are an attractive skill set they seek in our graduates. During the initial period of our new Biochemistry major, our students' interests were mostly in pre-health related careers. With time, our students explored graduate school and industrial opportunities after graduation. Therefore, in order to properly prepare students for those careers in biochemistry, it is critical that they explore the area of analytical chemistry through this course sequence. Combining the Biochemistry majors with the Chemistry majors that are already taking these courses will also help build community among majors in our department.

Addition of Chemistry 380 to the Biochemistry major:

A capstone course, often considered the pinnacle of a major program, enables students to apply all the skills and concepts they have learned in a single laboratory based course. Such a course allows students to make connections, sometimes between disparate topics. The current capstone course in the chemistry major is CHEM 380 (Advanced Inorganic Synthesis and Analysis). An equivalent capstone course, an obvious void in the major program, has not yet been introduced into the Biochemistry program since the major is relatively new. Addition of Chemistry 380 (Advanced Inorganic Synthesis and Analysis) offers just that for Biochemistry majors. No additional staffing would be needed to do this. We plan to change the content of this course by integrating a few biochemistry-based experiments so that both Chemistry majors and Biochemistry majors can gain considerable experience. In senior surveys, students often comment on the valuable research-like experience this course provided and many students felt this was the highlight of their undergraduate experience. Since the addition of the Biochemistry major, the disconnect between Chemistry and Biochemistry majors has become a problem, and hence creating a cohort is vital to enhance the sense of community among our chemistry and biochemistry students. As with any new major, modifications are needed and vital for long term success of

students. Also, this also provides our department opportunities to assess our curriculum more broadly. Additionally, the document that external reviews shared with administration and us said that incorporating a capstone laboratory course was a strong recommendation from the departmental external review in 2014.

Addition of Chemistry 304, as for the Biochemistry major:

The addition of instrumental analysis as an optional elective simply increases flexibility for Biochemistry students, especially those bound to graduate school or industry and are interested in learning more about instrumentation.

Removal of Chemistry 304, as for the Chemistry major:

Removal of this course from the required course listing for Chemistry majors opens more flexibility, but offered as an elective it still provides the opportunity to take it if student interest is piqued. To keep the number of upper-level courses needed for graduation, we move the number of electives to 2. Making CHEM 304 an elective makes both major offerings more cohesive and allows our department more efficiency in delivering the course.

Deletion of pre-required non-departmental courses, as for the Biochemistry major:

Physical Chemistry I focuses on thermodynamics and hence requires students to demonstrate proficiency in Physics 101. The second semester of Physical Chemistry (CHEM 322) focuses on study of reaction kinetics. But since Biochemistry majors do need to take the second semester, proficiency in Physics 106 is not required. Chemistry majors will continue to take CHEM 322 as part of the chemistry major requirement. Given Biochemistry majors only take a semester of physical chemistry the need for MATH 177 is no longer pertinent.

Proficiency of Physics (101 and 102) or (105 and 106):

Chemistry majors must demonstrate proficiency in physics (101 & 102 or 105 & 106) and calculus (math 176 & 177) to successfully complete (and enroll in) the physical chemistry sequence (Chemistry 321 & 322). Biochemistry majors must demonstrate proficiency in physics 101 or 105, and in calculus, math 176, to enroll in Physical Chemistry I, Chemistry 321. However, it is not necessary that these proficiencies be achieved by completing the coursework at IWU. Since we already allow students to demonstrate proficiency in the math sequence in consultation with the Chemistry and Biochemistry chair, we plan to offer the same option for the physics sequence. As we focus on increasing enrollment in the pre-health field, allowing some flexibility in our curriculum could make IWU and our program more attractive to prospective students.

Removal of "W" from CHEM 415 - IF ONLY ADDITION OF CHEM 380 TO BIOCHEMISTRY IS APPROVED

Currently, Biochemistry majors get the writing intensive flag within the major from CHEM 415 (Biochemistry II). However, as the number of Biochemistry majors continues to rise, we find it increasingly challenging to offer the course as writing intensive. One potential solution would be to follow the campus wide writing intensive course cap of 15 and offer multiple sections of CHEM 415. This however is not a viable solution given the university's current financial situation since offering multiple sections will require additional staffing. Instead all our majors can now get the writing intensive from our capstone course CHEM 380. Hence there is no need to maintain this W flag for CHEM 415.

Addition of Chemistry 300 and 300X to the Biochemistry major:

This required course for Chemistry majors introduces students to a variety of research topics and scientific pursuits through required attendance at a specified number of chemistry colloquia, and other science and career related events. We believe our Biochemistry majors would equally benefit from this course. It is a zero unit for CHEM 300 and 0.25 units are offered after CHEM 300X completion.

School of Music Transformation Summary

Dear Colleagues,

As you know, at the meeting of the Board of Trustees on July 16, 2020, the decision was made that the School of Music should transform. We have been in curriculum discussions about the transformation of our degrees since Fall 2020, and I am pleased to submit, for your consideration, our proposed degrees and courses as we move forward.

We wish to continue the following degrees:

a. Bachelor of Music Education (BME)

Our BME enjoys an excellent reputation as one of the best programs in the field. I am delighted to share with you that the Illinois State Board of Education recently gave our BME degree program a designation of "Exemplary," their highest honor. Only nine percent of all Music Education programs in the state received the same designation.

b. Bachelor of Music (Performance) (BM)

Without doubt, offering a BM confers prestige, and it enhances our standing among our peers in higher education. It also enhances our ability to attract the most talented students to our School. Furthermore, the BM is the degree that sets the standards for the delivery of the technical and artistic skills and abilities that are necessary for our graduates to pursue careers as soloists, chamber musicians, members of large performing ensembles, and specialist instrumental/voice teachers. It is likewise the degree that ensures the delivery of professional-quality ensembles, concerts, and overall creative work of the school.

c. Bachelor of Arts in Music (BA)

We propose to continue to offer the BA in Music since there will be no additional cost; students will enroll in existing courses. An important component of our transformation is our desire to reach a broader IWU community, and to contribute more strongly to our shared liberal arts ideals. This degree will help us achieve just that, and it is also a strong recruitment tool for the entire university.

Furthermore, we wish to continue the Minor in Arts Management to help prepare students for the modern world and for careers in the arts. This is a growing and important area of training and study for all students in the arts, and it is one I have identified for future growth and investment.

You will see that we are proposing a number of cost-saving measures as we reimagine the delivery of courses. These measures include:

- Stacking of courses, which will eliminate under-enrollments in some courses.
- Reimagining the delivery of pedagogy courses: teaching skills are strengthened in the BM with the addition of MUS 132 (Foundations & Principles of Music Education – an existing course in the BME) and MUS 3XX (Private Teaching – a revised existing course).
- Reimagining the delivery of literature courses, now to be absorbed into Studio, Music History, Music Theory, and Techniques classes.
- Closing 2 ensembles will free up a faculty member and eliminate adjunct expenditure: Symphonic Winds and Unlicensed Syncopation.
- Eliminating the MUS 100 secondary applied requirement for the BM. Using current figures, we have 24 BM majors for whom 4 semesters of MUS 100 are required and most are also assigned an accompanist.
- Canceling the courses in eliminated degrees, which means that no adjunct expenditure will be required once these degrees are completely phased out (especially the BM Composition, in 3 years).

Other cost savings measures include a reduction in the frequency of the delivery of accompanist services to students. This will lower expenditure by 50%—using current enrolment it will save us \$33,240 per year. In 20/21 we reduced our student-worker budget from \$93,000 to \$32,400. We also implemented a reorganization and assignment of courses to full-time faculty, resulting in further savings: our adjunct budget decreased from \$351,869 in 19/20 to \$278,861 in 20/21. The SoM is also much leaner today: in the space of 3 years, we have gone from 16 tenure lines to 9.

Following the example of many of our peer and aspirant institutions, we will institute a course fee for applied lessons—the fee amount is still to be determined. Based on current enrollment (46 BME* and BM* majors, and 10 BA** majors) and a semester fee of \$200 for a 60* minute applied lesson and \$100 for a 30** minute lesson, we will collect \$10,200 in fees per semester.

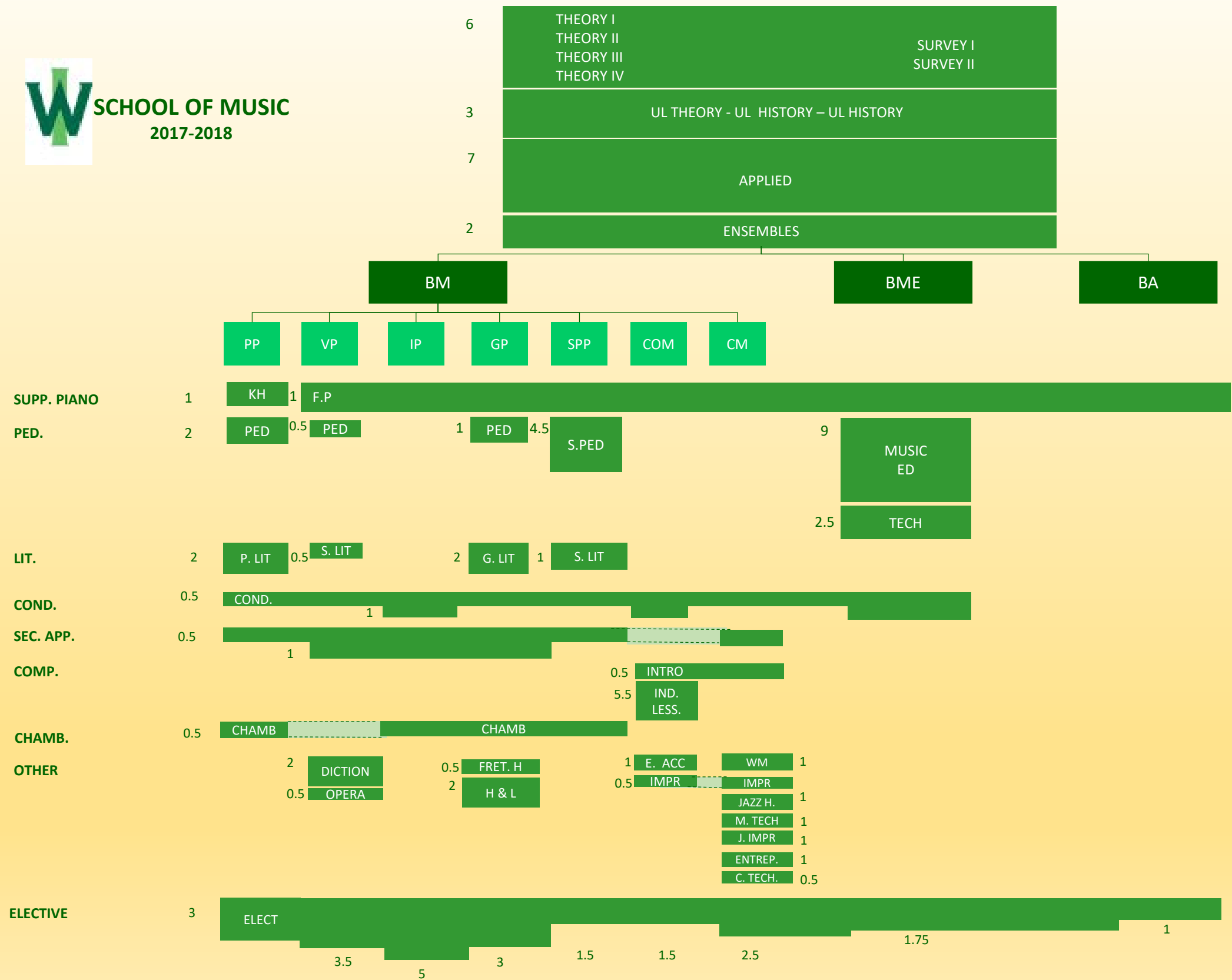
An exciting, new feature of our proposal is our introduction of some Music History courses, which will be open to the entire campus community—these are courses that do not require in-depth music knowledge. While we propose to reimagine the delivery of a number of our courses, we are confident that our proposed degrees will continue to prepare our students for top-tier graduate schools.

PROGRAMS SCHOOL OF MUSIC



SCHOOL OF MUSIC

2017-2018





SCHOOL OF MUSIC PROPOSAL

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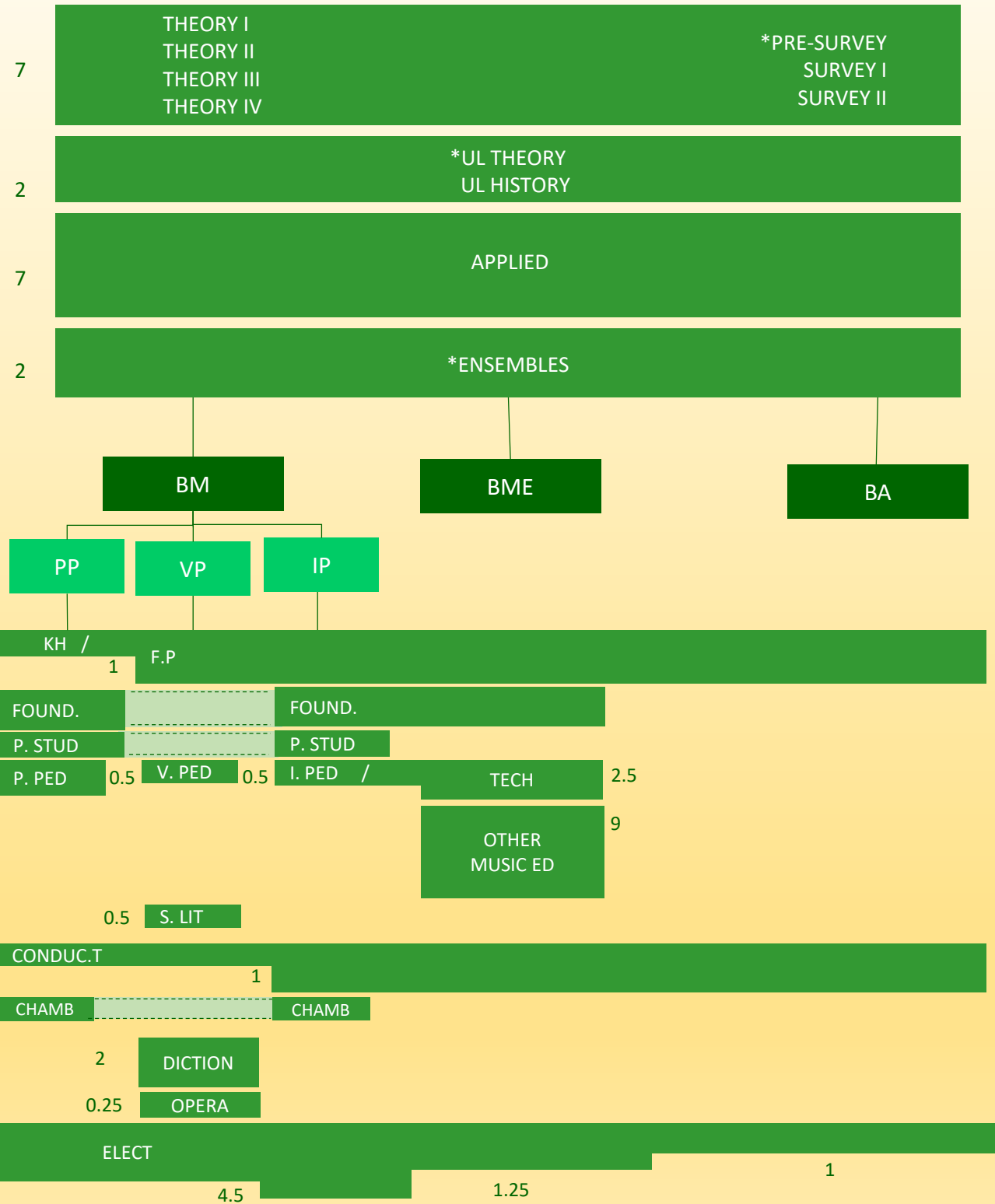
LIT.

COND.

CHAMB.

OTHERS

ELECTIVES



Motion 1:

Revise Major in Chemistry

Current/Proposed Catalog Language:

Pages 153-154

Major Sequence in Chemistry:

The regular Chemistry major consists of the following courses:

- 1) Chemistry ~~201~~, 202*, 311, 312
- 2) Chemistry 301, 302, ~~304~~, 321, 322, 332, and 380
- 3) One course unit selected from Chemistry ~~304~~, 323, 324, 413, 414, 415, 432, or 470
- 4) Two enrollments in Chemistry 300 and two enrollments in Chemistry 300X

Those students desiring certification by the American Chemical Society must take the following courses:

- 1) Chemistry ~~201~~, 202*, 311, 312
- 2) Chemistry 301, 302, ~~304~~, 321, 322, 332, 380 and 317 or 414
- 3) One unit of Chemistry 499
- 4) ~~One~~Two course units selected from the following: Chemistry ~~304~~, 323, 324, 413, 415, 432 or 470.
- 5) Two enrollments in Chemistry 300 and two enrollments in Chemistry 300X

*The prerequisite for CHEM 202 can be met through completion of CHEM 201 or its equivalent or with a score of 4 or 5 on the Chemistry AP test.

~~Courses outside the department that chemistry majors are required to take include:~~
Proficiency in courses outside the department that are required as prerequisites for upper level Chemistry courses are:

- 1) Mathematics 176 and 177 or proficiency. Students who have scored a 4 or 5 on the AP Calculus BC exam, or who have studied calculus at another university, should consult with the Chemistry Department Chair to determine whether they have the needed calculus proficiency.
- 2) Physics 101 and 102 or Physics 105 and 106 or proficiency. ~~Physics 207 is recommended for those who take Physics 105 and 106.~~ Students should consult with the Chemistry Department Chair to determine whether they meet the proficiency.

Courses outside the department that majors are recommended to take include: Biology 101 and 102 or Biology 107 and 108. (Students who plan to study biochemistry, plan to

pursue a health profession, or are interested in biomedical research will need to take one of these introductory biology sequences.)

Motion 2:

Revise Minor in Chemistry

Current/Proposed Catalog Language:

Page 154:

Minor Sequence in Chemistry:

The Chemistry minor consists of the following courses:

- 1) Chemistry ~~201~~, 202*, and 311, ~~312~~
- 2) ~~One of the following courses: Chemistry 301 or 321~~
One of the following pairs of courses: 301 and 304; 312 and 413; 312 and 317; 321 and 322; or 332 and 432
- 3) And ~~two~~ **one** additional courses selected from: 301, ~~304~~, 317, 321, 322, 323, 324, 332, 413, 414, ~~415~~, 432, or 470. **This could also include upper level special topics, May travel courses, etc.**

* The prerequisite for CHEM 202 can be *met* through completion of CHEM 201 *or its equivalent* or with a score of 4 or 5 on the Chemistry AP test. In this case, students would need to take an additional 300-level course to complete a minor in Chemistry.

Motion 3:

Revise Major in Biochemistry

Current/Proposed Catalog Language:

Pages 154-155

Major Sequence in Biochemistry:

...

The Biochemistry Major consists of the following courses:

- 1) Chemistry ~~201~~, 202*, 301, 302, 311, 312, 321, 380, 414 (with laboratory), and 415
- 2) One of the following: Chemistry ~~301~~, 304, 322, 332, ~~380~~, 413, 432, or 470 (1 unit)
- 3) Biology 101, 102 and 312
- 4) One of the following: Biology 307, 311, 313, 315, 330, 410, 411, or 412
- 5) Two enrollments in Chemistry 300 and two enrollments in Chemistry 300X

~~Courses outside the department that biochemistry majors are required to take include:~~
Proficiency in courses outside the department that counts as prerequisites for upper level Chemistry courses are:

- 1) Mathematics 176 ~~and 177~~ or proficiency. Students who have scored a 4 or 5 on the AP Calculus BC exam, or who have studied calculus at another university, should consult with the Chemistry Department Chair to determine whether they have the needed calculus proficiency.
- 2) Physics 101 ~~and 102~~ or Physics 105 ~~and 106~~ or proficiency. Students should consult with the Chemistry Department Chair to determine whether they meet the proficiency.

* The prerequisite for CHEM 202 can be *met* through completion of CHEM 201 *or its equivalent* or a score of 4 or 5 on the Chemistry AP test.

Motion 4:

Revise Bachelor of Music Education Major

Current/Proposed Catalog Language (Page 252):

Current	Proposed
A minimum of 36 course units in music to include:	A minimum of 36 course units in music to include:
A. Three course units in applied concentration study	A. Three and one-half units in applied concentration study
B. Seven course units from 103, 104, 201, 202, 203, 204, 205, 206 (if piano concentration, take 207 and 208 instead of 205 and 206)	B. Eight course units from 103, 104, 124 , 201, 202, 203, 204, 205, 206 (if piano concentration, take 207 and 208 instead of 205 and 206)
C. One unit in music history and literature taken as writing intensive course (W) selected from 353w, 354w, 355w, 356w, 357w	C. One unit in music history and literature taken as a writing intensive course (W) selected from 385w, 386w, 387w, 388w
D. One additional unit in music history and literature selected from 353, 354, 355, 356, 357, or 358	D. DELETED
E. One course unit in upper-division theory selected from 301, 302, and 309	E. One course unit in upper-division theory selected from 301, 302, and 309
F. One course unit in conducting	F. One course unit in conducting
G. One semester of 14X	G. One semester of 14X
H. Five semesters of 15X	H. Five semesters of 15X
I. 1.75 course units (seven semesters) of work in appropriate music ensembles (if piano concentration, complete .5 units in accompanying, 031)	I. 1.75 course units (seven semesters) of work in appropriate music ensembles (if piano concentration, complete .5 units in accompanying, 031)
J. 1.75 course units of music electives	J. 1.25 course units of music electives
K. Two and one-half course units in instrumental and vocal techniques	K. Two and one-half course units in instrumental and vocal techniques

courses	courses
L. Nine course units in music education: Foundations and Principles of Music Education 132; Elementary General Music Methods 232; Special Topics: Music and the Exceptional Child 250 or The Exceptional Child EDUC 257; Instrumental Music	L. Nine course units in music education: Foundations and Principles of Music Education 132; Elementary General Music Methods 232; Special Topics: Music and the Exceptional Child 250 or The Exceptional Child EDUC 257; Instrumental Music

Rationale:

Please note there is no change in the catalog description of the degree

Bachelor of Music Education (BME) - See minor changes in yellow

A minimum of 36 course units of credit are required for completion of the Bachelor of Music Education degree. Formal application for admission to the Teacher Education Program (TEP) is required to enroll in upper level coursework and takes place in the spring of the sophomore year. Licensure candidates must pass required state exams and meet the knowledge and performance standards outlined for all Illinois teachers. Candidates are also required to complete a minimum of one hundred clock hours of clinical experience prior to student teaching. State requirements are subject to ongoing changes. Upon satisfactory completion of the music education degree and state requirements, candidates are recommended for teacher licensure (K- 12 Music) in the State of Illinois by the Educational Studies Office. For more detailed information, including TEP admission and student teaching requirements, refer to the Teacher Education Handbook (<http://www.iwu.edu/edstudies/handbooks/>).

The basic requirements are specified as follows:

A minimum of 36 course units are required for the BME degree: 12.5 course units in Professional Music Education and 16.5 course units in Music (Teaching Specialization), one of which (ensembles) also fulfills the General Education requirement in "The Arts." Students must also fulfill general education requirements for BME, see pages 130-131. In the state of Illinois, Music Education majors must not receive lower than a C- in any professional education and/or music coursework. A grade of C or higher must be earned in all music, music education, and educational studies courses in order to gain licensure. In addition,

music education students must maintain a minimum 2.75 cumulative GPA, 2.75 music GPA, and 2.85 professional education GPA to be accepted into the Teacher Education Program (TEP). The state of Illinois requires that students earn a minimum 3.0 cumulative GPA, music GPA, and professional education GPA in order to earn a teaching license. An explanation of which courses fall under the content area (music) and professional education GPAs can be found on pages 41-43 of the Teacher Education Handbook (<https://www.iwu.edu/edstudies/handbooks/>). A minimum of 29 course units in music specialization and professional music education to include:

Clarify the proposed changes, describing how they differ from current requirements.
 course units in music electives will be moved to required course units for applied lessons (MUS 481 OR 483).

Methods 333A; Choral Music Methods 333B; and Student Teaching in Music 497A	Methods 333A; Choral Music Methods 333B; and Student Teaching in Music 497A
M. One course unit in Educational Studies: Reading, Writing, and Communication in the Content Area EDUC 365	M. One course unit in Educational Studies: Reading, Writing, and Communication in the Content Area EDUC 365
N. Two seasons of Titan Band (for wind and percussion concentrations)	N. Two seasons of Titan Band (for wind and percussion concentrations)

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

Private lessons are one of the primary opportunities for music education students to grow their musicianship and learn about teaching strategies. Currently, students are required to take private lessons 6 out of 8 semesters that they are on campus. The proposed change to the degree would require students to take private lessons 7 out of 8 semesters, with the remaining semester dedicated to student teaching. Requiring music education students to take private lessons each semester that they are not student teaching would be consistent with nearly every peer music education program, including Lawrence University and Millikin University.

- **If you are making significant revisions to a major or concentration, will they affect student learning outcomes? If so, provide a revised list of student learning outcomes.**

None

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

None

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

None

- **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.)**

All library, computer, media, and music resources are adequate.

Motion 5:

Revise Bachelor of Music Major Sequence in Instrumental Performance

Current/Proposed Catalog Language (Page 250):

3) Major Sequence in Instrumental Performance

Current	Proposed
A minimum of 27.5 course units in music to include:	A minimum of 26.5 course units in music to include:
A. Seven units applied major study	A. Seven units applied major study
B. 103, 104, 201, 202, 203, 204, 205, and 206 (seven units)	B. 103, 104, 124 , 201, 202, 203, 204, 205, and 206 (eight units)
C. One unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w, 357w	C. One unit in music history and literature taken as a writing intensive course (W) selected from 385w, 386w, 387w, 388w
D. One additional unit in music history and literature selected from 353, 353w, 354, 354w, 355, 355w, 356, 356w, 357, 357w, 358, or 358w	Deleted
E. One unit upper-division theory selected from 301 or 302	E. One unit upper-division theory selected from 301, 302, or 309
F. One unit conducting 227 (.5) and 328 (.5)	F. One unit conducting 227 (.5) and 328 (.5)
G. One semester of 14X	G. One semester of 14X
H. Six semesters of 15X	H. Six semesters of 15X
I. Two units of work in appropriate ensembles and organizations	I. Two units of work in appropriate ensembles and organizations
J. Five units of music electives (minimum)	J. Music electives minimum of 4 units for strings and 4.5 for other IP majors
K. One half unit applied minor study	Deleted
L. One unit of orchestration	Deleted
M. One-half unit of chamber music	M. One-half unit of chamber music
	N. Foundations and Principles of Music Education, 132 (1 unit)
	O. Private Teaching, 3xx (Number TBD) (0.5 units)
	P. String Pedagogy, 321 (0.5 units) for string majors only

Rationale:

The School of Music has been instructed to reimagine itself in a more cost-effective manner. The following revision of the B.M. in Instrumental Performance seeks to do that while maintaining the degree of excellence needed for our students to become fine musicians, gain access to top-tier graduate music programs in the country, and have teaching careers in private studios or academia. We have sought to streamline our performance majors, mostly by reallocating skills across different courses and stacking a few courses, while at the same time seeking to: 1) diversify the curriculum, 2) redesign theory and history courses to reflect changes in the disciplines, 3) further integrate the various areas of music to each other, 4) further integrate the School of Music to the rest of the University, and 5) maintain a degree of distinctiveness with respect to similar programs in other universities. We also propose innovative and imaginative ways of course content delivery of said deleted courses in much more cost-effective ways while maintaining the degree of excellence needed for our students to be successful in their chosen professional fields and put us in line with most peer and aspirant institutions. The proposed changes do not include any courses outside the School of Music and the available library, computed, and media resources are fully adequate. It is our belief that the proposed changes will reinvigorate the BM degree in Instrumental Performance and strengthen our future recruiting efforts.

In the Major Sequence in Instrumental Performance, we will:

- eliminate the four semesters of applied minor study as a requirement (**1.0 units**)
- eliminate MUS 309 Orchestration as a requirement (**1.0 units**)
- add MUS 132 Foundations & Principles of Music Education (**1.0 units**), a course already offered and required for BME students
- add MUS 3XX Private Teaching (**0.5 units**), a revised course to be offered every other year
- add MUS 321 String Pedagogy (**0.5 units**) for string majors only, a course that will be stacked with MUS 221 String Techniques and therefore not affect faculty loads (current electives in string pedagogy MUS 316, 317, 318, 319, 320, and 343 are being deleted)
- reduce elective requirements to **4 units** for strings and **4.5** for all other IP majors

Motion 6:

Revise Bachelor of Music Major Sequence in Piano Performance

Current/Proposed Catalog Language (Pages 249-250):

1) Major Sequence in Piano Performance

Current	Proposed
A minimum of 27 course units in music to include:	A minimum of 25 course units in music to include:
A. Seven units applied major study	A. Seven units applied major study
B. 103, 104, 201, 202, 203, 204, 207, and 208 (seven units)	B. 103, 104, 124 , 201, 202, 203, 204, 208 (seven and one-half units)
C. One unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w, 357w	C. One unit in music history and literature taken as a writing intensive course (W) selected from 385w, 386w, 387w, 388w
D. One additional unit in music history and literature selected from 353, 353w, 354, 354w, 355, 355w, 356, 356w, 357, 357w, 358, or 358w	Deleted
E. One unit upper-division theory selected from 301, 302, and 309	E. One unit upper-division theory selected from 301, 302, and 309
F. Fundamentals of Conducting, 227 (0.5 units)	F. Fundamentals of Conducting, 227 (0.5 units)
G. One semester of 14X	G. One semester of 14X
H. Six semesters of 15X	H. Six semesters of 15X
I. Two units accompanying, 31, or appropriate ensembles (one unit minimum in accompanying)	I. Two units in accompanying, 31, or appropriate ensembles (one unit minimum in accompanying)
J. Three units of music electives (minimum)	J. Three units of music electives (minimum)
K. One half unit applied minor study	Deleted
L. Piano Pedagogy 366 and 367 (2 units)	L. Piano Pedagogy 366 (1 unit) Delete Piano Pedagogy 367 (1 unit)
M. Keyboard Literature 360 and 361 (2 units)	Deleted (2 units)
	M. Foundations and Principles of Music Education, 132 (1 unit)
	N. Private Teaching, Number TBD (0.5 units)
	O. One-half unit of chamber music

Rationale:

The Major Sequence in Piano Performance equips our students with skills and knowledge to compete for admission at top-tier graduate performance and pedagogy programs, become professional performers and collaborative pianists, and have teaching careers in academia or private studios. The revision and reimagining of the major were necessitated by the urgency to create a leaner, more streamlined curriculum and deliver required courses in a more cost-effective and sustainable manner (see below). In addition to implementing cost-saving measures such as eliminating previously required courses, reducing course offering frequency, and course stacking, we also propose innovative and imaginative course content delivery, while maintaining the degree of excellence needed for our students to be successful in their chosen professional fields. The revisions we put forward will not only increase course enrollment but also directly affect staffing by freeing up faculty loads and allowing faculty to teach other courses. The proposed changes do not include any courses outside the School of Music and the available library, computer, and media resources are fully adequate.

It is our strong belief that the proposed changes will reinvigorate the BM degree in Piano Performance and strengthen our future recruiting efforts.

In the Major Sequence in Piano Performance, we will:

- **Keyboard Harmony I and II (MUS 207 and 208)** will be stacked with Functional Piano I and Functional Piano II (MUS 205 and MUS 206 respectively). Only Keyboard Harmony II will be required for BM in Piano Performance.
- **eliminate MUS 360 & MUS 361 Keyboard Literature courses (2 units)**. Course content will be delivered in weekly studio classes (part of applied lessons), music history, and music theory courses.
- **eliminate applied minor study** as a requirement **(0.5 units)**. We have traditionally required applied minor studies, but in the current financial climate this is no longer sustainable. Eliminating this requirement will also put us in line with most peer and aspirant institutions.
- **eliminate MUS 367**, the second semester course of a two-semester Piano Pedagogy course sequence **(1 unit)**. Course content will be delivered in MUS 366
- **change MUS 366** (Piano Pedagogy) offering frequency to a 3-year cycle
- **add MUS 132 (Foundations & Principles of Music Education)**, currently required course for BME
- **add MUS 3xx (Private Teaching) (Number to be announced)**, a revision of an existing course
- add one-half unit of chamber music as a requirement

Motion 7:

Revise Bachelor of Music Major Sequence in Vocal Performance

Current/Proposed Catalog Language:

Page 250

2) Major Sequence in Vocal Performance

Current	Proposed
A minimum of 27.5 course units in music to include:	A minimum of 25 course units in music to include:
A. Seven units applied major study	A. Seven units applied major study
B. 103, 104, 201, 202, 203, 204, 205, and 206 (seven units)*	B. 103, 104, 124 , 201, 202, 203, 204, 205, 206, (eight units)
C. One unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w, 357w	C. One unit in music history and literature taken as a writing intensive course (W) selected from 385w, 386w, 387w, 388w
D. One additional unit in music history and literature selected from 353, 353w, 354, 354w, 355, 355w, 356, 356w, 357, 357w, 358, or 358w	Deleted
E. One unit upper-division theory selected from 301, 302, and 309	E. One unit upper-division theory selected from 301, 302, and 309
F. One unit: 227 and either 209, 328, or 329	F. MUS 227 (0.5 units)
G. One semester of 14X	G. One semester of 14X
H. Six semesters of 15X	H. Six semesters of 15X
I. Two units of work in appropriate ensembles and organizations	I. Two units of work in appropriate ensembles and organizations
J. Three units of music electives (minimum)	J. Two units of music electives (minimum)
K. One unit applied minor study	Deleted
L. Two units vocal diction	L. Two units vocal diction
M. One-half unit opera theatre work	M. One-half unit opera theatre work
N. One-half unit Vocal Pedagogy 325	N. One-half unit Vocal Pedagogy 325
O. One-half unit Song Literature 324	O. One-half unit Song Literature 324

Changes specific to BM Vocal Performance degree, in summary:

- We will eliminate Choral Conducting as a requirement (0.5 units)
- We will move Vocal Ped to “as needed,” thereby maximizing the chance of having a fully enrolled class.
- We will move Song Lit to “as needed,” thereby maximizing the chance of having a fully enrolled class.
- We will lower our electives to 2.0 units

Rationale

In order to keep our degree offerings in line with our peer/aspirant institutions and maintain a robust curriculum, we kept diction and song literature in the curriculum. These subjects are crucial to the success of a singer and our students are required to take diction and song lit exams when they go to graduate school. Also, the voice area has the largest percentage of students in the SoM, so we are confident that by offering the courses less frequently, we will be able to have fully-enrolled classes.

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

This curricular revision was prompted by the request from the Board of Trustees that the SoM “transform” and re-envision our degree offerings. Our curriculum is similar to our peer/aspirant institutions, such as DePauw, Augustana, Gettysburg College, Lawrence, St. Olaf, and DePaul.

- If you are making significant revisions to a major or concentration, will they affect student learning outcomes? If so, provide a revised list of student learning outcomes.

The learning outcomes that are unique to the voice area remain the same as before the revision. The changes we are making ensure that the required, voice-specific courses will have more students enrolled. We are doing this by offering MUS 325 Vocal Pedagogy and MUS 324 Song Literature every 3 years.

- How does the proposed change affect staffing?

Through retirement, we lost a tenured professor in August, 2020. By offering these courses less often, we should be able to cover the required courses with the remaining full-time faculty, thereby reducing our reliance on adjuncts.

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

None

- 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 require no additional resources

Motion 8:

Revise B.A. in Music Major

Current/Proposed Catalog Language:

Page 253

Major Sequence in Music:

Current	Proposed
A minimum of 13 course units in music to include:	A minimum of 13 course units in music including:
1) 100A (no credit), 100B (no credit), 103, 104, 201, 202, 203, 204 (six units total)	1) 100A (no credit); 100B (no credit); 103; 104; 124 ; 201; 202; and 203 or 204 (six units total)
2) One unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w , or 357w	2) One unit in music history and literature taken as a writing intensive course (W) selected from 385w, 386w, 387w, and 388w .
3) Two additional units in music history and literature OR one additional unit in music history and literature and one unit in music theory and composition. History and literature courses selected from 353, 353w, 354, 354w, 355, 355w, 356, 356w, 357, 357w, 358, or 358w. Theory and composition courses must be selected from 301, 302, or 309	3) Two additional units in music history and literature OR one additional unit in music history and literature and one unit in music theory. History and literature courses selected from 385, 385w, 386, 386w, 387, 387w, 388, or 388w . Theory courses must be selected from 301 or 302, or 309
4) Two course units of applied B.A. study (.25 units each semester)	4) Two course units of applied B.A. study (.25 units each semester)
5) One course unit in appropriate ensembles. Pianists may fulfill any portion with accompanying, 031-01	5) One course unit in appropriate ensembles. Pianists may fulfill any portion with accompanying, 031-01
6) One to three course units of music electives	6) One course unit of music electives
7) One semester of 14X	7) One semester of 14X
8) Six semesters of 15X	8) Five semesters of 15X

- If you are making significant revisions to a major or concentration, will they affect student learning outcomes? If so, provide a revised list of student learning outcomes.

None

- How does the proposed change affect staffing?

None

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

None

- 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.)

All library, computer, media, and music resources are adequate.

Rationale

The B.A., Music Major degree is the degree where components of our professional programs meet the Liberal Arts to offer students the opportunity to pursue both in meaningful ways. It is a very attractive degree, as it allows students to major in music while exploring other fields in a depth that would not be possible were they pursuing a B.A. or a B.M.E. and often attracts double majors. At the same time, it requires no courses beyond those necessary for the other two degrees in music

Our BA currently consists of 13 cu and is on the requirement-heavy side of BA majors. They are currently distributed as follows:

Music theory I, II, III, IV	4
Survey I, II	2
Applied (8 semesters)	2
Ensemble part.	1
Upper level Music History & Theory	3 (2H & 1Th or 3H)
Music electives	1-3 (1 if the 14-18 rule applies)

We think we should keep the BA as close to what it is as possible (as the degree really

does not have much wiggling room) but would like to change the Music History requirement. Currently, students take the two halves of the Music History Survey (Survey of Western Art Music henceforth) and two upper-level courses (from among 6 options). The music history requirement for BM and BME is changing to Life Soundtracks (the introduction to music as social experience around the world); Survey and I and Survey II; and only *1* upper level Music History course. However, it does not seem appropriate to reduce the number of Upper Level courses in music history in the BA, since this is the area of music closest to the Humanities

and the degree has only 4 upper level courses required in the major. The more beneficial option for the B.A., then, is to change the 2 cu from lower-level courses so as to ensure students exposure to World Music and the opportunity to explore the social aspect of music. Because of this, we are changing the requirement of Survey I *and* Survey II to: a) Life Soundtracks and b) Survey I or Survey II.

Additionally, please notice that the number of courses that satisfy the upper-level music history requirement has changed for all music students, including B.A.'s. (See proposals for the following new courses: Romanticism in Music (MUS 385/385w); Modernism, Post-Modernism, and Contemporary Trends in Music (MUS 386/386w); Instrumental Music (MUS 387/387w); Music and the Stage (MUS 388/388w).

Similarly, the number of courses that satisfy the upper-level music theory requirement for all music students (including B.A.s) has also been reduced from 3 to 2. They will now be able to choose between a) Classical Form and Analysis, b) Modal and Tonal Counterpoint, and c) Orchestration.

Description of the BA (pp. 252-253) – NO CHANGE

Motion 9:

Delete Concentration in Music Composition

Current/Proposed Catalog Language:

Pages 254-255

Concentration in Music Composition:

FDC Handbook Language

Motion: Change FDC Handbook language to extend eligibility for CD grants to all course instructors.

Old Language on CD Eligibility (page 18)

Only tenured/tenure-track faculty members are eligible to apply for CD grants. Each faculty member is only eligible for one CD grant of any type each academic year. Funding must be used for the specified funded project. Faculty members who have received support from other university programs to develop a team-taught course are eligible to apply for a CD grant for the same course. However, they are required to disclose information on the other funding that they have received. In no case will the total stipend for one course for an individual faculty member exceed \$2,000.

Proposed Language on CD Eligibility (page 18)

Tenured/tenure-track faculty members and instructional staff are eligible to apply for CD grants. Every individual is only eligible for one CD grant of any type each academic year. Funding must be used for the specified funded project. Those who have received support from other university programs to develop a team-taught course are eligible to apply for a CD grant for the same course. However, they are required to disclose information on the other funding that they have received. In no case will the total stipend for one course for an individual exceed \$2,000.

Explanation: The committee recognized that the FDC Handbook does not include Instructional Staff among those eligible for CD grants. The chair traced the discussion across faculty committees (timeline appended below) and received feedback from the appropriate chairs. While the faculty voted in a separate measure to make instructional staff eligible for IDs, no separate vote on CD eligibility was ever held. Thus the change was never made in the FDC Handbook. FDC is now making a formal motion so that matter can be debated and decided.

Instructional Staff ID/CD Eligibility (Discussion Timeline)

April 9, 2018 ([see pages 79-80](#)): Chair Brennan presented a motion to change the eligibility for the ID grant program to include tenured/tenure-track faculty members, adjunct faculty members, visiting faculty members, and instructional staff. The motion included editorial changes to the FDC Handbook. The motion passed 63 to 13. FDC continued to work on modifying eligibility for CD grant to include non-tenured or non-tenure track individuals.

April 23, 2018 ([see page 43](#)): FDC continued to discuss questions pertaining to the plan to expand the CD grant eligibility to include adjunct, visiting faculty, and instructional staff. This became a carry over item for the 2018-2019 FDC.

October 3, 2018 ([see page 7](#)): Chair Perera reported changes in the FDC Handbook which included eligibility of all course instructors to apply for ID grants.

December 3, 2018 ([see page 29](#)): Chair Perera invited faculty (tenured/tenure-line), visiting, adjunct, and instructional faculty to join the January FDC led non-org session on writing a successful grant proposal.

February 6, 2019 ([see page 38](#)): Chair Perera noted in her written report that FDC was assessing changes made that year including opening ID grant to all faculty. There was no mention of the initial plan of former FDC to change CD eligibility.

January 2019: Chair Perera discussed with FDC members the merits, logistics, and challenges of expanding eligibility for CD. She noted concerns raised include: (1) ensuring that the curricular developments or improvements benefiting from the CD monies are delivered to IWU students, (2) the receptiveness of tenured and tenure-track faculty to procedural changes that would reduce the available pool of monies to support their curricular and artistic and scholarly activities, and (3) ensuring that all individuals eligible to submit a proposal have an equivalent opportunity to receive support.

February 2019: Associate Provost Duke asked for FDC's feedback regarding an upcoming CUPP motion which aimed to create an instructional staff position with eligibility for professional development funds. FDC affirmed support of expanding access to CD funds to instructional staff but showed no support for sabbatical or pre-tenure leave.

March 6, 2019 ([see pages 12-17](#)): CUPP presented two motions about instructional staff. Motion 1 focused on the creation of non-tenure track appointment called Instructional staff (Instructor or Instructional Professor). Motion 1 passed 83 for, 2 opposed. Benefits included and excluded:

17. In addition to standard benefits, individuals are eligible for:
 - a. faculty tuition benefits
 - b. professional travel and expense opportunities, at the visitor level
 - c. **professional development funds**
 - d. writing and submitting proposals to Curriculum Council
18. Individuals are not eligible for:
 - a. start-up funds
 - b. **probationary leave or sabbatical leave**
 - c. serving on Staff Council

April 22, 2019: Chair Jaeckle conducted a changeover meeting and shared notes of carryover items which included eligibility of full time instructional faculty to apply for CD and ID grants. He also noted the need to create a clear statement of eligibility of Instructional Staff to apply for CD and ID grants.

March 17, 2021: Chair Nillas asked CUPP Chair Eckhardt to clarify Motion 1 re creation of instructional staff position. Eckhardt recalled that the instructional staff task force's discussion focused on limiting professional development funds to ID and CD grants since instructional staff do not have any scholarly responsibilities.

March 18, 2021: Former FDC Chair Perera explained that ASD and CPD are both for scholarly purposes and that instructional staff members are not expected to produce scholarly works.

Report from the Nominating Committee to the Faculty
April 7, 2021 faculty meeting

The current slate for the regular election for the 2021-22 academic year is shown below. Nominations will be accepted from the floor of this meeting. The ballot will be sent via email later today.

The appointive committee preference survey will be sent shortly after the announcement of the results for elective committees.

In other news: in accordance with procedures found in the faculty handbook, the Nominating Committee will destroy the data from the faculty committee preference surveys after the elections/appointments from these surveys have concluded. Similarly, the written records of regular and special elections will be destroyed prior to the next regular election cycle. All of this data is currently stored in Qualtrics.

Submitted by Dan Roberts, chair

Committee	Continuing members	Current slate
Academic Appeals Board – need 2, tenure irrelevant	Leslie Betz (Registrar - convener), Ram Mohan (T-Chemistry & Biochemistry)	Abby Jahiel (T -- Env. Studies), Edgar Lehr (T – Biology), Tian-Xiao He (T – Math), Ilia Radoslavov (T – Music), David Marvin (T – Business Admin.), Bill Hudson (T – Music), Scott Ferguson (T – Music), Given Harper (T – Biology), Brian Law (U – Computer Science)
Assessment Committee -- need 2, tenure required	Joshua Lowe (U - Art), Mignon Montpetit-Jolly (T - Psychology)	2 needed

Faculty Development Committee – need 2, two members of the committee may be untenured	Leah Nillas (T - Ed. Studies), Tyler Schwend (T - Biology), Marie Nebel-Schwalm (U - Psychology)	Kristine Nielsen (T – Art), Abigail Kerr (T – Psychology), Zahia Drici (T – Math)
Faculty Rep. to the BOT – need one, tenure irrelevant	Gabe Spalding (T – Physics)	Stephanie Davis-Kahl (T – Library)
Hearing Committee – need 5, two members of the committee may be untenured	Mark Liffiton (T - Computer Science), Amy Funk (U - Nursing), Rob Kearney (T - Business Admin.)	Ram Mohan (T – Chemistry & Biochemistry), Brian Brennan (T – Chemistry & Biochemistry), Given Harper (T – Biology), Andy Engen (T – Philosophy), Adriana Ponce (T – Music), Seung-Hwan Lee (T – Math)
Nominating Committee – need 2, one can be untenured	Scott Ferguson (T – Music)	Ilia Radoslavov (T – Music), Rick Alvey (U – Biology), Dan Roberts (T – Math)
Promotion and Tenure Committee – need 3, one can be untenured	Jason Themanson (T- Psychology), Ilia Radoslavov (T-Music), Jim Plath (T-English)	Jean Kerr (T – Theater), Amanda Hopkins (T – Nursing), Zahia Drici (T – Math)
Undergraduate Research Advisory Council – need 2, at least two members must be tenured, broad representation desirable	Maggie Evans (T – Ed. Studies), Will Jaeckle (T – Biology)	Tyler Schwend (T – Biology), Bill Hudson (T – Music), Zahia Drici (T – Math), Brad Regier (U – Music)

University Speakers Committee – need 1, tenure required	Todd Fuist (T – Sociology)	Given Harper (T – Biology), Scott Ferguson (T – Music)
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Report from the Assessment Committee
April 7, 2021 Faculty Meeting

The Assessment Committee has met twice since the last faculty meeting.

The committee has almost completed review of General Education assessment reports in the categories of Cultural and Historical Change (CHC), Intellectual Traditions (IT), and the Arts (AR), which were assessed in fall 2020. Reports for spring 2021 assessment of Contemporary Social Institutions (CSI), Formal Reasoning (FR), and Language (LA) are due at the end of the semester.

The committee is currently contacting faculty who will be teaching courses with these designations in fall 2021: Gateway (GW), Writing Intensive (W), Global Diversity Flag (G), and US Diversity Flag (U). If you are teaching one of these courses next semester, you may have received or will soon be receiving an email from a committee member requesting assistance in assessing one of the category goals. Faculty have the flexibility to develop their own assessment tool and assessment rubric, with a summary of the results due at the end of the semester. We are aiming to reach out first to those who have not recently participated in Gen Ed assessment; if participation is strong, those who teach in more than one of these categories will assess just one course next term. Please email assessment@iwu.edu if you can participate.

Since the calendar of assessment deadlines was revised last year, the committee would like to remind you of these important dates:

April 5: Notification of Assessment liaison for 2021-2022 due to assessment@iwu.edu

May 31: Submit *Yearly Update* or *Assessment Report*, depending on your department's cycle. (Please email assessment@iwu.edu if you are unsure of where you are in your cycle.)

Submitted by Lisa Nelson, chair

URAC Report for April Faculty Meeting

We have met twice since the last faculty meeting, each meeting focusing predominantly on JWP. The main task for these two meetings was to schedule the various presentations and figure out the logistics of each session.

We would ask that faculty note the dates and times of the JWP conference:

April 10:

9-12: Educational Studies Panel

10-12: Natural Sciences Panel

2-3: Keynote Address from Dr. Graham Hatfull

April 11:

1-2: Social Sciences, Arts, and Humanities Panel

2-3: Virtual Synchronous Poster Sessions

Zoom links for each of these sessions will be on the Digital Commons website, and will go out in campus communications about the event.

The minutes for each meeting follows.

Respectfully Submitted,

Todd Fuist (Chair)

Maggie Evans

Will Jaeckle

Thomas Kwiatkowski

Rebecca Roesner (ex officio)

URAC Minutes 3-26

Present at meeting:

Todd Fuist (Chair)

Maggie Evans

Will Jaeckle

Thomas Kwiatkowski

Rebecca Roesner (ex officio)

Amy Jo Perez

The meeting was called to order at 2:00 pm.

The entire meeting focused on scheduling for our virtual JWP conference. We discussed disciplinary norms in different fields for how long a presentation should be, whether or not Q&A goes immediately after the presentation or happens at the end of the panel, etc. Then, we used

this information to schedule the students presenting into different panels and slots. We have sent this schedule out to students.

We ultimately agreed on, most likely, having the synchronous virtual poster students each have their own Zoom room, for logistical reasons. Amy Jo Perez will make the rooms and then make each student the host.

We also discussed logistics about Zoom rooms, including who will make them, who will host them, etc. We decided on the keynote address being scheduled as a webinar format.

Finally, we would ask that faculty sponsors of projects be present for their student or students' work during virtual JWP.

The Meeting was adjourned at 3:05 pm.

URAC Minutes 3-12

Present at meeting:

Present:

Todd Fuist (Chair)

Maggie Evans

Will Jaeckle

Thomas Kwiatkowski

Rebecca Roesner (ex officio)

Amy Jo Perez

The meeting was called to order at 2:00 pm.

During this meeting, we discussed the logistics of the virtual JWP conference. We ultimately divided the proposed presentations into several category based sessions (natural sciences, humanities and social sciences, educational studies, synchronous posters) and came up with times over the weekend that each session would take place. We, additionally, discussed how to publicize the event, settling on the need for a Campus Weekly announcement with the session times and suggesting that faculty encourage and incentivize students to attend.

The meeting was adjourned shortly after 3:00 pm.

Dear Faculty,

The Faculty Committee on Diversity want to ask for you to support BIPOC faculty at IWU. We have included some information and suggestions below for everyone, from other faculty to administration, to consider when working to recruit, retain, and support success in BIPOC faculty.

Nationally, and at Illinois Wesleyan University, there are very few diverse faculty. Overall, nationally, only 20% of all full time faculty represent BIPOC persons. Although many universities are desperate to hire diverse faculty, BIPOC faculty, once hired, are at particular risk for leaving and not achieving tenure. Research has clearly indicated that little is done at universities to ensure BIPOC faculty want to stay or have the support they need to be successful.

Problems

Many BIPOC faculty are hired through “opportunity” hire programs that are not well understood by faculty at large. There are many names for these hires and they often put the BIPOC faculty at a disadvantage because the kind of hiring is interpreted by others that the BIPOC did not get hired for their expertise, because in academia, “diversity does not equate to excellence” (Turner Kelly, 2017, p. 30). The stigmatization of faculty hired under these programs and incentives is a result of the false perception that racial and ethnic identity were prioritized over expertise and ability in the hiring process. Thus, the new faculty member is subject to a negative bias at the hands of their peers which impacts their work on committees, opportunities for scholarly collaboration, awards and promotion. The quote that follows is a real life experience of a BIPOC faculty at another institution.

“I thought that I was a qualified candidate that came along at the right time, and they wanted to scoop me up...a couple of months into my time in the department...I was speaking to one of the faculty, and he says, “you know why you were hired, don’t you?” I said, “Yes, because you need someone in the area of my research.” He says, “No, because of your ethnicity”. That’s when I realized I was an opportunity hire.” (Turner Kelly, Gaston Gayles, & Williams, 2017, p. 311).

BIPOC faculty also question institutional support to retain them. When diversity and inclusion efforts are not genuine, it is evidence that it is not important. For example, how are diversity and equity demonstrated in teaching? Is diversity and inclusion evaluated as part of the university’s teaching for all faculty? What do faculty, staff, and students say about mandatory diversity training? All of these kinds of indicators subtly add up. When they are not supported, it is a message to BIPOC faculty that diversity is not really important. What we say and what we do both are critical. Just like implicit bias creates wounds that are often invisible, implicit support creates healing and retention. All of the combined experience of bias and lack of inclusion often lead BIPOC faculty to feel isolated.

BIPOC faculty often feel a higher burden for service in mentoring BIPOC students etc, but this service is not often recognized as weighty in the tenure process compared to teaching and scholarship. The importance of service in diverse cultures needs to be recognized as valuable and made visible.

Suggestions for support

Individuals

- Do not question the credentials of BIPOC faculty.
- Ask for input from BIPOC faculty and be prepared to change. Listening and responding is at the heart of inclusion.
- Know why your BIPOC colleagues are leaving.
- Check in with BIPOC faculty to see if they have what they need to succeed.
- Create a list of recommended places to eat, have fun, and go in your area. Don't forget about childcare needs for faculty with small children. Many BIPOC faculty are new to the area. Find out what they love and offer insights into things in your area that are meaningful.
- Reach out to new faculty. Invite them over. Have a zoom meeting. Send them a note that has little to do with work. Just cheer up their day with a positive and supportive comment.
- Note the invisible work that BIPOC faculty are doing. We need to be witnesses.
- Notice if someone is bullying BIPOC faculty and be an ally. Stand up to that person and get the help needed to intervene.
- Make sure BIPOC faculty have a place and space to be heard. Listen without defensiveness.
- Make a conscious effort to support their ideas and integrate them into your department.

Department Chairs and Directors

- Make certain that you have a genuine and effective mentoring process in your discipline.
- Guide BIPOC faculty in expectations for service. Know what parts of service are important to them and support them in that- but with a balance for other kinds of service expectations. Remember, this is the part of the tenure triad that can both satisfy and overburden BIPOC faculty. Balance is key.
- Have successful tenure examples available. Be clear about what the university expectations are for tenure in your discipline. 4 years into the process is too late to start.

- Make sure there are leadership opportunities for BIPOC faculty. At universities in general, BIPOC faculty are not represented in higher levels of administration or the professoriate. Create opportunities and pathways.

Administration

- Develop a meaningful mentoring program for BIPOC faculty. This is a must. All literature is clear that it is key for successful retention and tenure.
- Make tenure and promotion an active process where faculty are guided all along and not once or twice a year.
- Make bias incidents learning opportunities for everyone. Ongoing education and conversations are critical to making the campus environment a place where everyone feels valued and included.
- Develop leadership pathways for persons who want more. BIPOC faculty need to be represented at higher levels, and this does not happen by accident.
- Make sure BIPOC faculty are heard and their expertise are acknowledged. *"We can't take for granted that Black faculty members, even with the protection of tenure, feel free to speak on their terms and to express the full range, and rage of their reactions to the racism they witness and experience in academic life. Many expressed that Black faculty are still chided for researching racial issues on campus in spite of the racial unrest that's boiling over across the country" (Whitaker, 2021, p. 24).*
- Create counterspaces for BIPOC faculty to come together across disciplines.
- Regularly assess the campus climate, perceptions and experiences of faculty.

All of us can do something to make IWU a more inclusive place. Some of these suggestions are easier than others, but together they provide a most basic template of what needs to be done to keep the BIPOC faculty we recruit. Anything short of this risks their loss. Doing the same thing over and over and expecting a different outcome does not equate with success.

CETAL Written Report
IWU Faculty Meeting, 7 April 2021
Brandi Reissenweber, Chair

CETAL has met three times since the last Faculty meeting. Our efforts have been focused on faculty development programming and working with the Provost to envision CETAL's future.

Faculty Development Programming: CETAL has continued its work to develop programming in the areas of online/hybrid pedagogy and anti-racist pedagogy. These include:

- *CETALk*, a podcast on pedagogy. Four episodes are complete and set to launch. These include Open Educational Resources with Chris Sweet, In-Class Activities for an Online Environment with Mignon Montpetit, Engaging Students Online with Pennie Gray, and How to use Games in the Classroom and in Course Design with Gavin Leach.
- A reading group featuring [*Engaging Learners Through Zoom: Strategies for Virtual Teaching Across Disciplines*](#) by Jonathan Brennan is scheduled for April 15 at 4pm. Amy Coles will lead this discussion. Interested faculty can indicate interest to participate [here](#).
- Due to scheduling issues, *programming on anti-racist pedagogy and equitable and inclusive classrooms* is planned for early Fall 2021. CETAL anticipates offering a workshop and further development opportunities in this area.
- CETAL was in the process of arranging a week-long *professional instruction opportunity* through the Online Learning Consortium for a cohort of faculty in early May on Managing Faculty Workload in the online environment. Given Academic Affairs' recent announcement shifting Fall semester to in-person, CETAL is reconsidering this opportunity to assess its potential impact.
- CETAL collaborated with Student Senate on a *survey* designed to gather student feedback regarding their experience this academic year to see what information could be gleaned to support development efforts. Student Senate is currently collecting data and CETAL anticipates reviewing this data at its next meeting.

Envisioning CETAL's future: CETAL has been in conversation with the Provost about the ways the structure and support for CETAL may change in the future. CETAL has spent significant time examining teaching center models across the country, collaborating with CEL, and discussing possibilities relevant to our campus community to develop recommendations for CETAL's basic operations, sustainable programming, and handbook language.

As always, please feel free to email CETAL at cetal@iwu.edu with any feedback or suggestions regarding faculty development.

GREENetwork Committee - Report on Campus Sustainability

Announcement for IWU Faculty Meeting April 7, 2021

Link to report: <https://www.iwu.edu/greenetwork/greenetwork-report-march-2021.pdf>

Members of the IWU **GREENetwork Committee** have compiled a “[Report on Sustainability at Illinois Wesleyan University.](#)” It celebrates the many efforts across multiple areas of the campus that address our mission of environmental sustainability.

We welcome review of the full 47-page report by the campus community, and especially the **Key Findings and Recommendations** (pages 6-10) which include sustainability highlights on:

- Waste/recycling including food composting
- Water and energy conservation
- Campus carbon footprint analysis
- Sustainable transportation
- Green cleaning
- Bee campus designation
- Many educational efforts

The GREENetwork is a group of volunteer students, staff, faculty, and administrators who meet regularly to discuss the status of sustainability on our campus, celebrate the improvements that are being made, and look for new ways to increase efforts across the campus. If you have feedback on the report, or would like to participate in committee meetings, please reach out to co-chairs Laurine Brown lbrown@iwu.edu or Carl Teichman cteich@iwu.edu.

* Please see [HERE](#) for a direct link to the “**REPORT ON SUSTAINABILITY AT ILLINOIS WESLEYAN UNIVERSITY**” which is posted on the GREENetwork website @ www.iwu.edu/greenetwork.

Respectfully submitted,

Laurine Brown, GREENetwork co-chair

Report on Sustainability at Illinois Wesleyan University

Compiled by the members of the 2020-2021 GREENetwork Committee
March 2021



Illinois Wesleyan Mission Statement (excerpt):

...The University through its policies, programs and practices is committed to diversity, social justice and environmental sustainability.



Faculty Meeting Announcements – April 7, 2021

Fall Term Adoptions due to The Titan Store 4/15

Adopt Now!

1. Go to <https://www.bkstr.com/iwustore/home>
2. At the bottom of the page, select “Online Adoptions” under “Resources”
3. Log in or set up a new account. First time users will be asked for a password, it is 2209

Help Your Students

Submitting your adoptions on time contributes to course material affordability by:

- Allowing your campus store time to source used and rental inventory, ensuring that your students have the most affordable options available for the first day of class.
- When adoptions are known before our end-of-term buyback event, we can pay your students top dollar for the materials they sell back and keep the affordable books circulating locally.
- Allowing us ample time to research your requested materials and determine whether they can be added to our national network list of rental titles, potentially lowering prices even more.

Adopting Digital Content?

When adopting digital, it is important that you confirm the exact ISBN with the publisher representative prior to submitting to the campus store. Please specify whether students should purchase the standalone eBook, courseware, and/or a digital bundle. If a bundle is needed, also provide details on its components. With an increasing number of content providers adding digital options, it's critical these are verified early on in the adoption process.

Using the Same Materials as Last Time?

- Submit your adoption to the campus store, so we have it on record
- If updated information is not provided by 4/30 we will adopt the same materials from the most recent term the course & section was taught.

Questions or Need Help?

Contact Person: Sarah Hastings

Call: (309) 556-3059 Email: s.hastings@follett.com and copy 2209mgr@follett.com



URDU
BY SARAH SUNDRA NI

INTERESTED IN LEARNING
OTHER LANGUAGES AND CULTURES?

JOIN US FRIDAY APRIL
9TH, 4:00 PM



SOCIALLY
DISTANCED IN BUCK
203 AND ON ZOOM

TUNE INTO OUR
STUDENT SPEAKERS EVERY FIRST
FRIDAY OF THE MONTH

SCAN THE QR CODE OR CONTACT DR. NADEAU (CNADEAU@IWU.EDU) FOR THE ZOOM LINK