



2022-2023

2020-2030

3-8-2023

March 8, 2023

Faculty, Illinois Wesleyan University

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MEETING OF THE GENERAL FACULTY

March 8, 2023

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

CNS C101 - in person meeting

1. Call to Order Professor D. Marvin
2. Approval of the [Minutes](#)
3. [Consent Agenda](#) Professor J. Williams
4. Faculty Question: [Physical Plant Priorities & Decision Making](#) James Blumberg, David Myron
5. Committee Reports Professor S. Davis-Kahl
Professor J. Williams
 - a. CUPP ([report](#))
 - b. Curriculum Council ([report](#))
 - i. [Motion 1](#) Changes to Biology Major Motion
 - ii. [Motion 2](#) Neuroscience Major Revision
 - iii. [Motion 3](#) WGSS Changes to Major and Minor
 - iv. [Motion 4](#) Changes to BFA in Design and Technology major
 - v. [Motion 5](#) Changes to BFA in Design and Technology minor
 - vi. [Motion 6](#) Military Science (postponed motion from Feb 15, 2023)
 1. [Feedback from the Faculty on the Military Science motion](#)
 - c. Promotion and Tenure Committee ([report](#)) Professor Z. Drici
 - i. Motion 1 and 2 to amend Hand book (in report)
 - d. Faculty Development Committee (oral report) Professor K. Nielsen
 - e. Nominating Committee ([report](#)) Professor R. Alvey
 - i. [Slate of Nominations](#)
 - f. Assessment Committee (no report) Professor F. Larey
 - g. Undergraduate Research Advisory Committee (oral report) Professor B. Hudson
 - h. CETAL (oral report) Professor W. Kooken
 - i. Writing Committee ([report](#)) Professor P. Gray
6. Old Business
7. New Business
8. Administrative Reports President G. Nugent
Provost M. Brodl
 - a. President Report (oral report with [materials](#))
 - b. Provost Report ([report](#)) Phyllis McCluskey-Titus
 - i. [Midterm Grade Report](#)
9. [Announcements](#)
10. Adjournment Professor D. Marvin

MEETING OF THE GENERAL FACULTY

Wednesday, February 15, 2023; 11:10 p.m. - 12:40 p.m;

CNS C101 - in person meeting with zoom link provided

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

MEETING OF THE GENERAL FACULTY

February 15, 2023

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

CNS C101 - in person meeting

1. **Call to Order** Professor D. Marvin
 - a. Meeting called to order at 11:10 AM
2. **Approval of the Minutes** of the 1/25/2023 Meeting
 - a. **Action:** approved by consent
3. **Consent Agenda** Professor J. Williams
 - a. Consent Agenda Addendum
 - b. **Action:** Request to hold Global Cinema and Barcelona Courses
 - c. **Action:** rest of consent agenda passes
4. **Faculty Question:** Strategies for Student Recruitment Vice President L. Hughes
 - a. **Background:** request from faculty leadership committee to have report; in the midst of recruitment season, just had successful admitted student day.
 - b. **Report:** slides will be available (see appendix A). Enrollment and marketing: Anne Aubrey and Andy Kreiss both communicate regularly; go to them with any exciting programs/outreach. As a reminder, as of latest data, there are 235 IL students available per private IL institutions. Non elastic financial aid situation: more aid= more students (below 20k = more students)—want to leverage this with healthy class sizes. IPEDS data suggests we are in the top 5 in sticker price and top 6 in actual cost of our 20 cross-listed institutions.
Goal is to out-personalize the competition: VP Hughes explained the funnel model of enrollment management. Prospects and Inquiries have risen dramatically this year: funnel is much healthier. As a national trend, international student applications are up: these do not always translate to admits (ESL skills, payment ability, visas). We're seeing more traditional freshmen admits to date, deposits still slightly down.
Faculty work at this moment key: let students talk to faculty in their major.
Goal in marketing communications: let counselors know what we should be talking about, when, and why. At this point with admitted students, focus is on value of IWU education.
Working on revision of branding: currently academic quality, rich experiences and out in 4 years, supportive environment: not competing against each other. Try to make as granular as possible.

List of branding words shared.

College tour vides: reminder to share. We've seen increased web traffic, interest. Group of students share what it's like to be at institution: on 9 streaming services. Guidance counselors are assigning these to be watched in classroom.

- c. **Question:** why is prospect number so much higher?
 - d. **Response:** able to use money saved from previous years to buy more prospects
 - e. **Question:** have we considered partnering with heartland for ESL for international? Maybe preadmit them?
 - f. **Response:** we do a preadmit, but basically have to re-recruit once on campus at heartland
 - g. **Question:** what is status of FYE program and why is it what it is?
 - h. **Response:** past year did not have enough faculty led classes to promote it as much as we have in past. (Only 3 at the moment).
 - i. **Further clarification:** haven't had great carry over from first semester to second
 - j. **Further question:** was it valuable in recruitment and if so should we be supporting it further? Is it being sun-setted for a good reason or lack of oversight?
 - k. **Response:** Don't know that it's being sun-setted, but at moment there's a lack of resources (so can't market to students if not available) and mixed data on how effective it was.
 - l. **Response (Provost Brodl):** past study suggested some students came because of FYE and some reported that not being selected for one made them feel less supported by IWU: margins were not wide and staffing FYE and even gateways is tough
 - m. **Question:** is there a potential change in landscape that may mean we do not export as many college students? Specifically do some of IL's laws in comparison to other states' make it more attractive to students?
 - n. **Response:** some of these may be things we cannot directly advertise. Anecdotally, we're seeing students go south and to SEC schools. Helping students choose schools for the right reasons is a battle for us. We did extra name purchase so we can start talking about value and choice at freshman/sophomore level.
 - o. **Comment:** this data is very helpful, thanks for taking time
 - p. **Reminder from Presiding Officer:** used to have faculty question almost every meeting: might be useful to renew.
5. Committee Reports
- a. CUPP (written report) Professor S. Davis-Kahl
 - i. **Report:** Action below about deadline for tenure-line proposals is explained in written report
 - ii. **Action:** Motion to amend Faculty Handbook (Chapter IV, section B.3.b)
 - iii. **Result:** Motion Passes
 - iv. **Discussion:** Revised faculty committee model. Reiterating report: driven by sharp decrease in faculty numbers and need to support functioning of institution and development of student. Also sought out HLC language and need for junior faculty involvement. Surveys will be sent to committee chairs and faculty/staff.
 - v. **Errors:** endowed professors committee could be just one memebre. Student Engagement committee actually compilation of advisory groups: add admissions student affairs, and engagement members. Retirement and retention committee not in handbook.
 - vi. **Comment:** thank you for this work. We've had provosts who have tried to empower us to take time back and this seems like a move towards doing this. Thank you for thinking outside the box and bringing an actionable plan
 - vii. **Question:** draft model is committees we have to have, current model is what we have. Assumption is neither is what we want. What's the path for middle ground?

- viii. **Response (CUPP Chair):** if we do not get suggestions, we will move forward with a vote on current model. We need feedback for needs of committees.
 - ix. **Question:** how will we proceed if this passes? A lot of handbook to change.
 - x. **Response:** handbook is always under revision, will work with nominating committee.
 - xi. **Question:** what about committees not discussed because of hire of Chief Diversity Officer. Is thinking they would not exist until that hire?
 - xii. **Response:** that search is under way, status quo would remain until that hire. Intention is not to drop until we have a chief diversity officer.
 - xiii. **Question:** admissions committee is on current model, not proposed one
 - xiv. **Response;** yes. This is why we're looking for feedback of necessity of committees.
 - xv. **Question:** is it possible that responsibilities moved from existing committee to new ones? Are these suggestions wanted?
 - xvi. **Response:** yes, and we have some "smooshed" committees already suggested.
 - xvii. **Clarifying question:** what we're looking at is what CUPP is suggesting could be a model—do not require additions, but can suggest them.
 - xviii. **Response:** yes: note that starred committees are legally/institutionally required.
 - xix. **Comment:** in support of starting as lean as possible since committees will proliferate over time.
 - xx. **Response:** CUPP bywords were ruthless and radical.
 - xxi. **Comment:** this has been attempted before; optimistic about model; credit goes to CUPP Chair, Stephanie Davis-Kahl.
 - xxii. **Comment (Provost Brodl):** Worth looking at other institutions and how they've done this.
 - xxiii. **Comment:** worth re-thinking service: doesn't mean we can't serve on other committees, but not coming through elective/appointed committee model. Still ways for people to be involved.
 - xxiv. **Response:** Yes. The recent chat GPT working group is a good example of this: do something, create product, done: and this is something that can definitely be discussed in PAT narratives.
 - xxv. **Comment from Presiding Chair:** note that this is the first time in history of institution a committee was referred to as "lovely"
- b. Curriculum Council (written report) Professor J. Williams
- i. **Discussion:** pulled items
 1. **Question:** how does Global Cinema fall under "Intellectual Traditions?"
 2. **Response:** there was significant discussion about category. Class focuses on a theme (democracy, food, modernism) and cinematic depictions over time. Class already in catalog: revision to description and category.
 3. **Response:** students should be presented with particular theme, and IT requires "text based class."
 4. **Response:** tradition in humanities is to understand film as text.
 5. **Action:** vote
 6. **Result:** Motion passes
 7. **Question:** what is structure of Barcelona classes?
 8. **Response:** previously under OCF designation, push to have VRC designation. We have had this structure for a long time: not taught by us, but only for IWU students: give IWU students more choice.
 9. **Clarification:** is in catalog, BARC 220, 224, etc (pp 259-261): already approved, will be under those course umbrellas. With the internship, will work with career center, follows London course model.
 10. **Questions:** why are we privileging these providers?

11. **Response:** this is the university we have always worked with offering non-director's course: we seek to broaden options for students. Some 8 or so courses already approved. Courses not solidified until close before students go because courses have to fill.
 12. **Further Clarification:** Former and Current directors of Barcelona program have been working on this for last few months with Barcelona partners: more forthcoming.
 13. **Comment:** internship abroad is a great opportunity for business students.
 14. **Clarification:** can vote on as a package
 15. **Action:** vote
 16. **Result:** Motion passes
- ii. **Action:** Motion to Update Exams for English as Second Language
1. **Background:** we currently have 2 tests that offer placement and credit, additional ones only placement at this point. WLLC chair is in support of all offering credit.
 2. **Action:** vote
 3. **Result:** motion passes
- iii. Military Science Motion
1. **Background:** Previously faculty voted against credit and GPA calculation. Coming with support of CC with 1 abstention.
 2. **Question:** has CC reviewed courses?
 3. **Response (CC Chair)** have reviewed syllabi and assessment.
 4. **Question:** can someone clarify what "small unit preparation is." These seem to be experiences counter to university mission.
 5. **Response (CC Chair):** we talked about in terms of academic rigor/content, not question of university mission/values.
 6. **Response:** think we should consider mission/values. Example: we might not accept marksmanship as a PE credit because of values.
 7. **Response:** we accept fencing.
 8. **Response:** these courses have been on books for several decades. CC looked at peer institutions, we're the only one who have on books but do not count towards graduation. We are closing the door to any students who have done military course work to come here.
 9. **Response:** there are many courses we don't count, such as culinary courses. There does not seem to be many students we have lost because of this issue.
 10. **Response:** not sure morality is a clear criteria, nor that military courses go against our mission.
 11. **Comment:** have had an advisee leave because of these issues in part. Urges that we be consistent: either take out of catalog, or accept for credit.
 12. **Clarification:** any data on student effect?
 13. **Response:** we have 1 student who explicitly said it was a key factor, 5-6 others who said it was a factor.
 14. **Comment:** as an institution of higher learning, we have to prioritize conversation. Allowing intellectual engagement, not putting a stamp of approval on content.
 15. **Action:** Table for one month.
- iv. New Public Health Major Motion
1. **Action:** vote

2. **Result:** Motion passes

- c. Promotion and Tenure Committee (written report) Professor Z. Drici
 - i. No discussion
- d. Faculty Development Committee (written report) Professor K. Nielsen
 - i. **Comment:** based on minutes from FDC to put full professor's sabbaticals on hold for 3 years. Alarmed to see full professors have to bear brunt of budget cuts. More alarmed considering it at all. FDC as faculty supporting committee should have nipped in bud. Very little support for research on campus: cut credit for supervising student research four years ago, have not reinstated. Fears will extend to associate professors. Saying we as an institution do not value research. This also affects students: reduces opportunity, as does increased teaching load. Will also decrease recruitment efforts. What is a sabbatical? An award for doing scholarly work, or a tool for those who have not done enough? We're treating this as lesser of two evils, need to go back to drawing board.
 - ii. **Comment:** it is nonsense that full professors can most afford to lose sabbatical. This is discrimination. Urges to make sabbatical choices based on scholarly merit.
 - iii. **Comment:** support of previous comments. What's proposed is less destructive than adding courses or doing away with chairs, but it takes away needed research time for faculty who are being asked to do more and more with less and less: will result in less faculty and demoralized faculty: if senior faculty withdraw, we lose mentorship, work for the university
 - iv. **Comment:** Concerned about disincentive for associate professors to go up for promotion: gives another reason to not go up for full.
- e. Nominating Committee (oral report) Professor R. Alvey
 - i. **Report:** preference survey was sent out 2/6. Will be re sent.
- f. Assessment Committee (written report) Professor F. Larey
 - i. No discussion
- g. Undergraduate Research Advisory Committee (written report) Professor B. Hudson
 - i. **Update:** currently 5 JWP, only 1 Eckley
- h. CETAL Professor W. Kooken
 - i. **Oral Report:** AI working group document was sent out: please turn your attention to it, AI grants also available. 2 CETAL presentations coming up. Mindwise training will be offered soon: pilot group first.
 - ii. **Background:** LMS recommendation was shared several weeks ago. Thanks to Anna, Dan, and Gavin for their time and Rick Lindquist for coordination. Request for questions was sent out last week, no questions sent.
 - iii. **Question:** will Moodle materials still be around several years down the line so we can port over courses as needed?
 - iv. **Response (ITS):** yes. We probably need to develop some data retention policies but at moment we are retaining 6000 some courses. Will have to ask people what they want brought over now.
 - v. **Question:** Would like to hear from those thinking aloud in previous meetings about this recommendation for Canvas
 - vi. **Response:** currently enrolled in class to become better online teacher, find Canvas intuitive and it has several additional modalities
 - vii. **Comments:** a number of people seconded this experience
 - viii. **Action:** Faculty Vote Affirming Committee's LMS Recommendation
 - ix. **Result:** Motion passes
- i. Writing Committee (oral report) Professor P. Gray
 - i. **Report:** Reading workshop about getting students to read: next Wednesday. Proposal for zhoused up summer reading: will share information over email.

6. Old Business
 - a. none
7. New Business
8. none
9. Administrative Reports
 - a. President Report (written report) President G. Nugent
 - i. No discussion
 - b. Provost Report (written report) Provost M. Brodl
 - i. **Question:** would like to know more about what happened with FYE: data should have been shared with faculty since it's a curriculum matter: will bring up with CUPP rep.
 - ii. **Comment:** Faculty never approved FYE: courses were, but not program
 - iii. **Response:** curriculum is being affected by these decisions
 - iv. **Response** (Provost Brodl): no faculty FYE course has not gone forward: students not enrolling in second semester; admissions no longer marketing FYEs.
 - v. **Response:** seems students have been put into FYEs without knowledge; draw attention to levels of impact here after discussion of military science for one student.
10. Announcements
 - a. none
11. Adjournment called 12:44 PM Professor D. Marvin

Respectfully Submitted,

Abigail Mann

Faculty Secretary

Appendix A: Presentation by VP L. Hughes



Enrollment & Marketing



Illinois

The competition factor



142,039 high school seniors / 2015-16*

188 institutions of higher education**

58.7% college continuation rate (83,377)***
(ranks 39th among states)

34.5% leave the state to go to college (28,792)****
(ranks 10th among states)

† In-state institutions receiving the largest number of in-state freshmen.
 †† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

Three Largest Institutions†****	Number of In-state Freshmen****
University of Illinois at Urbana-Champaign	4,896
Illinois State University	3,361
University of Illinois at Chicago	2,817

43,511 students ÷ 185 institutions = 235 students per institution††

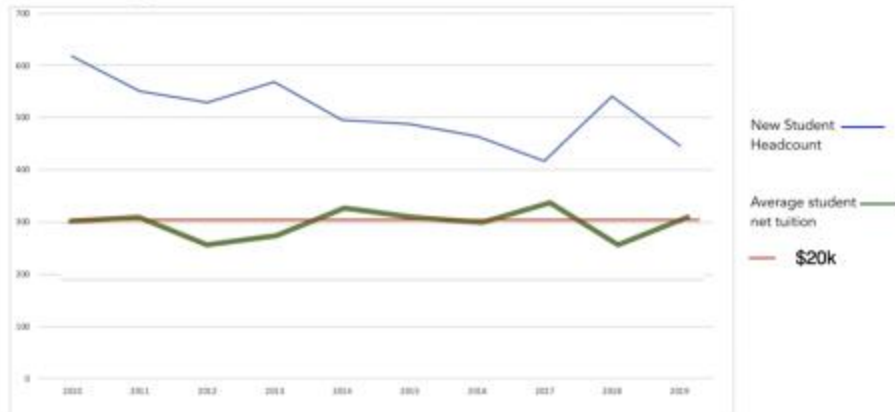
Sources:

- *Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2012
- **The Chronicle of Higher Education, 2013
- ***Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010, 2013*
- ****Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012, 2014*
- *****National Center for Education Statistics, *IPEDS Fall Enrollment Survey (2014)*

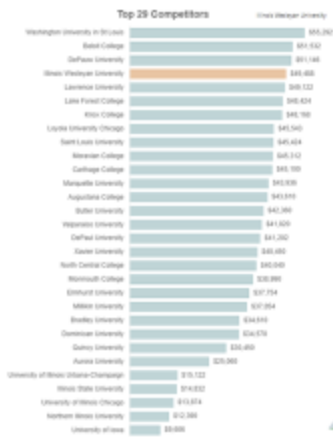
IWU: 393 In-state students for fall '18

ENROLLMENT MANAGEMENT - NO PRICE ELASTICITY

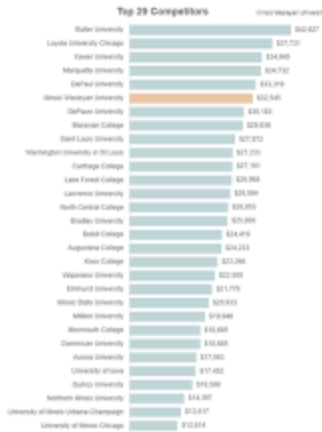
Average net cost affect on headcount



Listed Tuition & Fees

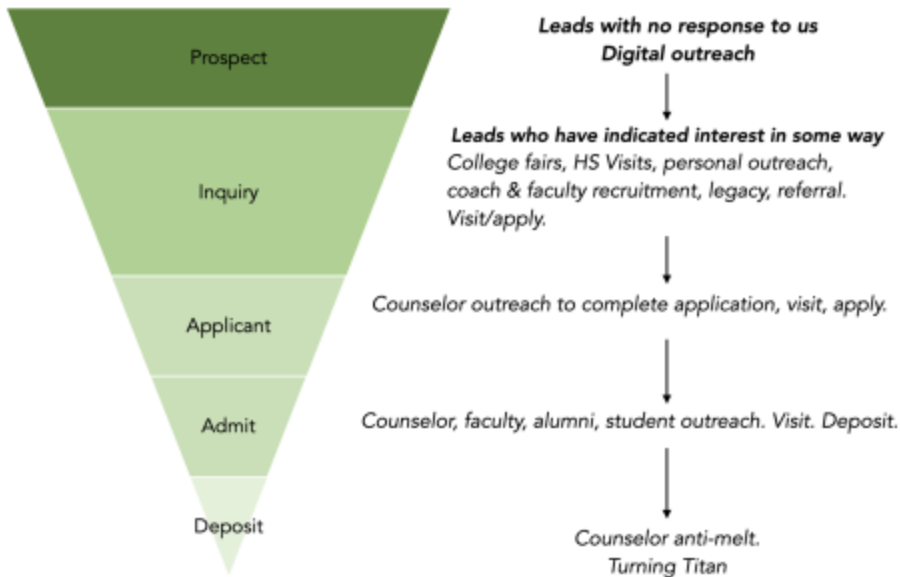


Mean Net Cost of Attendance



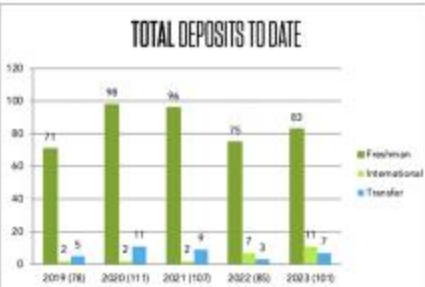
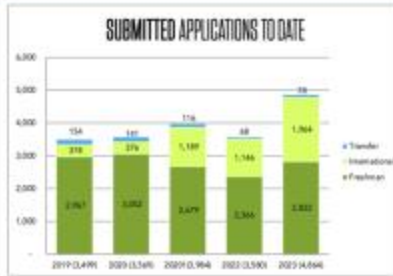
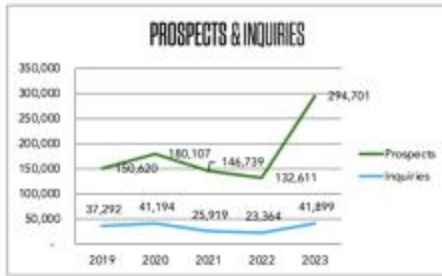
Pricing models are competitive. More and more families fail to understand (or care about) the difference in value between a public and private institution, or large vs small Liberal Arts.

ENROLLMENT MANAGEMENT TRENDS - THE FUNNEL



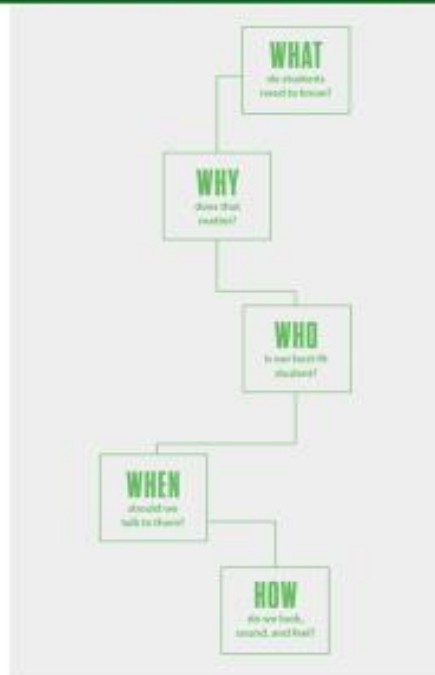
ENROLLMENT MANAGEMENT DASHBOARD FEBRUARY 14, 2023

Prospect → Inquiry → Application → Admit → Deposit → Enroll

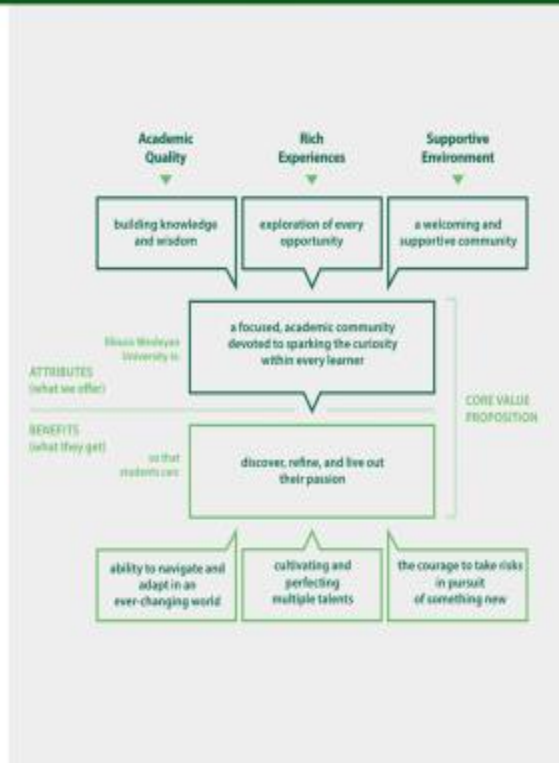


MARKETING & COMMUNICATIONS

ENROLLMENT MANAGEMENT - LANDSCAPE



ENROLLMENT MANAGEMENT - LANDSCAPE



ENROLLMENT MANAGEMENT - LANDSCAPE

WELCOMING

We exude a warm and genuine invitation to all.

BRIGHT

We are smart, creative, and scientific.

INVESTED

We're motivated by opportunity and devoted to realizing it.

REAL

We're confident and aware of who we are — we're not elitist.

HEARTFELT

We aim to do good with all the things we do so well.

CURIOUS

We have an insatiable desire to explore every corner of what excites us.

PURPOSEFUL

We pursue our passions with conviction and meaning.

EXPRESSIVE

We feel free to speak our mind and share our point of view.



Curriculum Council Consent Agenda
Academic Year: 2022-23
March 8, 2023

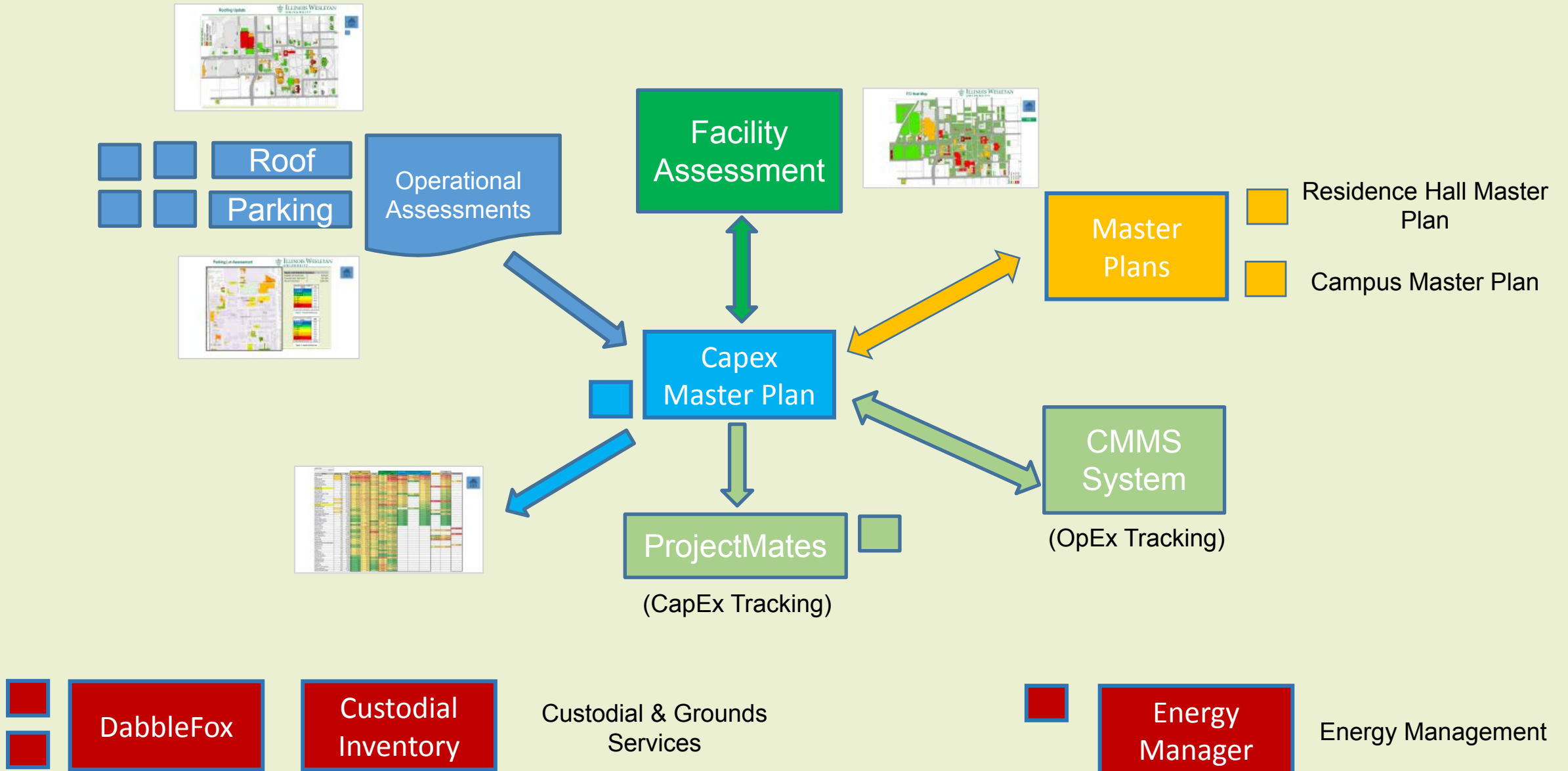
The information below reflects CC actions taken in response to department/program requests since the last meeting of the General Faculty. Any colleague wishing more information about any of these CC actions should contact the Chair of Curriculum Council and the Associate Dean of Curricular and Faculty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

Course#	CC #	Course Title	Course Description(s)	Requested Action	GenEd Cat	GenEd Flag
ROTC 101	48-23	Introduction to Leadership: Individual Effectiveness (0.25 credit units)	Introduction to Leadership: Individual Effectiveness. Introduction to leadership from perspective of the member of an effective organization. Demonstrates how self-enhancement skills such as critical thinking, goal setting, health enrichment, fitness, resiliency, and time management support their development as leaders. Emphasis on developing knowledge and purpose of the Reserve Officers' Training Corps Program. <i>Offered each Fall.</i>	Updated catalog description		
ROTC 102	48-23	Introduction to Leadership: Teamwork (0.25 credit units)	Introduction to Leadership: Teamwork. Expansion of leadership fundamentals, Army small unit tactics, and how to survive in a field environment. Emphasis on basic communications process and necessity for leaders to effectively communicate within their organization. Examines how the individual member and team are affected by leaders and leadership decisions. <i>Offered each Spring.</i>	Updated catalog description		
ROTC 111	48-23	Applied Leadership I (0.5 credit units)	Applied Leadership I. Adds depth to students' knowledge of different leadership styles. Conduct analysis of influential leaders and self-assessment of their leadership style. Emphasis on understanding values, ethics, and how to apply both to situations they will encounter as leaders. Philosophy of Military Service is also discussed. <i>Offered each Fall.</i>	Updated catalog description		

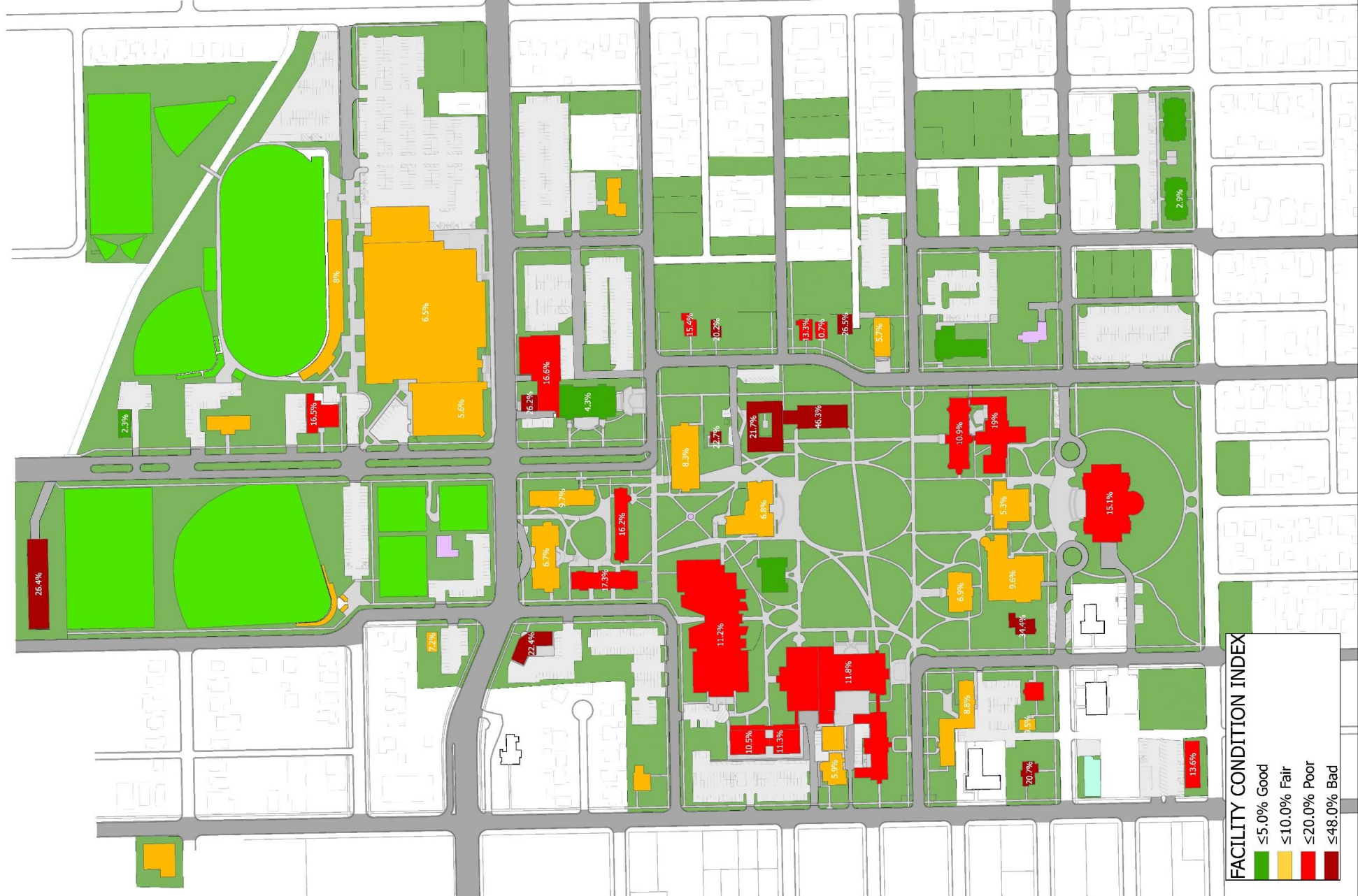
ROTC 112	48-233	Applied Leadership II (0.5 credit units)	Applied Leadership II. Emphasis on Army Doctrine and team development. Introduces Troop Leading Procedures and Operation Order process to facilitate Army small unit tactics. Students are required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during Leadership Labs. <i>Offered each Spring.</i>	Updated catalog description		
ROTC 220	48-23	Advanced Leadership and Tactics I (0.75 credit units)	Advanced Leadership and Tactics I Emphasis on Training Management and Warfighting Functions. Study, practice, and apply the fundamentals of Training Management and how the Army integrates Warfighting Functions to facilitate small unit tactics. Prerequisite: Completed Military Science Basic Courses or have constructive credit such as Basic Combat Training or Basic Camp. <i>Offered each Fall.</i>	Updated catalog description		
ROTC 221	48-23	Advanced Leadership and Tactics II (0.75 credit units)	Advanced Leadership and Tactics II. Emphasis on direct level leadership and small unit tactics at the Platoon level. Study, practice, and apply the fundamentals of executing advanced land navigation; intelligence preparation of the battlefield; and using Troop Leading Procedures at the Platoon level to conduct operations. Prerequisite: Completed ROTC 220. <i>Offered each Spring.</i>	Updated catalog description		
ROTC 240	48-23	Advanced Applied Leadership I (0.75 credit units)	Advanced Applied Leadership I. Emphasis on Army's role in Unified Land Operations and leader's responsibilities as a Company Grade Officer. Study, practice, and apply the fundamentals of developing subordinates and evaluating performance; resourcing and assessing small unit training; and comprehends both legal and ethical obligations. Prerequisite: Completed ROTC 220 and 221. <i>Offered each Fall.</i>	Updated catalog description		
ROTC 241	48-23	Advanced Applied Leadership II (0.75 credit units)	Advanced Applied Leadership II. Provides capstone experience with emphasis on excelling in ambiguous environments; being a moral exemplar; proven problem solver and team builder; skilled oral and written communicator; advanced interpersonal skill, knowledge of training management, and understands doctrine; shows cultural awareness; and displays characteristics of lifelong learning. Prerequisite: Completed ROTC 240. <i>Offered each Spring.</i>	Updated catalog description		

BARC 220	59-23	Writing Fiction	Writing Fiction. This course aims to provide students with a range of techniques that will help them create their best creative writing projects. Students will learn how to develop characters, create scenes, and use various points of view to create their best stories. All assignments will enable students to use literature and creativity to better understand and explain the challenges and takeaways of their study abroad experience. Course is taught in English. <i>Offered as needed.</i>	New course	AR	
BARC 220	60-23	Introduction to Digital Photography	Introduction to Digital Photography. This course will teach students how the camera can be used as an exciting tool of documentary record, cross-cultural understanding, artistic expression, and self-discovery. Students will be given several practical assignments to photograph the city of Barcelona itself, its architecture, history, people, and rich culture. A digital camera SLR or a simple Point & Shoot camera is required. Course is taught in English. <i>Offered as needed.</i>	New course	AR	
BARC 226	63-23	Studies in Natural Science: Sustainable Development in Spain	Studies in Natural Science: Sustainable Development in Spain. The course will analyze the key environmental challenges in Spain, with the goal of finding solutions towards sustainable resource management. Students will study Mediterranean ecosystems and historical patterns of anthropogenic resource exploitation in the region. Key environmental challenges in Spain will be highlighted, along with sustainable management solutions.	New course	LSI	
PSYC 351	67-23	Counseling and Psychotherapy	Counseling and Psychotherapy. An overview of counseling methods and models of psychological treatment. Approaches covered include behavioral and cognitive-behavioral, psychodynamic, person-centered, and Gestalt. The course also covers therapeutic response modes, family and group therapy, and community interventions. Prerequisites: 100, 251. <i>Offered occasionally.</i>	Course deletion	IT	W

WGSS 370	71-23	Sports, Gender, and Sexuality	<p>Sports, Gender, and Sexuality. In this course we will use social theory and research to investigate the interconnectedness of sport, gender, and sexuality. Sports will be examined as social phenomena involving human interaction and the products of human interaction—values, beliefs, institutions, and identities. The structural and cultural forms of gender always frame how sports are organized, the resources dedicated to sports and sport programs, the people who get to play sports, the conditions under which sport participation occurs, the individuals who sponsor and control sports, the rewards that go to participants, the definition of an “athlete,” and the meanings associated with sport participation. Importantly, we shall learn, sport is an embodied practice, and as such, by doing and watching sport, the gendered and sexualized body is produced.</p>	New Course	CSI	
EDUC 257	72-23	Disability rights	<p>Disability rights. Multiple perspectives on the variation of human ability, the characterization of disability by law and the medical and social model of disability. Investigation of research, policies, ethical considerations and societal norms pertaining to human diversity. Examination of the evolution of special education, teachers’ responsibilities to make learning accessible, and the federal laws extending rights to people with disabilities in schools. Prerequisites: None. <i>Offered each semester.</i></p>	Gen ed for existing course; change in title; change in prerequisites	AV	US



FCI Heat Map



FA

FACILITY CONDITION INDEX

- ≤5.0% Good
- ≤10.0% Fair
- ≤20.0% Poor
- ≤48.0% Bad



Residential Example – Munsell Hall



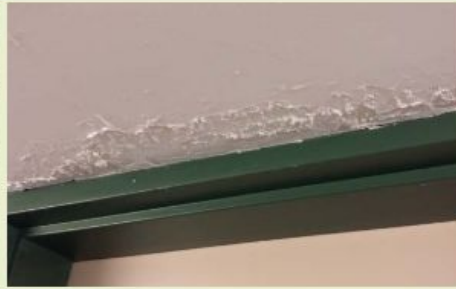
Illinois Wesleyan University



- S
- I
- F



- Roof in
- Single-
- Restro



responsive architecture



Facility Assessment



Building Entry Form Campus: **Illinois Wesleyan University**
 Building: **Center for Nat**

Basic Information | Work Breakdown

work breakdown

Building System	Category
Foundations	Structure
Roof	Envelope
Glazing	Envelope
Cladding	Envelope
HVAC	Mechanical
Plumbing	Mechanical
Primary/Secondary	Electrical
Distribution	Electrical
Lighting	Electrical
Voice/Data	Electrical
Ceilings	Interiors
Walls	Interiors
Interior Doors	Interiors
Floors	Interiors
Bldg., Fire, ADA, Elevators	Safety/Code
Site Lighting	Other
Steam Infrastructure	Other
Ingress, Egress	Other
Sanitary Storm	Other
Basement Construction	Structure
Superstructure	Structure
Exterior Doors	Envelope
Stairs	Interiors
*	

All Assessed Facilities Comparison Report Illinois Wesleyan University

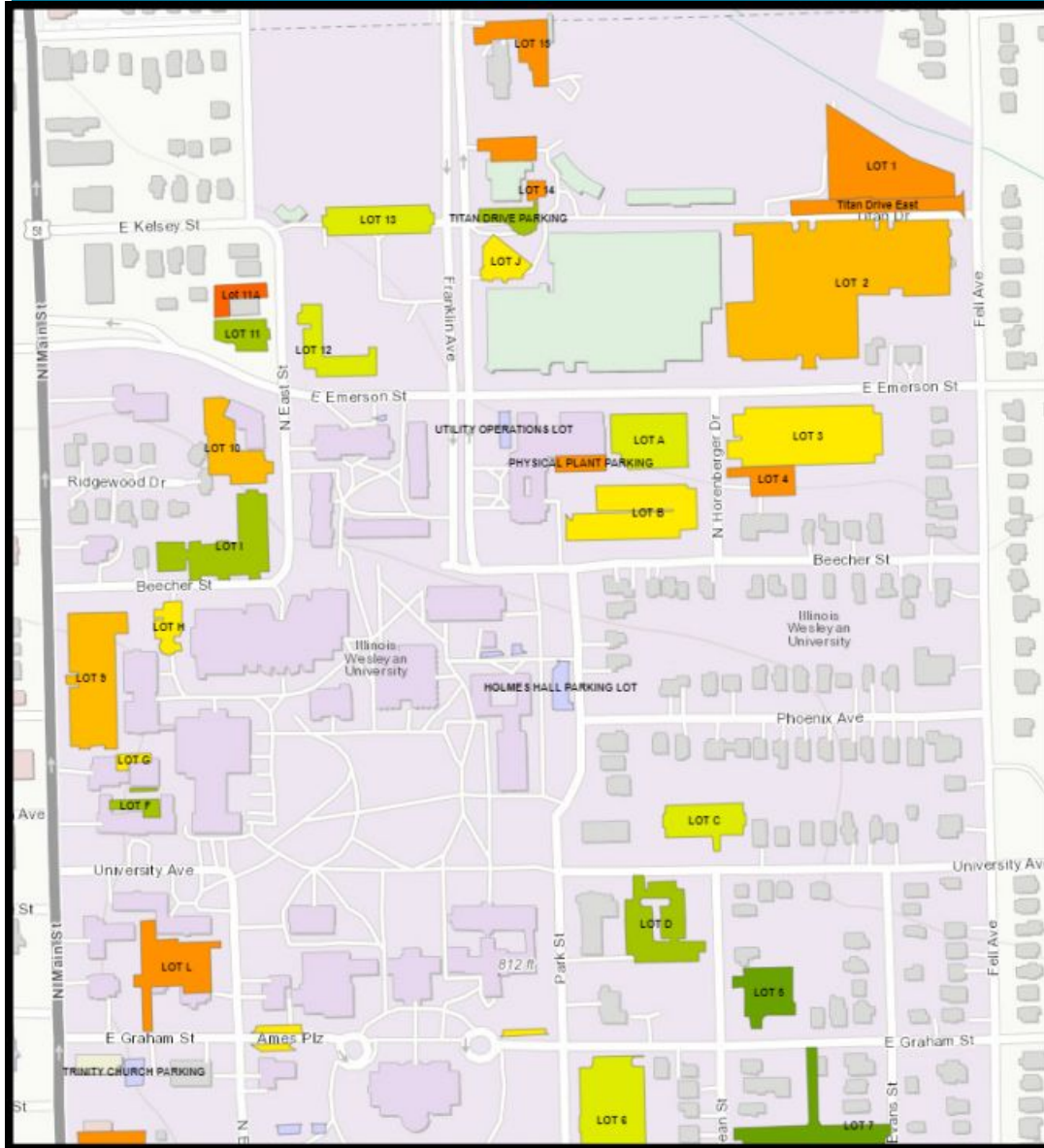
Facility	Year Built	Building Area (S.F.)	Tot. of Total S.F.	CRV	Percent of Total CRV	Priority Issues Data				0-5 Year Cumulative Data			
						DMB	Percent of Total DMB	FCI	Rating	DMB	Percent of Total DMB	FCI	Rating
Illinois Wesleyan University		1,334,557	100.0%	\$234,939,919	100.0%	\$8,471,741	100.0%	3.6%	GOOD	\$27,973,125	100.0%	11.9%	POOR
Center for Natural Sciences	1995	125,035	9.4%	\$23,642,888	10.1%	\$319,179	3.8%	1.4%	GOOD	\$2,640,908	9.4%	11.2%	POOR
Ames Library	2001	94,440	7.1%	\$14,638,200	6.2%	\$923,670	10.9%	6.3%	FAIR	\$2,144,496	7.7%	14.7%	POOR
State Farm Hall	2013	49,348	3.7%	\$9,639,145	4.1%	\$57,835	0.7%	0.6%	GOOD	\$614,977	2.2%	6.4%	FAIR
Presser Hall	1928	33,141	2.5%	\$5,914,343	2.5%	\$175,065	2.1%	3.0%	GOOD	\$642,298	2.3%	10.9%	POOR
Center for Liberal Arts	1964	35,160	2.6%	\$5,771,514	2.5%	\$256,832	3.0%	4.5%	GOOD	\$481,344	1.7%	8.3%	FAIR
Art Building	1971	27,746	2.1%	\$5,652,970	2.4%	\$0	0.0%	0.0%	GOOD	\$542,120	1.9%	9.6%	FAIR
Presser Annex	1971	27,273	2.0%	\$5,493,600	2.3%	\$310,388	3.7%	5.7%	FAIR	\$1,043,784	3.7%	19.0%	POOR
Shaw Hall	1953	19,180	1.4%	\$4,083,038	1.7%	\$631,238	7.5%	15.5%	POOR	\$1,889,630	6.8%	46.3%	POOR
Stevenson Hall	1910	17,622	1.3%	\$4,059,933	1.7%	\$0	0.0%	0.0%	GOOD	\$119,362	0.4%	2.9%	GOOD
Buck Library	1922	17,787	1.3%	\$2,806,966	1.2%	\$8,421	0.1%	0.3%	GOOD	\$192,277	0.7%	6.9%	FAIR
McPherson Hall	1963	16,926	1.3%	\$1,992,698	0.8%	\$17,934	0.2%	0.9%	GOOD	\$106,211	0.4%	5.3%	FAIR
Evelyn Chapel	1984	9,114	0.7%	\$1,568,975	0.7%	\$6,276	0.1%	0.4%	GOOD	\$89,275	0.3%	5.7%	FAIR
English Office Building	1910	5,461	0.4%	\$545,991	0.2%	\$28,828	0.3%	5.3%	FAIR	\$113,020	0.4%	20.7%	POOR
Evans Observatory	1969	2,534	0.2%	\$502,011	0.2%	\$11,546	0.1%	2.3%	GOOD	\$113,956	0.4%	22.7%	POOR
Theatre Arts Annex	1928	3,769	0.3%	\$381,501	0.2%	\$25,065	0.3%	6.6%	FAIR	\$40,554	0.1%	10.6%	POOR
Multi-Cultural Center	1915	1,299	0.1%	\$198,007	0.1%	\$17,920	0.2%	9.1%	FAIR	\$39,720	0.1%	20.1%	POOR
Munsell Hall	1966	50,274	3.8%	\$9,987,936	4.3%	\$276,666	3.3%	2.8%	GOOD	\$1,051,730	3.8%	10.5%	POOR
Harriett Fuller Rust House	1997	41,991	3.1%	\$8,763,522	3.7%	\$153,362	1.8%	1.8%	GOOD	\$590,661	2.1%	6.7%	FAIR
Ferguson Hall	1963	36,288	2.7%	\$7,490,569	3.2%	\$104,868	1.2%	1.4%	GOOD	\$845,685	3.0%	11.3%	POOR
Gulick Hall	1955	35,328	2.6%	\$6,624,000	2.8%	\$125,856	1.5%	1.9%	GOOD	\$584,899	2.1%	8.8%	FAIR
Pfeiffer Hall	1948	32,872	2.5%	\$6,478,414	2.8%	\$544,187	6.4%	8.4%	FAIR	\$1,233,490	4.4%	19.0%	POOR
Dodds Hall	1969	34,274	2.6%	\$6,336,577	2.7%	\$28,515	0.3%	0.5%	GOOD	\$1,093,693	3.6%	17.3%	POOR
Magill Hall	1946	28,872	2.0%	\$5,880,400	2.5%	\$565,694	6.7%	9.6%	FAIR	\$949,685	3.4%	16.2%	POOR
Dolan Hall	1955	26,892	2.0%	\$5,617,470	2.4%	\$286,491	3.4%	5.1%	FAIR	\$547,703	2.0%	9.8%	FAIR
Gates I	2013	16,302	1.2%	\$2,818,453	1.2%	\$0	0.0%	0.0%	GOOD	\$82,017	0.3%	2.9%	GOOD
Gates Frick e	2013	16,302	1.2%	\$2,818,453	1.2%	\$0	0.0%	0.0%	GOOD	\$82,017	0.3%	2.9%	GOOD

Use this form to enter the following:
 1. Individual building systems for this building. Most built
 2. The percentage of the Current Replacement Value (CRV
 100%).
 3. The percentage of each building system that requires repair or replacement in each time period (must total 100%).
 Newer and recently renovated buildings will probably have close to 100% of their systems in the 11+ Yrs box.

Roofing Update



Parking Lot Assessment



Repair and Refurbish Estimates:

Asphalt Lots Total Cost:	\$	414,034
Concrete Lots Total Cost:	\$	611,284
All Lots Total Cost:	\$	1,025,318

Area of Pavement vs PASER Rating	PCC
10 - Excellent	0.0%
9 - Excellent	0.0%
8 - Very Good	7.5%
7 - Very Good	13.9%
6 - Good	22.8%
5 - Fair	24.3%
4 - Fair	29.8%
3 - Poor	1.7%
2 - Very Poor	0.0%
1 - Failed	0.0%
TOATL AREA OF EACH (SY) =	47,709

Figure 3: Concrete Parking Lots

Area of Pavement vs PASER Rating	HMA
10 - Excellent	0.0%
9 - Excellent	0.0%
8 - Very Good	0.0%
7 - Good	2.6%
6 - Good	0.0%
5 - Fair	0.0%
4 - Fair	20.6%
3 - Poor	73.9%
2 - Very Poor	2.9%
1 - Failed	0.0%
TOATL AREA OF EACH (SY) =	17,440

Figure 3: Asphalt Parking Lots

Campus Sqft:
1,334,557

Building	Building Age	Sq Ft	OPEX			FA Database		Capex Master Plan Database			Res Hall Plan	L+M	
			Energy Cost	Total O&M	\$/sqft	FCI	DMB	Capital Reserve	Energy Efficiency	Cap Res + Eng Eff		Total Projects	Current Projects
AMES LIBRARY	22	94,440	\$ 184,101	\$ 338,834	\$ 3.59	14.6%	\$ 2,144,496	\$ 5,470,000	\$ 1,308,875	\$ 6,778,875		\$ 6,778,875	
CNS	28	125,035	\$ 562,551	\$ 707,213	\$ 5.66	11.2%	\$ 2,640,908	\$ 671,500	\$ 3,174,776	\$ 3,846,276		\$ 3,846,276	
SHIRK CENTER	28	152,282	\$ 212,518	\$ 357,225	\$ 2.35	10.7%	\$ 2,691,393	\$ 3,030,000	\$ 397,150	\$ 3,427,150		\$ 3,427,150	
MEMORIAL CENTER	76	74,079	\$ 196,326	\$ 399,761	\$ 5.40	11.8%	\$ 1,423,048	\$ 1,000,000	\$ 28,935	\$ 1,028,935		\$ 1,028,935	\$ 640,000
STATE FARM HALL	10	49,348	\$ 51,930	\$ 79,412	\$ 1.61	6.4%	\$ 614,977	\$ 1,000,000		\$ 1,000,000		\$ 1,000,000	
DUNN LAW BUILDING	73	4,697	\$ 726	\$ 32,965	\$ 7.02	13.6%	\$ 191,074	\$ 625,000		\$ 625,000		\$ 625,000	
MAGILL HALL	77	26,872	\$ 15,755	\$ 58,181	\$ 2.17	16.2%	\$ 949,685	\$ 559,836		\$ 559,836	\$ 5,374,400	\$ 5,934,236	
HOLMES HALL	65	24,730	\$ 16,996	\$ 45,213	\$ 1.83	21.7%	\$ 915,697	\$ 510,000		\$ 510,000		\$ 510,000	
ART BUILDING	52	27,746	\$ 32,319	\$ 51,512	\$ 1.86	9.6%	\$ 542,120	\$ 444,500		\$ 444,500		\$ 444,500	
BUCK LIBRARY	101	17,787	\$ 22,888	\$ 42,481	\$ 2.39	6.8%	\$ 192,277	\$ 438,302		\$ 438,302		\$ 438,302	
HANSEN STUDENT CENTER	102	30,255	\$ 91,630	\$ 125,967	\$ 4.16	4.3%	\$ 152,710	\$ 40,000	\$ 340,280	\$ 380,280		\$ 380,280	
PRESSER ANNEX	52	27,273	\$ 36,228	\$ 52,596	\$ 1.93	19.0%	\$ 1,043,784	\$ 310,000	\$ 32,777	\$ 342,777		\$ 342,777	
PRESSER HALL	95	33,141	\$ 38,253	\$ 74,664	\$ 2.25	10.9%	\$ 642,298	\$ 320,000		\$ 320,000		\$ 320,000	
FORT NATATORIUM	36	23,903	\$ 114,859	\$ 169,552	\$ 7.09	5.6%	\$ 372,068	\$ 270,000		\$ 270,000		\$ 270,000	
PFEIFFER HALL	75	32,872	\$ 21,945	\$ 112,132	\$ 3.41	19.0%	\$ 1,233,490	\$ 220,000		\$ 220,000	\$ 6,574,400	\$ 6,794,400	
CENTER FOR LIBERAL ARTS	26	35,160	\$ 49,319	\$ 64,192	\$ 1.83	8.3%	\$ 481,344	\$ 208,235		\$ 208,235		\$ 208,235	
SHAW HALL	70	19,180	\$ 46,541	\$ 79,210	\$ 4.13	46.3%	\$ 1,889,630	\$ 165,000		\$ 165,000		\$ 165,000	
MCPHERSON HALL	60	16,926	\$ 24,158	\$ 47,428	\$ 2.80	5.3%	\$ 106,211	\$ 145,000		\$ 145,000		\$ 145,000	
EVELYN CHAPEL	40	9,114	\$ 12,995	\$ 36,285	\$ 3.98	5.7%	\$ 89,275		\$ 130,351	\$ 130,351		\$ 130,351	
BLACKSTOCK HALL	122	10,419	\$ 4,728	\$ 32,432	\$ 3.11	10.5%	\$ 189,179	\$ 56,500		\$ 56,500	\$ 2,083,800	\$ 2,140,300	
HARRIETT HOUSE	26	41,991	\$ 47,889	\$ 102,136	\$ 2.43	6.7%	\$ 590,661	\$ 50,000		\$ 50,000		\$ 50,000	
EAST STREET APARTMENTS	43	7,800	\$ 15,751	\$ 33,861	\$ 4.34	7.1%	\$ 99,110	\$ 47,900		\$ 47,900	\$ 1,560,000	\$ 1,607,900	
TITAN PRINT & MAIL	59	3,340	\$ 5,418	\$ 7,113	\$ 2.13	5.8%	\$ 37,953	\$ 40,000		\$ 40,000		\$ 40,000	
KEMP HALL	117	12,932	\$ 7,981	\$ 25,134	\$ 1.94	5.9%	\$ 119,881	\$ 35,000		\$ 35,000		\$ 35,000	
EVANS OBSERVATORY	54	2,534	\$ 2,250	\$ 6,153	\$ 2.43	22.7%	\$ 113,956	\$ 30,000		\$ 30,000		\$ 30,000	
MAIN STREET STORAGE	63	9,088	\$ 941	\$ 1,196	\$ 0.13	8.3%	\$ 100,699	\$ 30,000		\$ 30,000		\$ 30,000	
PHYSICAL PLANT	56	19,291	\$ 23,852	\$ 123,911	\$ 6.42	17%	\$ 349,971	\$ 20,000		\$ 20,000		\$ 20,000	
WILDER HALL	82	3,600	\$ 900	\$ 3,049	\$ 0.85	15.5%	\$ 55,962	\$ 15,000		\$ 15,000		\$ 15,000	
TUCCI STADIUM	93	30,400	\$ 33,753	\$ 109,666	\$ 3.61	7.9%	\$ 222,018						
MUNSELL HALL	57	50,274	\$ 35,891	\$ 100,132	\$ 1.99	10.5%	\$ 1,051,730						\$ 8,228,308
TKE HOUSE	58	11,154	\$ 3,215	\$ 64,900	\$ 5.82	6.5%	\$ 130,888				\$ 2,230,800	\$ 2,230,800	
HORENBERGER FIELD	25	3,668	\$ 3,375	\$ 45,148	\$ 12.31	7.9%	\$ 73,614						\$ 8,228,308
FERGUSON HALL	60	36,288	\$ 35,778	\$ 74,420	\$ 2.05	11.3%	\$ 845,685						
PHI GAMMA DELTA	41	8,777	\$ 7,820	\$ 35,974	\$ 4.10	16.5%	\$ 266,064				\$ 1,755,400	\$ 1,755,400	
THETA CHI	43	9,719	\$ 8,449	\$ 33,571	\$ 3.45	8.8%	\$ 139,516				\$ 1,943,800	\$ 1,943,800	
DOLAN HALL	68	26,892	\$ 21,305	\$ 45,987	\$ 1.71	9.7%	\$ 547,703				\$ 5,378,400	\$ 5,378,400	
GATES FRICKE	10	16,302	\$ 18,333	\$ 37,867	\$ 2.32	2.9%	\$ 82,017						
MINOR MEYERS WELCOME CENTER	15	23,028	\$ 23,633	\$ 42,218	\$ 1.83	4.3%	\$ 141,236						\$ 2,118,491
EMERSON HALL	30	14,769	\$ 6,380	\$ 24,410	\$ 1.65	22.4%	\$ 438,717						
ADAMS HALL	118	10,257	\$ 4,073	\$ 21,668	\$ 2.11	6.9%	\$ 106,643				\$ 2,051,400	\$ 2,051,400	
GULICK HALL	68	35,328	\$ 25,473	\$ 42,986	\$ 1.22	8.8%	\$ 584,899						
GATES I	10	16,302	\$ 18,083	\$ 34,042	\$ 2.09	2.9%	\$ 82,017						
DODDS HALL	54	34,274	\$ 62,328	\$ 77,575	\$ 2.26	17.3%	\$ 1,093,693						
STEVENSON HALL	113	17,622	\$ 37,525	\$ 47,583	\$ 2.70	2.9%	\$ 119,362						
E-SPORTS BUILDING	55	4,554	\$ 6,301	\$ 15,296	\$ 3.36	2.3%	\$ 13,710						
BEADLES HALL	113	9,344	\$ -	\$ 8,167	\$ 0.87	34.4%	\$ 524,612						
CARRIAGE HOUSE	80	4,617	\$ 1,551	\$ 6,328	\$ 1.37	9.5%	\$ 38,620						
THEATRE ANNEX	95	3,759	\$ 664	\$ 3,242	\$ 0.86	10.6%	\$ 40,554						
IT HOUSE	93	3,400	\$ 1,581	\$ 2,910	\$ 0.86	13.3%	\$ 68,029						
PARK PLACE	60	4,332	\$ 807	\$ 2,028	\$ 0.47	26.5%	\$ 107,710						
ENGLISH OFFICE BUILDING	113	5,461	\$ 280	\$ 1,404	\$ 0.26	20.7%	\$ 113,020						
FUNK WAREHOUSE	63	10,750	\$ 202	\$ 1,315	\$ 0.12	26.4%	\$ 328,295						
MULTI CULTURAL CENTER	108	1,299	\$ 727	\$ 1,405	\$ 1.08	20.1%	\$ 39,720						



Council on University Programs and Policies (CUPP) Report
March 8, 2023

CUPP has met three times since the last faculty meeting.

CUPP members attended Board of Trustees meetings during the week of February 20. Our report is forthcoming.

Thank you to our colleagues who will be serving on CUPP next year:

- Bill Kauth, Faculty Representative to the Board of Trustees
- Amber Kujath, School of Nursing & Health Sciences
- Tari Renner, Social Sciences
- Andrew Shallue, Sciences
- Aaron Wilson, Interdisciplinary Programs + Library Faculty

The following divisions are still in need of representatives:

- Humanities
- Business & Economics
- Fine Arts

The Nominating Committee will be running the election for the Faculty Representative to the Board of Trustees.

CUPP continued discussions about our faculty committee structure, and thanks the faculty, staff and committee chairs/convenors for providing feedback on our draft model. The original draft model developed by the CUPP Chair and endorsed by CUPP as a starting point for discussion is in the [February 15 faculty packet](#). [The revised model is online for viewing and comments](#) and appended to this report. Changes to the draft model were based on survey feedback and suggestions from constituents.

Please provide feedback about the revised model on the [revised model document](#), directly to your CUPP representative or to the CUPP Chair (sdaviska@iwu.edu) by Friday, March 24.

CUPP also reviewed a question from CETAL about faculty/staff preparation regarding student mental health support and will follow up with the chair of CETAL for more information.

We also reviewed a constituent concern about student reports regarding two items: one, the lack of syllabi in courses across several departments and the ensuing stress, frustration, and overall negative impact on students' academic experience, and two, the inconsistent uptake of Moodle across campus. The Chair and Vice Chair will bring both concerns to the Provost and Associate Provost, but CUPP notes two sections of the Faculty Handbook related to syllabi: first, "Each faculty member is required to produce and distribute, preferably at the first class meeting, but in any event within the first week of classes, a written syllabus," (Chapter V, page 9) and

second, that Chair and Directors are responsible for “maintaining a complete file of syllabi for all course offerings in their respective areas.” (Chapter I, p. 15)

The deadline for tenure-line proposals is Monday, March 20 2023. The Provost will be sending out instructions to Chairs and Directors.

Respectfully submitted,
Stephanie Davis-Kahl
CUPP Chair

**Illinois Wesleyan University
Faculty Meeting March 8, 2023
Curriculum Council Report**

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

CC spent the majority of its time discussing course proposals.

CC began discussing a constituent request to potentially streamline the process for submitting courses for Shared Curriculum (Gen Ed) credit. The current timeline/process makes it especially hard for classes taught by new visiting Faculty and adjuncts to receive Shared Curriculum (Gen Ed) credit before students register for classes. Although this is just the beginning of the discussion, CC recognizes this as an important issue, especially as IWU relies more on adjunct and visiting faculty.

Based on concerns raised at the last Faculty meeting regarding the motion to allow Military Science courses to be counted towards graduation and to count towards a student's GPA, CC held two listening sessions to solicit feedback on the proposal and solicited additional email comments from constituents regarding the proposal. The feedback will be shared with Faculty prior to the Motion being brought back to the Faculty in the March meeting.

Respectfully Submitted,

Joe Williams
Chair of Curriculum Council

Motion: The Curriculum Council moves that the faculty approve the following changes to the Biology major

Rationale

Changes in Degree Requirements – Check “Other” on the [request form](#) and answer the following:

- **How does the proposed change affect staffing?** It does not affect staffing.
- **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.)** They are adequate.
- **Explain any requested exemptions from the Shared Curriculum.** There are no requested exemptions from the shared curriculum.
- **What are your current requirements and what are the proposed changes?**

In keeping with internal and external standards for the number of courses required for a major, the Biology Department is requesting a change from nine courses to ten courses.

The current requirements for the major are eight biology courses and satisfactory completion of BIOL 390 which is an academic advising tool to assist students in academic and professional development. Students develop and maintain an online ePortfolio. Students enroll for 0.25 units every fall semester and earn a total of 1 unit. Thus, the biology major is considered a nine course major. Although not required for the biology major, the majority of our students also complete three to four semesters of chemistry, one-two semesters of physics, and one semester of math as preparation for competitive admission to graduate and professional schools. Students are proactively advised of their importance to the field biology and their importance and/or requirement for future academic and career aspirations. The completion of chemistry, physics and math courses is pedagogically a universal theme among undergraduate education but whether they are required for the completion of a major varies among colleges and universities (see information below).

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

In keeping with external and internal expectations for the number of courses required for a major, the Biology Department is requesting a change from nine to ten courses.

1. The number of biology specific courses required for a biology major at peer and aspirant schools is nine or more.

- *Augustana*: 11 required biology courses + one year chemistry
- *Carroll*: 9 required biology courses + four courses in chemistry
- *Carthage*: 10 required biology courses + four courses in chemistry
- *Elmhurst*: 9 required biology courses + four courses in chemistry, two courses in physics, one course in math, one course in statistics
- *Milligan*: 10 biology courses + two courses in chemistry, one course in math
- *North Central*: 10 biology courses + five courses in chemistry and two courses in math or physics
- *North Park*: 10-11 biology courses + five courses in chemistry
- *Wheaton*: 9 biology courses + four courses in chemistry or three courses in chemistry and one natural science course

- *Washington University*: **9-11** biology courses + four courses in chemistry, two courses in physics and two semesters of math to include calculus
- *Depauw*: **10** biology courses + one Natural science course, one course in an allied area of study
- *Grinnell College*: **9-10** biology courses + 2 courses of chemistry and one course in math

When chemistry, physics or math were not required for the biology major, they were highly recommended and the typical recommendation was 4 courses in chemistry, two in physics and one or two in math. None of the schools analyzed had a course similar to the IWU biology ePortfolio requirement.

Summary: The IWU biology programs requirement for the major is currently not at parity with other schools offering a Bachelor of Science degree with a major program of study in Biology.

2. The Biology Department requires the fewest number of courses for the completion of a specific major (see table 1) at IWU. Table doesn't include majors from School of Music or Theatre Arts.

		O ¹					
		O ²					
		O			O ³		
		O			O ⁴		
		O			O ⁵		
	O	O	O		O ⁶		
	O	O	O		O ⁷		
O ^{biology}	O	O	O	O	O	O ⁸	O ⁹
8	9	10	11	12	13	14	15

Table 1. Number of Classes Required for Majors from various disciplines at IWU. Information was taken from the 2022-2023 IWU Catalog Programs of Study.

^{biology}Excludes the ePortfolio course

¹Concentrations in this major require an extra course

²Hispanic Studies - Requires proficiency of three introductory courses that do not count towards the major

³Concentrations in this major require an extra course (not included in table)

⁴Requires four additional courses outside the department (not included in table)

⁵Requires four additional courses outside the department (not included in table)

⁶Requires four additional courses outside the department (not included in table)

⁷Requires an two extra courses for a specific concentration (not included in table)

⁸Major has two tracts; one requires 13 courses and the other requires 15 (not included in the table)

⁹New major (not interdisciplinary) approved by faculty at January faculty meeting

Summary: Adding a course to the major requirements would put the department in line with current practice at IWU.

Current Course Catalog Copy: Changes are in **Blue bold print**.

BIOLOGY

Walker, Alvey, Cozy, Harper, Haywood, Jaeckle, Lehr, Schwend, Walter

A basic assumption underlying the biology curriculum is that all undergraduate biology majors, regardless of future plans for specialization, can profit by taking a required core of courses emphasizing study at the molecular/cellular, organismal, and population/community levels of organization, thereby gaining a broad introduction to the principles of all important areas of modern biology.

Students planning a major sequence in the field of the biological sciences should include in the four-year program of studies as much experience as possible in other sciences (particularly chemistry and physics) and mathematics.

Satisfactory completion of such a program provides the student with the necessary background for: (1) graduate level study; (2) admission to schools of medicine, dentistry, environmental science, forestry, osteopathy, pharmacy, optometry, veterinary medicine, physical therapy, or paramedical programs; (3) teaching biology at the secondary level*; and (4) positions in research, industrial laboratories, and government field work.

All students must earn a “C-“ or better in General Biology 102 or 108 in order to take courses requiring 102 or 108 as a prerequisite.

Major Sequence in Biology:

- A minimum of ~~ten nine~~ courses in biology to include:
- 1) BIOL 101 and 102
 - 2) BIOL 212 Introduction to Genetics
 - 3) BIOL 216 Foundations of Evolution
 - 4) One course in Ecology or Diversity selected from BIOL 306, 318, 319, 322, 324, 327, 328, or 350
 - 5) One course in Cellular or Molecular Biology selected from BIOL 314, 325, 330, 340, 407, 410, or 412
 - 6) One course in Organismal Biology selected from BIOL 307, 310, 311, 313, 315, or 319
 - 7) ~~two One~~ additional courses at the 300 or 400 level and selected from departmental offerings
 - 8) One of the ~~5 4~~ courses at the 300/400 level must have a significant emphasis on research and selected from the following: BIOL 307, 309, 311, 314, 324, 325, 327, 328, 340, 345, 411, or 412
 - 9) One unit of BIOL 390

Although not required for the biology major, in preparation for many careers in biology it is strongly recommended that students take:

- 1) Four lab courses in Chemistry (201, 202, 311, 312)
- 2) Two lab courses in Physics (101, 102 or 105, 106)
- 3) Mathematics through 176 (or proficiency)

Minor Sequence in Biology:

Six courses in biology to include:

- 1) BIOL 101 and 102
- 2) BIOL 212
- 3) BIOL 216
- 4) One course in Organismal Biology selected from BIOL 307, 310, 311, 313, 315, or 319
- 5) One 300/400 elective

New Proposed Course Catalog Copy

BIOLOGY

Walker, Alvey, Cozy, Harper, Haywood, Jaeckle, Lehr, Schwend, Walter

A basic assumption underlying the biology curriculum is that all undergraduate biology majors, regardless of future plans for specialization, can profit by taking a required core of courses emphasizing study at the molecular/cellular, organismal, and population/community levels of organization, thereby gaining a broad introduction to the principles of all important areas of modern biology.

Students planning a major sequence in the field of the biological sciences should include in the four-year program of studies as much experience as possible in other sciences (particularly chemistry and physics) and mathematics.

Satisfactory completion of such a program provides the student with the necessary background for: (1) graduate level study; (2) admission to schools of medicine, dentistry, environmental science, forestry, osteopathy, pharmacy, optometry, veterinary medicine, physical therapy, or paramedical programs; (3) teaching biology at the secondary level*; and (4) positions in research, industrial laboratories, and government field work.

All students must earn a “C-“ or better in General Biology 102 or 108 in order to take courses requiring 102 or 108 as a prerequisite.

Major Sequence in Biology:

- A minimum of ten courses in biology to include:
- 1) BIOL 101 and 102
 - 2) BIOL 212 Introduction to Genetics
 - 3) BIOL 216 Foundations of Evolution
 - 4) One course in Ecology or Diversity selected from BIOL 306, 318, 319, 322, 324, 327, 328, or 350
 - 5) One course in Cellular or Molecular Biology selected from BIOL 314, 325, 330, 340, 407, 410, or 412
 - 6) One course in Organismal Biology selected from BIOL 307, 310, 311, 313, 315, or 319
 - 7) Two additional courses at the 300 or 400 level and selected from departmental offerings
 - 8) One of the 5 courses at the 300/400 level must have a significant emphasis on research and selected from the following: BIOL 307, 309, 311, 314, 324, 325, 327, 328, 340, 345, 411, or 412
 - 9) One unit of BIOL 390

Although not required for the biology major, in preparation for many careers in biology it is strongly recommended that students take:

- 1) Four lab courses in Chemistry (201, 202, 311, 312)
- 2) Two lab courses in Physics (101, 102 or 105, 106)
- 3) Mathematics through 176 (or proficiency)

Minor Sequence in Biology:

- Six courses in biology to include:
- 1) BIOL 101 and 102
 - 2) BIOL 212
 - 3) BIOL 216
 - 4) One course in Organismal Biology selected from BIOL 307, 310, 311, 313, 315, or 319
 - 5) One 300/400 elective

CC Action Request: Revised Neuroscience Major

Motion: The faculty approves a revised Neuroscience major.

Changes proposed: Deletions are noted with a strikethrough in the text. Additions appear in red. In consultation with the Biology department, we propose deleting Biol 312: Genetics from the Cellular/Molecular concentration and replacing it with Biol 212: Genetics. This change does not change the number of courses required for the major. There are no resource implications for this change - no new faculty, contingent or otherwise, will be necessary to accommodate this change. If anything, this change saves resources as Biology will not need to determine staffing for the 300-level course that is being deleted.

Rationale: Because of staffing changes in the Biology department, they are no longer able to offer Biology 312 on a regular basis. We have thus been advised that it may not be feasible for us to require Biology 312 for Neuroscience majors. Biology has offered to permit Neuroscience students to take the lecture portion of Biology 212, which has been previously reserved for Biology majors. As a program, we see this change as beneficial for the major as it allows for better scaffolding in the major by adding a 200-level course that will better prepare our students for some of their 300-level courses. There is not concern about students taking only the lecture portion of the course as the laboratory sections are designed for the needs to Biology majors and will not be necessary for Neuroscience students to be successful in their 300-level courses.

Requirements for the Major

6 Core Courses. Students must also complete the course work in one of two concentrations (Behavioral Neuroscience or Cellular and Molecular Neuroscience).

The Neuroscience Core

- 1) Biol 107: Human Biology: Anatomy and Physiology I
- 2) Biol 108: Human Biology: Anatomy and Physiology II
- 3) Chem 201: General Chemistry I
- 4) Chem 202: General Chemistry II
- 5) Neur 213: Behavioral Neuroscience
- 6) Neuro 400: Neuroscience capstone

Cellular/Molecular Neuroscience Concentration

A minimum of 15 courses (at least 9 of which are 300-level or above) to include the following (in addition to the core courses listed above):

- 7) Choose one of the following
 - a. Biol 309: Biostatistics and Experimental Design
 - b. Psyc 300: Research Methods (Please note that Psyc 300 has a prerequisite of Psyc 227: Psychological Statistics)
- 8) Chem 311: Organic Chemistry I
- 9) Chem 312: Organic Chemistry II

10) ~~Biol 312: Genetics~~ **Biol 212: Genetics (lecture only)**

11) Chem 317: Survey of Biochemistry or Chem 414: Biochemistry

I Note: Chem 317 is a survey course that covers biomolecules and biochemical processes in a single semester. Chem 414 and Chem 415: Biochemistry II constitute a two-semester sequence for students seeking a more detailed presentation of biochemistry. The first semester concerns biological molecules and the second semester concerns metabolism, cell signaling, and biochemical genetics. Students who elect to take Chem 414 are advised to also take Chem 415.

12) Biol 325: Cellular and Molecular Neuroscience

13) Two additional biology/chemistry courses at the 300- or 400-level

Biol 307: Animal Physiology

Biol 310: Comparative Chordate Anatomy

Biol 311: Developmental Biology

Biol 410: Molecular Foundations of Developmental Biology

Biol 411: Experimental Embryology

Biol 412: Molecular Genetics

Biol 495: Directed Study

Chem 415: Biochemistry II

Chem 495: Directed Study (as approved by program director)

Neur 395: Directed Study

Neur 499: Research/Thesis

14) One additional Psychology course from the following:

Neur 311: Foundations of Learning

Neur 313: Advanced Behavioral Neuroscience

Neur 314: Advanced Human Neuroscience

Neur 316: Neuropsychopharmacology

Neur 321: Brain Injury and Recovery

Neur 329: Special topics in neuroscience (as approved by program director)

Neur 395: Directed Study

Neur 499: Research/Thesis

Behavioral Neuroscience Concentration

A minimum of 13 courses (at least 7 of which are 300-level or above) to include the following (in addition to the core courses listed above):

7) Psyc 227: Statistics

8) Psyc 300: Research Methods

9) Two additional Psychology courses from the following:

Neur 311: Foundations of Learning

Neur 313: Advanced Behavioral Neuroscience

Neur 314: Advanced Human Neuroscience

Neur 316: Neuropsychopharmacology

Neur 321: Brain Injury and Recovery

- Neur 329: Special topics in neuroscience (as approved by program director)
- 10) Three additional courses at the 300- or 400-level
- Biol 307: Animal Physiology
 - Biol 310: Comparative Chordate Anatomy
 - Biol 311: Developmental Biology
 - Biol 312: Genetics
 - Biol 325: Cellular and Molecular Neuroscience
 - Biol 410: Molecular Foundations of Developmental Biology
 - Biol 411: Experimental Embryology
 - Biol 412: Molecular Genetics
 - Neur 311: Foundations of learning
 - Neur 313: Advanced behavioral neuroscience
 - Neur 314: Advanced human neuroscience
 - Neur 316: Neuropsychopharmacology
 - Neur 321: Brain injury and recovery
 - Neur 329: Special topics in neuroscience (as approved by program director)
 - Neur 395: Directed Study
 - Neur 499: Research/Thesis
- 11) At least one of the above courses at the 300- or 400-level must include a laboratory component. In Psychology, these courses are denoted in the course catalog with an EXP designation. In Chemistry and Biology, laboratories are included in course descriptions and/or carry 1.25 unit credit. Neur 499 and Neur 395 (with director's approval) can also fulfill this requirement.

Students pursuing a major in Neuroscience should be aware of the following:

- Students may count up to two units of independent study or directed research (Neur 395, Neur 499 or Chem 395) toward fulfilling major requirements.

CC Action Request: Women's, Gender, and Sexuality Studies Electives

Recent departures from the university across programs impacted the available course offerings in the Women's Gender, and Sexuality Studies Program. In an effort to provide students with a more robust and up-to-date curriculum, the WGSS faculty have identified new courses that we are requesting be included as electives. Since WGSS students are required to take courses across two divisions and three departments, it is important that the curriculum include as much representation of different programs as possible. After discussions with WGSS faculty and department chairs, we located existing courses in Theater, Nursing, Sociology, WLLC, and English that have not previously been part of the program. Additionally, we are updating the Catalog to include Special Topics courses for Sociology and History because in recent years they have regularly included classes with gender and sexuality emphasis.

At this time, we are not requesting to remove any courses that currently lack staffing. We are opting to keep them as part of the curriculum for the next few years because there are still enrolled students that have taken some of the classes.

Motion: The Faculty approves the addition of new electives to the Women's, Gender, and Sexuality Studies course offerings.

WOMEN'S, GENDER, AND SEXUALITY STUDIES

Irby, Director

Women's, Gender, and Sexuality Studies (WGSS) is an interdisciplinary curriculum that offers feminist perspectives on the human experience, analyzes the role and contributions of women in history, investigates the impact of the construction of gender and sexuality in our lives and institutions, and examines the construction of knowledge. The curriculum draws on the expanding scholarship on women and gender to meet three goals:

- To study gender as a category of analysis, and its intersection with race, ethnicity, class, age, sexual identity, and (dis)ability, especially within a multicultural and institutional context;
- To investigate different perspectives on gender and sexuality;
- To reflect on historical, social, cultural, economic, and political issues affecting and categorizing individual identity and sexuality.

Since the discipline underlying WGSS promotes social change, some courses include an activist or service learning component. Still others ask students to reflect on how gender-related issues affect people's lives, including their own. Opportunities for internships and independent study allow students to individualize the major according to their interests or career goals. WGSS is valuable to students planning to attend graduate school and/or build careers in such areas as business, health care, education, government, history, law, psychology, religion, and social work. The WGSS major requires a minimum of nine courses and the minor requires a minimum of five courses, including core courses on sexuality. Students must earn a grade of "C" or higher for a course to count toward a major or minor. Students interested in a WGSS major or minor should consult the Women's, Gender, and Sexuality Studies Director for academic advising, especially since not all courses are offered each semester.

Major Sequence in Women's, Gender, and Sexuality Studies:

A minimum of nine courses, to include the following (with a minimum of four courses at the 300-400 level):

- 1) At least one introductory course on gender studies and feminism in the U.S. Choose from:
 - WGSS 101: Introduction to Women's, Gender, and Sexuality Studies (CSI,U)
 - History 244: History of American Feminisms (CHC, U)
 - Philosophy 230: Philosophy of Feminism (AV, U)
 - Sociology 222: Sex and Gender in Society (CSI, U)
- 2) At least one course on gender and sexualities. Choose from:
 - English 381: Thinking Queer/Reading Queer (LIT, U)
 - Health 330: Human Sexuality (AV)
 - History 350: Women, Work, and Leisure, 1890-1930 (CHC, U)
 - Psychology 356: Psychology of Gender (U)
 - Sociology 380: Sociology of Sexualities (U)
- 3) Six additional courses designated as Women's, Gender, and Sexuality Studies courses. Courses must be chosen from at least two different divisions, schools, or programs (I-VI below), at least three different departments or disciplines. WGSS 270, 370, 397, and 450 may also count for this requirement.
- 4) Women's, Gender, and Sexuality Studies 490: Senior Seminar (W)

Minor Sequence in Women's Gender, and Sexuality Studies

The minor in Women's, Gender, and Sexuality Studies requires a

minimum of five courses, with at least 2 300- or 400-level courses. Only courses in which students earn a C or higher may be applied towards the minor.

- 1) At least one introductory course in gender studies and feminism in the U.S. Select from:
 - WGSS 101: Introduction to Women's, Gender, and Sexuality Studies (CSI, U)
 - History 244: History of American Feminisms (CHC, U)
 - Philosophy 230: Philosophy of Feminism (AV, U)
 - Sociology 222: Sex and Gender in Society (CSI, U)
 - 2) At least one course on gender and sexualities. Select from:
 - English 381: Thinking Queer/Reading Queer (LIT, U)
 - Health 330: Human Sexuality (AV)
 - History 350: Women, Work, and Leisure, 1890-1930 (CHC, U)
 - Psychology 356: Psychology of Gender (U)
 - Sociology 380: Sociology of Sexualities (U)
 - 3) Three additional courses designated as Women's, Gender, and Sexuality Studies. Courses must be chosen from at least 2 different divisions (I to VI below), and 3 different departments or disciplines. WGSS 270, 370, 397 and 450 may also count for this requirement.
- *Applies if course has significant women's and gender issues content. Contact the Women's, Gender, and Sexuality Studies Director for advice.

I. HUMANITIES

- English 120: Women in Literature (LIT)
- English 170: Special Topics: 20th Century Women Writers (LIT)
- English 222: Shakespeare's Shrews (LIT, W)
- English 243: **What's Love Got To Do With It?: English Poetry, 1500-1700 (LIT)**
- English 255: Hip-Hop: A Literary Study (LIT, U, W)
- English 257/HIST 257: Promised Land (CHC, U)
- English 351: Manifest Destinies: American Lit. to 1865 (LIT, U)
- English 370: Special Topics*
- English 381: Thinking Queer/Reading Queer (LIT, U)
- English 393: **Love, Marriage, Sex, Power: Shakespeare's Comedies and Histories (LIT)**
- English 394: Death, Gender, Power: **Shakespeare's Tragedies and Romances (LIT)**
- Greek and Roman Studies 217: Race, Gender, and Ability in the Ancient World (AV, W)
- Literature and Culture 251/351: Identity and Alterity in Latino Literature (LIT, U)
- Philosophy 230: Philosophy of Feminism (AV, U)
- Religion 106: Women, Religion, and Spirituality (CSI, G)
- Spanish 348: **Latin American Women Writers (LIT)**

II. SOCIAL SCIENCES

- Anthropology 245/345: World Music (IT, G)
- History 144: The Gilded Age, 1865-1900 (CHC, U)
- History 217: Race, Gender, and Ability in the Ancient World (AV, W)
- History 244: History of American Feminisms (CHC, U)
- History 249: Growing Up in America, 1607-Present (CHC, U)
- History 257/English 257: Promised Land (CHC, U)
- History 270: **Special Topics***
- History 343: Migration, Ethnicity, and Race (CHC, U)
- History 350: Women, Work, and Leisure 1890-1930 (CHC, U)
- History 370: **Special Topics***
- Sociology 222: Sex and Gender in Society (CSI, U)

Sociology 270: Special Topics*

Sociology 311: Marriage and Family (CHC, U)

Sociology 340: Social Movements and Politics in the U.S. (CHC, U)

Sociology 350: Emotions and Society (AV, U)

Sociology 345: Intersectionality (IT, U)

Sociology 370: Special Topics*

Sociology 380: Sociology of Sexualities (CHC, U)

III. NURSING/HEALTH

Health 330: Human Sexuality (AV)

Health 351: Abuse in America (AV)

Nursing 430: Maternal and Newborn Nursing

IV. NATURAL SCIENCES

Psychology 356: Psychology of Gender (U) (prerequisite PSYC 100)

V. FINE ARTS

Music 245/345 World Music (IT, G) Theatre 370:

Special Topics*

Theatre 372: Theater History II (CHC)

VI. WOMEN'S, GENDER, AND SEXUALITY STUDIES

WGSS 270: Special Topics in Women's, Gender, and Sexuality Studies

WGSS 370: Special Topics in Women's, Gender, and Sexuality Studies

WGSS 397: Internship

WGSS 450: Independent Study

*Special topics courses outside of WGSS may count, pending approval by the WGSS Director.

CC Rationale for Revised BFA DT 2022

"The Curriculum Council moves that the faculty approve a revised BFA in Design & Technology major."

Bachelor of Fine Arts in Theatre Design and Technology: 20 units required for the Major to include:

- A. THEA 105Y and/or 106Y (11 enrollments)
- B. THEA 110, 112, 114, 141, 220, 225, 115 241, 310
- C. THEA 188 or 102
- D. One from the following, THEA 371 or 372
- E. One from the following THEA 377 or 378
- F. Three of the following: THEA 421, 422, 423, 424, or 355
- G. Two of the following: THEA 392, 490, 491
- H. Four from the following: THEA 272, 311, 312, 313, 314, 317, 318, 319, or 392
- I. One additional from the following: THEA 211, 219, 221, 290, 392, 396, 421, 422, 423, 424, 490, 491, 496, or 499

There are no language changes for the university catalog pertaining to these small revisions.

The proposed changes reflect a finite number of additions and changes that include course numbering changes, an existing course that has not been added to the electives option, and the addition of 2 courses from general Theatre Arts offerings—one required and one in a selection menu. There is no change to the number of units required for the major, or the general goals for its completion.

When the degree was first created and when it was last refined, similar degrees at other universities of a similar size and configuration were reviewed. A check against the two primary programs that most similarly reflect the DT BFA at IWU, Otterbein and Ithaca College, was undertaken. While the BFA DT at IWU reflects unique home conditions, the expectations and configuration of the degree is very similar to that offered by the two recruitment rivals.

We propose to require THEA 141 Introduction to Theatre Studies currently offered as part of the BA in Theatre Arts. In past practice we have elected this course as a substitution for some entering BFA DT classes. The classes that have had this substitution function better and excel at upper division courses with this foundation course in the first year. This is a no brainer.

We propose adding THEA 355 Directing as a choice to the menu of upper division design courses in the major. There are a variety of types of students who are admitted to the BFA DT, most of them fall into a design niche: scenery, lighting, costumes or sound. But the BFA DT is also the degree into which we audition and accept potential stage managers, and we have found ourselves counseling and making exceptions for them to take Directing. They work most fully with directors and the actors in the performative side of the theatre as opposed to creating anything to do with the stage environment as do designers. In fact, we also counsel them to take lighting design and sound design as opposed to scenic or costume designs for the very real fact that lighting and sound unfold experientially over time as does the directing and acting process, rather than being a generative artifact based pedagogy like scenery and costumes. We need THEA 355 Directing to be an option in our menu of BFA DT courses specifically for stage management students.

We are adding a new course titled "What does THIS button do?", THEA 272, which will explore the history of and cultural ramifications for the advent and proliferation of technology in the theatre performative space.

CC Rationale for Revised DT Minor sequence 2022

“The Curriculum Council moves that the faculty approve a revised Minor sequence in Design & Technology.”

IWU Course Catalog 2022-23, p. 292:

Minor Sequence in Theatre Arts Design & Technology:

A minimum of 6.5 units to include:

- 1) Five enrollments in either: THEA 105Y or 106Y (0) (waived for Theatre Arts majors)
- 2) Choose one of the following:
 - THEA 110 (.5)
 - THEA 112 (.5)
 - THEA 114 (.5)
- 3) THEA 220 (THEA 221, ~~225~~115, or 310 may be substituted if THEA 220 has been previously taken.)
- 4) One course from: THEA 421, 422, 423, 424
- 5) Four courses from: THEA 115, 272, 225, 310, 311, 312, 313, 314, 318, 377, 378, 392. (one must be at the upper level)

Students interested in declaring a minor in Theatre Arts Design & Technology should arrange an appointment with the Director of the School of Theatre Arts at the earliest convenience. The minor is open to all students including BFA Acting, BFA Music Theatre, and BA theatre Arts majors.

All of the proposed changes are primarily housekeeping changes and there are no substantive changes to the minor in either language or intention.

The new Minor sequence in Design & Technology reflects the proposed change in a course number, and the addition of a new course to the catalog. THEA 225 changing to THEA 115 and newly added THEA 272. We also propose in order to insure more rigor in the minor that one of the four electives be taken at the upper level.

Many of IWU peer and aspirant universities do not offer BFA programs in Design and Technology. For example: Augustana, Carleton, Denison, DePauw, Franklin and Marshall, and Kenyon offer only generalized BA degrees in theatre. Of that group only Augustana and Franklin and Marshall offer general minor programs in theatre. Kenyon offers minors only in Dance and film studies. Looking at other colleges and universities with which the School of Theatre Arts competes for BFA DT majors, Ithaca College has a BFA DT but a minor by contract only, UW Stevens Point does not offer a minor, U of I offers BA and BFA programs but only a general minor. Knox College offers a BFA in DT as well as a minor, and minors in Performance, Directing and Playwriting. Millikin offers a BFA DT but only a generalized minor.

All course changes or additions are happening within the School of Theatre Arts curricula.

No additional library resources are required.

OVERVIEW

The purpose of this military science motion is to address inequities in how IWU treats military science courses and the students who take them. This motion adds the appropriate amount of academic credit to individual courses in the IWU catalog and removes catalog language that military science courses cannot count towards graduation or be included in GPA calculations.¹ This will also allow military science courses to transfer to IWU. See below for rationale Q&A.

MOTION

The Curriculum Council moves to allow students to receive credit towards graduation for military science courses, commensurate with the ISU semester hours taught for each military science course, and to have those courses count in their GPA calculation.

Summary of Military Science Courses in the IWU Catalog (2023-24, pp. 231-232) with proposed credit units.

Course # and Title	Current IWU Catalog Course Description (other CC action forms request an update to these descriptions)	Proposed units (based on ISU's semester hours)
ROTC 101, Introduction to Leadership: Individual Effectiveness.	Introduction to leadership from perspective of the member of an effective organization. Self-enhancement skills such as time management techniques, problem solving and decision-making processes, and health enrichment actions. Offered each fall.	0.25 credit unit (ISU sets this course at 1 semester hour, with 12 semester hours being a full semester load) Taught on both ISU and IWU campuses
ROTC 102, Introduction to Leadership: Teamwork.	Basic leadership fundamentals, principles, and experiences. Relevant for all organizational leaders. Purpose is to examine how the individual organizational member and the team are affected by leaders and leadership decisions. Offered each spring.	0.25 credit unit Taught on both ISU and IWU campuses

¹ A separate set of motions updates the catalog descriptions for the ROTC courses and answers basic questions about the courses. Because these courses exist in the catalog and have for nearly 40 years, these motions cannot ask the faculty to add the courses to the catalog. IWU's consortial agreement with ISU means we cannot remove them at this point. The motions instead provide the information required for new courses and update the course descriptions to reflect the current pedagogy of the courses.

Military Science Motion

<p>ROTC 111, Applied Leadership I.</p>	<p>Provides in-depth and critical assessment of the role, functions and traditions of U.S. commissioned officers. Offered each fall.</p>	<p>0.5 credit units (ISU sets this course at 2 semester hours, with 12 semester hours being a full semester load) Taught on ISU campus</p>
<p>ROTC 112, Applied Leadership II.</p>	<p>Provides more in-depth and critical assessment of leadership within American society. Students are challenged to learn and apply leadership principles. Group research projects designed to research, examine, and analyze leaders and leadership within community context. Offered each spring.</p>	<p>0.5 credit units Taught on ISU campus</p>
<p>ROTC 220, Advanced Leadership and Tactics I.</p>	<p>Provides general knowledge and understanding of advanced leadership principles, small unit offensive operations, land navigation, and the operating systems. Prerequisite: Consent of instructor. Offered each fall.</p>	<p>0.75 credit units (ISU sets this course at 3 semester hours, with 12 semester hours being a full semester load) Taught on ISU campus</p>
<p>ROTC 221, Advanced Leadership and Tactics II.</p>	<p>Provides knowledge and understanding of advanced combat leadership techniques, small unit defensive operations, patrolling, and land navigation. Prerequisites: AROTC and MSC 220 or consent of instructor. Offered each spring.</p>	<p>0.75 credit units Taught on ISU campus</p>
<p>ROTC 240, Advanced Applied Leadership I.</p>	<p>Fundamental concepts of military justice; principles of courtmartial and nonjudicial punishment; staff principles and procedures in the Army organizational structure. Prerequisite: AROTC Advanced Course or consent of instructor. Offered each fall.</p>	<p>0.75 credit units Taught on ISU campus</p>
<p>ROTC 241, Advanced Applied Leadership II.</p>	<p>Introduction to professionalism and military professional responsibility. Provides students with a capstone experience in leadership</p>	<p>0.75 credit units Taught on ISU</p>

	studies before their transition to officership. Prerequisite: AROTC Advanced Course or consent of instructor. Offered each spring.	campus
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CATALOG UPDATED LANGUAGE (IWU Catalog 2023-24)
(added words in red, deleted words struck through)

pg. 79

~~"All GPA calculations for probation and disqualification are exclusive of military science courses.~~ Students who have been academically disqualified may apply for readmission to the University only through the Registrar's Office and must complete the Petition for Reinstatement to study at the University."

pg. 83

"All transfer students (including those transferring in with the IAI GECC package) must have a 2.00 cumulative grade average for all college work ~~(exclusive of military science)~~, and for all work completed at Illinois Wesleyan, in order to qualify for an undergraduate degree. Courses with grades of less than C will not be accepted for transfer."

pg. 84

"1. Grade average of 3.50 or higher for courses taken during the grading period ~~(exclusive of military science courses)~~."

pg. 85

"These honors are based on the final cumulative grade average for Illinois Wesleyan coursework according to the following scale ~~(exclusive of military science)~~:"

pg. 231

"The goal of the Army Reserve Officers' Training Corps (ROTC) is to commission college graduates into the Active, National Guard, and Reserve components of the Army. Military Science classes are conducted on Illinois State's campus (with the exception of ROTC 101/102 which are taught on IWU's campus). ~~Military science classes are recorded on students' transcripts, but they are not figured in the students' GPA. No military science credit is granted towards graduation or other university requirements.~~"

RATIONALE

Q: What is IWU's history with military science courses?

In 1985, IWU entered into a Memorandum of [Agreement with ISU](#), signed by President Robert S. Eckley, to share courses for the purpose of enrolling students interested in ROTC leadership and scholarship opportunities. That agreement stipulated that IWU would:

“Accept the grades awarded by the Department of Military Science at Illinois State University for inclusion in the student's official grade record and grant appropriate academic credit for the successful completion of ROTC courses. **Where minimum requirements for academic degrees are completed with mandatory courses, and no credit time remains for military science courses, military science courses will necessarily be excess to those degree requirements.** Military science grades will, however, apply towards a student's overall grade average and will appear on student transcripts.”

At the time, IWU's faculty objected to awarding academic credit for the military science courses and to the way Pres. Eckley implemented the program (see the [archival research completed by Prof. Miner](#) for details). As a result, IWU's catalog has never offered academic credit for the Military Science courses (see the [1984 discussion here](#): the motion was defeated by two votes (37 yes, 39 no, 7 abstentions)). The [Memorandum of Agreement](#) with ISU was reaffirmed by Provost Mark Brodl in 2019, without the language bolded above and with the addition that Military Science 101 and 102 would be taught on IWU's campus and the more advanced Military Science courses would continue to be taught on ISU's campus.

Since these Memoranda, IWU has entered into other agreements with institutions to offer courses for our students and created other sorts of leadership courses, which creates inequity between our new offerings and the military science agreement with ISU.

Q: How does this motion bring military science courses in line with how IWU fulfills agreements with other institutions?

IWU now has agreements with other institutions or consortia wherein the courses are entered into the IWU catalog and/or Banner either with individual course numbers (e.g., LCMC courses will do; this is currently under review in CC) or under an umbrella special topics code (e.g., Bradley second language courses (ML) or Barcelona Program courses (BARC)). These courses count toward IWU graduation requirements and their grades are calculated in the GPA, whereas military science courses are not.

Q: How does this motion bring military science courses in line with other types of skills or leadership courses at IWU?

IWU students receive credit for leadership courses such as UNIV 200 (Writing Center Peer Tutoring Colloquium) and 202 (Inclusive Mentorship Colloquium), but not for leadership courses in military science listed in IWU's catalog. Similarly, some departments have reflective advising courses that help their majors focus on professional development, such as BIO 390 (SEED, 0.25 units repeatable). There is also a “Gateway lab” being explored that focuses on organization and study skills, which is also the focus of ROTC/MS 101 Introduction to Leadership: Individual Effectiveness. If we grant academic credit for some of these skills and leadership courses, we should not discriminate against similar skills taught in military science courses.

Q: How is this motion student and mission centered?

First and foremost, this motion respects the choice of students who decide to pursue a career in military science by enrolling in the program offered by IWU, in partnership with ISU since 1985. Granting academic credit for military science courses would deal fairly with these students, who

are currently required to take it over and above their usual coursework. This again requires them to take May/summer courses, or regular overloads in order to complete their degrees in a timely manner, which may not be sustainable for all students. Because the courses are recognized in the IWU 2023-24 Course Catalog (pg. 231-232) and some are even conducted on-campus, it seems more equitable that IWU recognize them as counting towards graduation requirements.

These courses collectively build curricular goals of understanding ethical military action, oral and written communication, critical thinking, strategic planning, team building, and development toward a profession, many of which goals are shared by the [IWU Mission Statement](#).

Q: How does this motion improve equity for transfer students?

Allowing military science courses to carry credit and to count in the GPA deals fairly with transfer students who enter IWU with military science courses from another institution. Currently, a student transferring to IWU with military science credits may find that they are further from graduation than they thought and may need to take additional courses to "catch up". This is not an equitable situation, as some students may not be able to afford the additional expense of May or summer courses that would be required to fill in missing credits. If students are notified about this prior to enrollment, it is likely that they will not transfer to IWU at all.

Q: How many students are affected by this motion?

Since 2019, 13 students have taken ROTC 101 and 102 on IWU's campus ([see the summary chart here](#)). 6 IWU students went on to take advanced military science courses at ISU since 2019. While we don't track students who have requested military science transfer credit, Beth Milstead (Assistant Registrar for Transfer Articulation and Programs) reviewed her emails from 2019 to present and had at least 7 students ask her about transfer credit for military science courses with one who canceled her deposit upon learning IWU's current policy.

Q: How do our peer and aspirant institutions treat military science credit?

This motion would bring IWU practices more in line with those of peer/aspirant universities. Out of 30 [peer, aspirant, and cross-admit institutions](#), none adopted the position that IWU does of supporting ROTC via a "cross-town" agreement, but not counting the courses towards graduation. One peer/aspirant listed military science courses as something that typically do not count towards graduation, while one limited the number and type that could count towards graduation. However, from what we could find, neither of these institutions supported ROTC programs on campus or via a cross-town agreement. Nine of our twelve major cross-admit universities had some form of military science or ROTC program on campus,² whether an ROTC program (most common), a military science department, and/or a military science minor (least common). This shows that students who look at our university are primarily looking at universities that also support ROTC and military science programs. Three of our seven "new peer" institutions support cross-town ROTC programs, with two specifically stating that military science courses count towards graduation requirements. Finally, one of our twelve peer/aspirant institutions supports ROTC and clearly specifies that the coursework counts towards graduation. All others (3 cross-admit institutions and 13 peer/aspirants) included no specific language limiting or restricting military science courses from counting towards graduation. In summary:

² Note that [Bradley](#) and ISU share an agreement that the ISU Military Science faculty will offer ROTC courses to Bradley and IWU students.

Military Science Motion

- o Military science does not count or is limited in counting towards graduation, no military science present on campus = 2 peer/aspirants (6% of schools examined)
- o Military science present on campus = 9 major cross-admits, 3 new peers, 1 peer/aspirant (41% of schools examined)
- o Military science not present on campus, but military courses not explicitly restricted = 3 major cross-admits, 4 new peers, 9 peer/aspirants (50% of schools examined)
- o Military science present on campus, but does not count towards graduation = 1 IWU (3% of schools examined)

Q: Who worked on this motion?

This motion was drafted by two members of the Transfer Policy Task Force (Summer 2022): Aaron Wilson (elected Faculty Representative, outgoing CC Chair) and Amy Coles (Task Force Chair, Associate Dean for Curriculum and Instruction). The remaining members of the Task Force discussed the idea before the motions were drafted: Chris Schumacher (elected Faculty Representative, Athletics), Leslie Betz (Registrar), Becky Roesner (Associate Provost), Mark Brodl (Provost), and Abbie Kerr (Associate Dean for Scholarly and Creative Work).

Feedback from the Faculty on the Military Science motion

Immediately below are comments relating to the Military Science motion that were solicited by and emailed to Curriculum Council representatives. At the end of this document are summaries/comments from the two listening sessions that were recently held by Curriculum Council regarding the motion. Please note that any identifying information was removed from the below comments.

Faculty Constituent Comments re: "Military Sciences Rules" MOTION

2/21/23: I am totally in favor of this and it does not in any way conflict with the mission of the university. In fact, protecting the USA and learning leadership skills fall right in line with the university mission.

2/22/23: Thank you for your email. When I look at what the ROTC teaches and instills in their students, I completely support our ROTC students and believe they should receive credit. When you look at our university mission statement, the parts of the paragraph highlighted stand out to me.

"Illinois Wesleyan University, an independent, residential, liberal arts university founded in 1850, strives to attain the ideal of a liberal education while providing **unique opportunities** with distinctive curricula and programs. A liberal education at Illinois Wesleyan fosters **creativity, critical thinking, effective communication, strength of character and a spirit of inquiry**. Our curriculum deepens the specialized knowledge of a discipline with a comprehensive **world view**. The Illinois Wesleyan experience affords the greatest possibilities for realizing individual potential while preparing students for democratic citizenship and life in a **global society**. As the University pursues this ideal for all of our students, we help students to follow a **wide range of career and life paths**, offering **diverse curricula** in liberal arts, fine arts and professional programs as well as opportunities for interdisciplinary study and **off-campus learning**. The University through our policies, programs and practices is committed to **diversity, social justice and environmental sustainability**. A tightly knit, supportive university community, together with a variety of opportunities for close interaction with excellent faculty, both challenges and supports students in their personal and intellectual development."

Participating in a program like ROTC, these particular individuals are receiving a "unique opportunity" to learn how to think out of the box, learn how to communicate clearly and concisely, and deepen their true sense of character. Their experience will bring them "world views" and show them the "wide range of career and life paths" they can choose, both as a civilian and in the military. After participating in a military leadership training program, I was extremely impressed with the training our military members receive. They would bring a different view to our campus, along with being involved with an extremely diverse group of individuals. Members of our military come from such a wide range of backgrounds which only benefits our campus as a whole.

I believe wholeheartedly that our ROTC students deserve to receive credit for their classwork. If you need anything else from me, please let me know. Thanks!

I think we need to be transfer friendly so I am in favor of accepting classes from other colleges.

Does it need to be all or nothing? Would it not be possible to allow select courses?

I support this motion. It is fair and just. Thank you.

I support the motion. Thanks.

I am fine with this! I know that the ROTC is a lot of work and a big commitment.

We need to be more transfer friendly to survive. ISU is the expert on military studies so they should be adequate as a gateway to us accepting those courses.

Having participated in an abbreviated military leadership program myself, I support allowing this credit. The information and leadership value of this course is excellent! Thank you!

My only concern is that the courses count towards the GPA. What category are they? like PE credits or general credits. Just curious. I think I would be most comfortable with the credit and not counting for the GPA but at the end of the day, it isn't a sword I would fall on - if everyone else is ok with the GPA piece then I would be too.

I don't have a problem with transfer credits for the ROTC courses-but I am curious how many units would this be? I also want to suggest that these students earn physical education credits!!! It is crazy that they can't get PE credits for their training. Has anybody looked into that? Or maybe I missed it on the course list? I would agree if they get some sort of PE credit.

[I] strongly endorse this proposal. [...] based on interacting with college friends who were in ROTC, friends who left ROTC, students who transferred out of a ROTC program, and my own experiences taking military science as an undergraduate. Based on all of these, [...] I feel very strongly that IWU's current policy is extremely wrongheaded and inequitable.

My feedback is I'm fine with all the military stuff counting

I have read over the details and grant my approval.

Allow transfer of course units but not grades-for-gpa.

I admit that I know very little about ROTC programs. Pg. 231 states that classes are taught "on the ISU campus" (rather than by it). I assume that these classes are taught by another institution e.g. the military? Again, I'm downright ignorant. However from the rationale, which is all I have to go on, it seems that IWU is an outlier in its policy of not allowing ROTC credits to count towards graduation. I can't think of any other class taught at ISU where we would refuse transfer credits, even if it's only an ELEC 1 TR. On a practical level, we're not talking about big numbers

here, but if our policy dissuades any students from enrolling at IWU we are giving up NTR. I support the CC motion.

Library Faculty questions

Revolved around the rigor of the courses which we discussed and no objections persisted afterwards.

CC Listening sessions on Transfer Motion for Military Science

3/2/2023

Fully supportive on the narrow question of honoring our consortial deal, transfer credits in and allow application to GPAs

Seems like this would be equity re consortial deal and supportive of transfer students

2/24/2023

What do the classes consist of—academic rigor

There are readings, quizzes, exams and labs

Reading with reflective writing and individual/group presentations also in some courses

How it fits into the liberal arts mission of the university

We already have mechanization with the Bloomberg ticker—how is this different? Isn't this selling out the institutional soul. What's so compelling about this discipline—so few students use/are attracted to this?

Where do we draw the line? Why not culinary arts?

What's difference from vocational programs?

Do classes fit in with what we want in our LA students? Wouldn't it benefit them to have the other things we offer?

ROTC 220 teaches the ability to engage in small unit tactics – that's killing people and has no place in a liberal arts program. Part of US ethos but doesn't have to be part of our offerings. The rationale that we offer credit for a lot of other things isn't a good argument.

Are we treating this motion different due to its content vs other kinds of transfer credit.

Small unit offensive operations—purpose to seek out and kill?

Are they more analogous to PE so should it count as no credit and not calculated in grade?

How rigorous is the grading in these classes. A Faculty member noted that grading varies among all disciplines/programs; also experiential learning and internships

**Promotion and Tenure Committee
Committee Report
Faculty Meeting – March 8th, 2023**

PAT membership - Spring 2023:

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

PAT met seven times since the February 15th faculty meeting. The Committee completed its review of the annual self-evaluations and is now in the process of reviewing major pre-tenure cases. At the January 25th faculty meeting, the Committee presented to the faculty the revised language of Motions 1 and 2 pertaining to PAT membership for a vote at the March 8th faculty meeting. Today we bring the two motions to you for a vote. See the attachment for Motions 1 and 2 to amend Chapter II of Faculty Handbook -Section 5 of Article III.

PAT will resume its work on (i) Motion 3 to revise the *Evaluation Calendar for Tenure and Advancement* (Chapter IV, Section C part 4) pertaining to the external referees' letters and (ii) the Instructional Staff carry-over agenda item after the review of the major pre-tenure cases are completed.

Respectfully submitted,
Zahia Drici

Motions 1 and 2 to Amend *Section 5 of Article III: Faculty Organization in Chapter II* pertaining to the Promotion and Tenure Committee.

As a result of a visiting faculty being nominated for PAT membership in Spring 2022, and recognizing that the Nominating Committee is hard pressed to form slates for elective committees, PAT is bringing forth two motions (1) to clarify its membership eligibility and (2) to reduce by one its membership.

Motion 1: to insert “tenure-track” in the first sentence in *Chapter II- Article III- Section 5a of the Faculty Handbook*.

Current language:

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of six members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least five of the six members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Proposed Change:

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of six **tenured/tenure-track** members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least five of the six members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Rationale:

The majority of the work of PAT is to weigh the candidate’s case against the requirements of the promotion and tenure processes as outlined in the Faculty Handbook.

Tenured/tenure-track faculty have experienced all (or at least some) of the developmental and evaluative processes. Nontenure-track faculty have not yet had the opportunity to engage in the promotion and tenure processes at IWU.

Motion 2: To reduce by one the PAT membership, i.e., replacing “six” with “five” in the first sentence in *Chapter II- Article III- Section 5a of the Faculty Handbook*, and adjusting the next sentence accordingly.

Proposed Change (if Motion 1 does not pass):

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of ~~six~~ **five** members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least ~~five~~ **four** of the ~~six~~ **five**

members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Proposed Change (if Motion 1 passes):

Section 5. Promotion and Tenure Committee

- a. Organization. The Promotion and Tenure Committee (PAT) shall consist of ~~six~~ **five tenured/tenure-track** members of the faculty elected according to the procedures prescribed in Article V. The members shall serve two-year terms, and at least ~~five~~ **four** of the ~~six~~ **five** members shall be tenured. Faculty who apply for tenure or promotion in rank shall not serve on the committee during the academic year in which their case is under consideration.

Rationale:

Last spring, a visiting faculty was added to the PAT slate, possibly because the Nominating Committee has been so hard pressed to form slates for elective committees. Reducing PAT membership by one will help alleviate this problem, especially considering the reduced number of tenured/tenure-track faculty.

Nominating Committee
Faculty Report
March 8, 2023

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

Election procedure:

- We will present the slates at the March 8 faculty meeting and call for additional nominations from the floor.
- We will distribute a ballot via Qualtrics in April.

Respectfully submitted,
Rick Alvey, chair

Slates for 23-24 Elective Committees:

Academic Appeals Board (Two needed, tenure not required):

Candidates:

Will Jaeckle (T-Biology)

Amanda Vicary (T-Psychology)

Adriana Ponce (T-Music)

Brad Sheese (T-Computer Science)

Loni Walker (T-Biology)

Lisa Nelson (T -Music)

Continuing: Leslie Betz (Registrar - convener), David Marvin (T-Business Administration)

Assessment Committee (Two needed, tenure required. *Membership on Hearing Committee, CC, CUPP, FDC, or PAT precludes membership on the Assessment Committee.*):

Candidates:

Mignon Montpetit Jolly (T-Psychology)

Carmela Ferradans (T-WLLC)

Want 1 more

Continuing: Abigail Mann (U-Library), Todd Fuist (T-Sociology)

Faculty Development Committee (Three needed. At least two tenured, *Membership on the Assessment Committee, Hearing Committee, CC, CUPP, or PAT precludes membership on FDC.*)

Candidates:

Edgar Lehr (T-Biology)

Leigh Moon (U-Accounting)

Dan Roberts (T-Mathematics)

Want 2 more

Continuing: Jennifer Rushlow (U-Economics), Gabe Spalding (T-Physics)

Faculty Representative to the BOT (serves on CUPP) (One needed, tenure required): Candidates:

None, Want 2

Continuing: Bill Kauth (U-HPFM)

Hearing Committee (2-year positions, Four needed, at least three tenured, *Membership on Assessment Committee, CC, CUPP, FDC or PAT precludes membership on Hearing Committee.*)

Candidates:

Andy Engen (T-Philosophy)

Cesar Valverde (T-WLLC)

Mark Liffiton (T-Computer Science)

Want 3 more

Continuing: James Plath (T-English)

Hearing Committee (1-year positions, Three needed, at least two tenured, *Membership on Assessment Committee, CC, CUPP, FDC or PAT precludes membership on Hearing Committee.*)

Candidates:

Robert Kearney (T-Business Administration)

Robert Mangialardi (T-Music)

Want 2 more

Continuing: James Plath (T-English)

Council for Excellence in Teaching and Learning (CETAL). (Two needed. At least one must be tenured. *Membership on Assessment Committee, CC, CUPP, FDC, or PAT precludes membership on CETAL.*)

Candidates:

Brad Regier (U-Music)

Leigh Moon (U-Accounting)

Libby Haywood (IS-Biology)

Bill Hudson (T-Music)

Continuing: William Munro (T-Political Science), Jessie Dixon-Montgomery (T-WLLC), Michelle Gibbs (U-Theatre Arts)

Nominating Committee (Two needed, at least one must be tenured)

Candidates:

Leigh Moon (U-Accounting)

Brandi Reissenweber (T-English)

Lisa Nelson (T-Music)

Continuing: Mignon Montpetit Jolly (T-Psychology)

Promotion and Tenure Committee (Two needed, at least one must be tenured
*Membership on the Assessment Committee, Hearing Committee, CC, CUPP, or FDC
precludes membership on PAT.*)

Candidates:

Mike Theune (T-English)

Wendy Kooken (T-Nursing)

Want 1 more

Continuing: Adriana Ponce (T-Music), Tyler Schwend (T-Biology), Jim Simeone
(T-Political Science)

Undergraduate Research Advisory Committee (Two needed, tenure not required
Broad faculty representation desired)

Candidates:

Mike Theune (T-English)

Brad Regier (U-Music)

Given Harper (T-Biology)

Continuing: Hieu Nguyen (U-Economics), Marie Nebel-Schwalm (U-Psychology)

University Speakers Committee (One needed, tenure required)

Candidate:

Brad Sheese (T-Computer Science)

Want 1 more

Continuing: Hieu Nguyen (U-Economics)

Key:

T= tenured,

U= Untenured, tenure track

IS= Instructional staff

V= Visitor

Red = insufficient # of candidates for open spots

Green = sufficient # of candidates for open spots but not desired number for an
election

Writing Program Committee Meeting Report March 8, 2023

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

The Writing Program Committee has met once since the last faculty meeting. For your consideration:

AI Working Group: Sincere thanks to Mark Liffiton, Abby Mann, and Andrew Shallue for their thorough and expedient work in putting together [resources](#) for instructors to consider in the short term regarding the use of AI in academic settings. Erin Burnison, Chris Francis, Sheri Glowinski, Jasmine Howe, Rick Lindquist, Abby Mann, and April Schultz continue to work on longer term recommendations, which will be shared in the near future as we all consider course revisions in light of AI's growing use.

Reading Workshop: A Reading Workshop was held on Feb. 22. Please contact Pennie Gray if you would like access to the presentation or if you would like to meet to chat about ways to improve student engagement with course readings.

Survey on Writing Intensive Courses: Instructors who teach Writing Intensive courses will receive a survey soon to determine needed resources and successful practices for teaching writing in content areas.

Best Gateway Essay Contest: Entries for the Best Gateway Essay contest are being evaluated by the Writing Center tutors. Stay tuned for an announcement of the winner.

Summer Reading Re-envisioned: Please consider [this proposal](#) for a re-envisioned Summer Reading Program (graphic below) centered on both the liberal arts and our Annual Intellectual Theme.

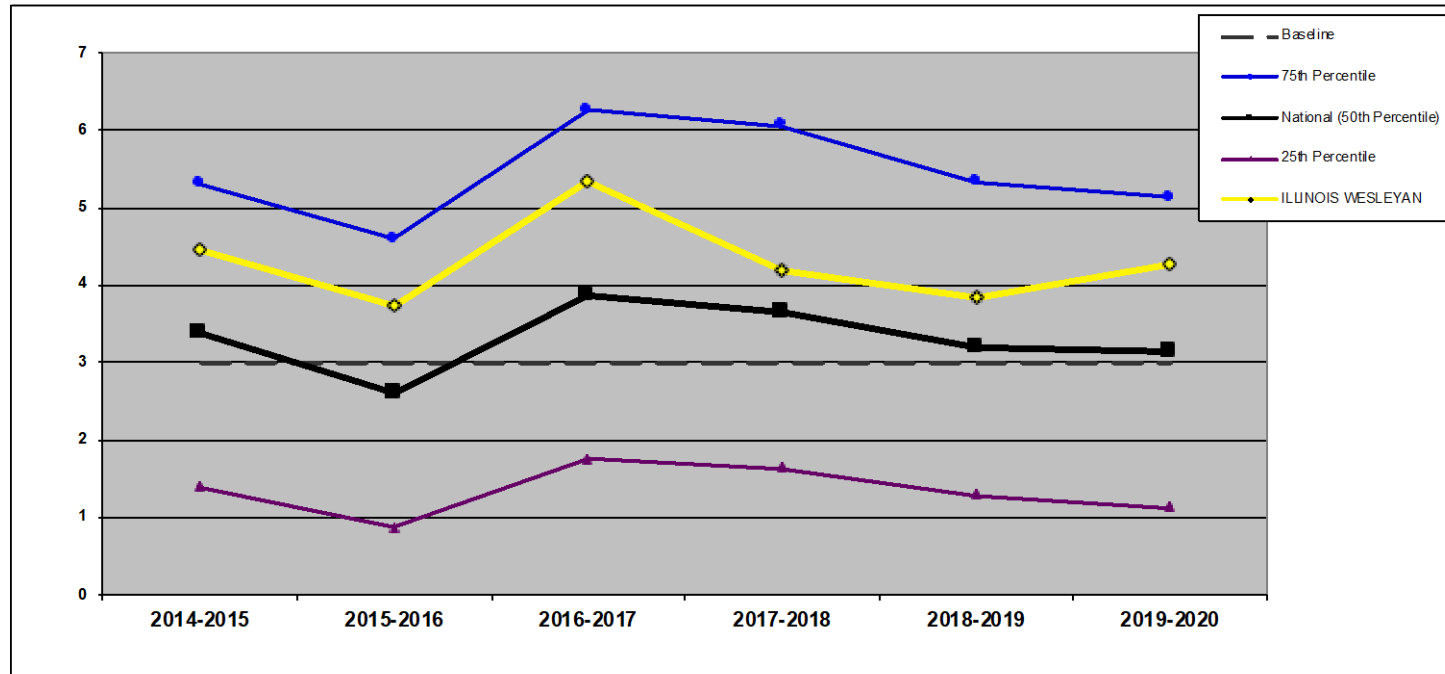


FIT SCORE: NATIONAL PERCENTILES

DEFINITION: The FIT Score is a measure of the institution's overall financial strength based on the sufficiency and flexibility of resources, the management of debt, the performance of assets, and the results of operations. A score of 3.0 is considered the baseline for financial strength.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
ILLINOIS WESLEYAN	4.5	3.7	5.3	4.2	3.8	4.3

NATIONAL (n=714). In addition to the national median, or 50th percentile, this chart shows the 25th and 75th percentiles.



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
75th Percentile	5.3	4.6	6.3	6.1	5.3	5.1
National (50th Percentile)	3.4	2.6	3.9	3.7	3.2	3.2
25th Percentile	1.4	0.9	1.8	1.6	1.3	1.1
ILLINOIS WESLEYAN	4.5	3.7	5.3	4.2	3.8	4.3

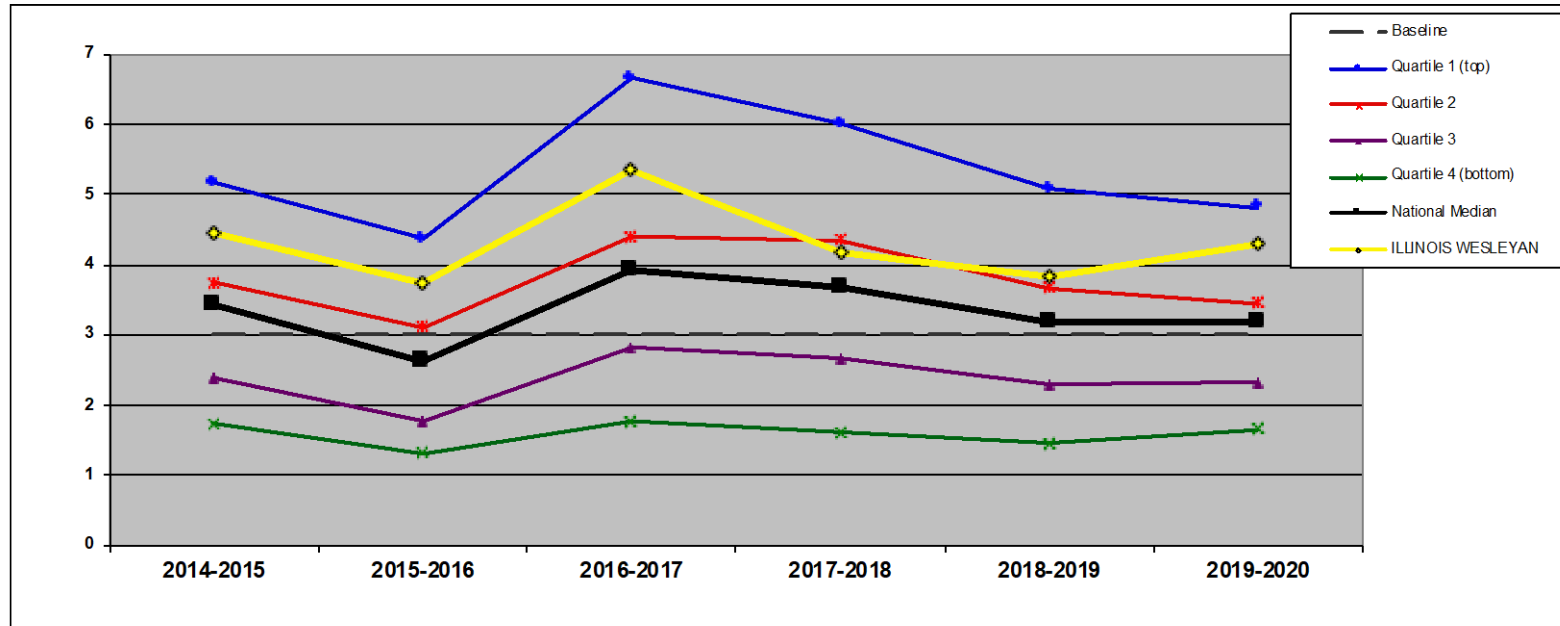
Baseline: 3.0 3.0 3.0 3.0 3.0 3.0

FIT SCORE: BY FINANCIAL RESOURCES

DEFINITION: The FIT Score is a measure of the institution's overall financial strength based on the sufficiency and flexibility of resources, the management of debt, the performance of assets, and the results of operations. A score of 3.0 is considered the baseline for financial strength.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	FINANCIAL RESOURCES	
							NATIONAL	REGIONAL
ILLINOIS WESLEYAN	4.5	3.7	5.3	4.2	3.8	4.3	1	1

NATIONAL: BY FINANCIAL RESOURCES (n=692). This chart displays the median values of the FIT Score by year for each national Financial Resources Quartile as defined in CIC's Key Indicators Tool (KIT), as well as the national median.



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Quartile 1 (top)	5.2	4.4	6.7	6.0	5.1	4.8
Quartile 2	3.8	3.1	4.4	4.3	3.7	3.4
Quartile 3	2.4	1.8	2.8	2.7	2.3	2.3
Quartile 4 (bottom)	1.7	1.3	1.8	1.6	1.4	1.7
National Median	3.4	2.6	3.9	3.7	3.2	3.2
ILLINOIS WESLEYAN	4.5	3.7	5.3	4.2	3.8	4.3

Baseline 3.0 3.0 3.0 3.0 3.0 3.0

8 March 2023
Faculty Meeting

Provost Report

Tenure-Line Searches

As of today, we have made two tenure-line hires whose positions will begin this-coming fall:

- Dr. Michael Eze will be joining us as an Assistant Professor of Chemistry and Biochemistry
- Dr. Bryan McCannon will be joining us as the inaugural director of our School of Business and Economics and as the Robert S. Eckley Professor of Economics

Tenure line searches are continuing in the following units:

- Ames Library (archivist)
- Economics (macroeconomist)
- English (literature)
- Nursing and Health Sciences (kinesiologist)
- Physics (atomic physicist)

All are at the on-campus interview stage.

Learning Management System

Cabinet has approved the move from Moodle to Canvas for a start this-coming fall semester and has allocated funding for adoption and transitioning to the new LMS. We are exploring ways to simultaneously run both Canvas and Moodle during the 2023-24 academic year to ensure that no course materials – whether in current use or archived – are lost as we make this LMS transition. I have asked CETAL to work with Rick Lindquist and the Canvas support people to provide training for faculty over the summer. To help with flexible access, this will be a mix of in-person and online resources.

On a personal note, I found moving to Canvas far easier than moving to Moodle. The Canvas interfaces are both more user friendly and intuitive. Our students expect that the classes in which they are enrolled will make good use of an LMS. They are used to this. They tell us that they see it as pretty much an essential resource for them to navigate all the details of the four courses (or more) that they are balancing simultaneously. If you do not currently use our LMS, I ask that you make a commitment to adopting robust employment of Canvas as we make the transition. If you are doing any teaching at all in an online format, the Higher Learning Commission requires that student engagement in your course is tracked. Canvas will be the only way we can meet this requirement.

Mid-Term Grades

Dr. Phyllis McClusky-Titus will provide a detailed oral report during the faculty meeting. I provide here an overview:

A total of 279 students had one mid-term grade of C- or lower, and 147 students had two or more mid-term grades

MT Reports for	Spring 2023	Fall 2022
All Students	89	80
FY Students	94	85

of C- or lower. So 426 students had at least one grade below the C minimum.

Of the 58 students on academic probation, 24 students had 2 or more mid-term grades below C-. Several faculty have asked that we move the date for the submission of mid-term grades to later in the semester. They noted that at the point when mid-term grades are due, they haven't had a chance to grade mid-term assignments and/or exams. I would like to raise a couple of points:

- Mid-terms need not be precisely at the middle of the term – they can be earlier. Mid-terms are somewhere in the middle of the term.
- It is best-practice to have multiple, well-spaced assessments to promote more-even student effort and better retention of course material. Many courses have a series of "hour" exams and/or quizzes spread across the semester.

Although faculty voted to require mid-term grade reports for all students, regardless of the grade they were earning and regardless of their year in college, we made them expected rather than required in the fall semester. This was because the decision to issue mid-term grades for all students was implemented after the start of the semester, when syllabi were already distributed. This spring semester, it was known that mid-term grades would be required well before syllabi were prepared. This should allow faculty to support the University's effort to inform students about their mid-term academic standing by structuring assignment due dates/exam dates with sufficient time for grading those assignments/exams in advance of the deadline for submitting mid-term grades.

As the academic advising staff have been meeting with the 147 students with two or more mid-term grades below C-, it was brought to our attention that students reported some of their instructors did not provide them with a syllabus. They also reported that some syllabi were so general or the course was so out of synch with the syllabus that it was not helpful for understanding course assignments, exams, and due dates. I realize (and know from my own experience) that the student-syllabus interface can be fraught, but any efforts to make syllabi more effective tools for students will be very much appreciated. Posting the syllabus to Canvas springs right to mind.

AA Budgeting

I want to thank those of you who were able to attend the Tuesday noontime budget building/reduction discussions. Many good ideas were brought forward by faculty and staff alike. In addition, I attended department or school meetings of the faculty and staff in the Department of Educational Studies, School of Nursing and Health Sciences, School of Business and Economics, and the School of Theatre Arts. People also sent insights and suggestions through email. You can view and make comments on a running list of ideas that we (Becky, Amy, Abbie, and I) have collected from these conversations at [this link](#). The formal input period has now (soft) closed (we still welcome your insights!). Becky, Abbie, Amy, and I are now working through the ideas to assemble a survey of faculty and staff for input about the degree to which any potential change might be unproductively disruptive to university operations and priorities. I recognize that all of the potential budget reductions are likely to be disruptive – we will do our best to minimize such disruptions. The faculty and staff survey input will inform a plan for budget balancing, and we will share that plan with faculty and staff before we communicate it to VP for Finance David Myron so that he can assemble the draft budget for the May Board of Trustees meeting.

Midterm Grade Reports, Spring 2023

Phyllis McCluskey-Titus, Interim Director Of Academic Advising

Data Collection and Reports Prepared by **Leslie Betz**, Registrar and Staff, **Cheri Armstrong**, **Rachael Weeks**; and **Jasmine Howe**, Assistant Director for Accessibility Services

Thank you for submitting Midterm Grade Reports!

- Based on 1473 total students (excludes non-degree and special students)
- Total Midterm Grade Reports submitted:
5564 / 5202 / 3028
- Percentage of possible Midterm Grade Reports entered:
89% / 80% / 45%
- Percentage of possible Midterm Grade Reports entered for first year students: 94% / 85% / 63%

Students who are successful

- Total number of students who earned grades of B- or better in all their classes: 896 / 792
- Total number of students who earned grades of B or better in all their classes: 630 / 665

Students who are struggling

Total number of students who earned at least 1 grade of C- or below: 426 / 437 / 405

137 First year students (32%)

97 Sophomore (23%)

110 Junior (26%)

82 Senior (19%)

Total number of students who earned 2 or more grades of C- or below:
147 / 180 / 132

55 First year (38%)

30 Sophomore (20%)

30 Junior (20%)

32 Senior (22%)

Number of student majors receiving at least 1 grade of C- or lower

● Business	82
● Biology	78
● Nursing	69
● Computer Science	52
● Physics	46
● Psychology	44
● Health Promotion/ Fitness Management	32
● Undecided	26
● Finance	25
● Mathematics	25

Special student groups

Student-athletes	182
Football	45
Track & Field	40
First generation students	92
Fraternity/Sorority members	53
Students who are Undecided	26

Students who were already struggling

- Total number of students on academic probation: 58 / 21
- Total number of students on academic probation who earned 2 or more grades of C- or below 24 / 17

For all students with 2 or more C- or lower grades

- Meeting with Academic Advising or Student of Concern
- Complete a Google form
 - Reasons for poor academic performance
 - Commitment to complete designated tasks
 - Name of accountability partner
 - Date for a follow up email/conversation

Reasons students report doing poorly



Notices:

Posse

Congratulations Wendy Kooken for her selection as the Posse 7 mentor for 2023-2025.

Senior leader awards: Due March 10 by email to dstudent@iwu.edu

Our annual Senior Leadership Awards provide important recognition to graduating seniors who have made significant leadership contributions during their time at IWU. This year, we are making some modest enhancements to our recognition approach. We know that seniors often demonstrate leadership in more than one area of campus life or have demonstrated leadership through other experiences not neatly categorized. We invite you to nominate generally for "outstanding leadership" based on the student's experience and allow your nomination to highlight areas of both breadth and depth. You may also consider nominating a senior for their extraordinary resilience and ability to lead past obstacles to successes beyond expectations, especially given that more than half of their college experience was impacted by COVID.

Nomination letters may be full recommendation letters or they may be simple emails that outline in a paragraph the senior's leadership contributions. A resume is beneficial, but not required. All seniors who are nominated will receive a Certificate of Merit, but the selected seniors (up to 10 total awards) will receive the Distinguished Student Leadership Award. **Nominations are due no later than 4:00 p.m. on Friday, March 10, 2023 to Karla Carney-Hall at dstudent@iwu.edu.**

Please Save the Date: Active Shooter Training for faculty and staff. Monday, May 15, tentatively 8:00 a.m. - noon. Additional details to follow in the near future. - Mark Welker, Director of Campus Safety, (3169)

March offerings for faculty development.

We enthusiastically invite all folks that teach at IWU, including tenure-line faculty, instructional staff, visitors and adjuncts to participate in these opportunities.

- ***Using Video Simulation in the Classroom***
March 6, 2023, 12-1pm in the Thorpe Center

Video-taped vignettes can provide a mechanism for discussion of an unfolding case-study in the classroom setting in which students can see potential results and/or consequences of their decisions. Noël Kerr will walk you through one such simulation used for the past two years, describe the process used in creating the simulation, and open discussion of how this might be adapted for other classes.

- ***AI Course Assignment Grant***
[Application](#) deadline March 19, 2023

The AI Course Assignment Grant will provide \$250.00 for an assignment designed to explore/analyze/use AI that enhances student learning. [The application](#) includes a brief narrative (300 words or less) and the commitment of the faculty member to allow their assignment to be used as an

Faculty Announcements 3-8-2023

exemplar for faculty and staff at IWU. Completed assignments funded through this grant will be due to CETAL by May 15, 2023.

- ***Nearpod for Student Engagement***

March 27, 2023, 12-1pm in the Thorpe Center

Nearpod is an application that requires and encourages student engagement. It makes lectures inclusive and even--gasp--entertaining. Professor and Secondary English teacher, Kathryn Creasy, will walk you through the features and possibilities of this app, along with providing examples of lessons she has completed.

Please direct any questions or comments you may have to cetal@iwu.edu. - Libby Haywood, PhD

Hart Career Center Spring 2023 Programs

Wednesday, March 1st, 12:15pm AND 7:00pm, Welcome Center Auditorium
Interviewing Tips

Monday, March 6th at 12:15pm AND 4:00pm Welcome Center Auditorium
Negotiating Job Offers You got a job offer! Now what? Find out in this workshop.

Tuesday, March 7th at 7pm, Virtual
Power of Place Panel

Join a group of young alumni working fully remote, hybrid, and fully in-person to hear about how to navigate through different environments in today's workforce. Learn more on how to continue to make valuable connections and relationships in the workforce no matter where you work from.

Tuesday, March 28th at 4pm, Welcome Center Auditorium
Graduate School 101

Tuesday, March 28th at 7pm, Welcome Center Auditorium
Environmental Career Panel

Interested in learning more about careers dealing with the environment? Join us in a panel consisting of alumni who will share about their individual careers and their path to get there.

Wednesday, April 5th or April 12th, Time TBD
John Camardella

Tuesday, April 11, 7pm - Welcome Center Auditorium
Financial Literacy Program

Questions about how to manage student loan debt, renting vs. buying, investing for your future, planning early for retirement? Questions like these will be answered by Kevin Kuebler, CPA CFP New Perspectives Financial Services. Learn more about what college students can be thinking about to get started well financially as they leave college



The Illinois Wesleyan University
School of Theatre Arts Presents

ILLINOIS WESLEYAN UNIVERSITY 

TINTYPES

CONCEIVED BY MARY KYTE WITH
MEL MARVIN AND GARY PEARLE

MARCH 24-26, 2023

IWU Students/Faculty/Staff tickets: \$5.00 each
General Admission: \$12.00 - Wed/Thurs/Sun | \$14.00 - Fri/Sat

Please visit our website to purchase tickets: www.iwu.edu/theatre/season

Box Office hours: 12:30-5:00PM Monday through Friday
Box Office phone: 309-556-3232 (24 hour messages)

Summer reminder: Conference Services is planning for another busy summer with thousands of guests attending camps, events, and conferences on our campus. The overnight season begins in early June and runs until August 5. Similar to previous years, groups will use classrooms for activities (particularly State Farm, CNS, and Presser), along with our main event buildings. If you have any questions about the conference schedule or use of academic buildings during the summer, please contact Conference Services at 309.556.3100 or conferences@iwu.edu. We thank you for your support of the dozens of summer camps that introduce families and communities to Illinois Wesleyan!

