

A Draft of the
Strategic Curricular Planning Document
Illinois Wesleyan University
2014-2017

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Introduction

The faculty at IWU have been discussing the need for Strategic Planning since at least 2000 (Secretary's Question, Oct 2000). In 2008 the Strategic Curricular Review Task Force (SCRTF) recommended that IWU put into place strategic curricular planning (SCP). Later, in 2009-11, the Curriculum Council (CC) reviewed SCRTF material, academic ratios at IWU, programs at other peer institutions, and academic articles on curricular planning. In a literature review of curricular planning efforts nationwide, CC found that liberal arts institutions place a high priority on General Education and consistently value the following: opportunities for undergraduate research, off-campus engagement through experiential/service learning, and preparing students to be adept with information technology. Liberal arts institutions also recognize that specific disciplines have accrediting bodies and specific workplaces that establish their own requirements and trends. CC developed a charge and a timeline to develop a plan for SCP at IWU. This plan was presented to the faculty on April 5, 2010 but not voted on.

Drawing from the work of the SCRTF and CC, the Council on University Programs and Policy (CUPP) presented to the faculty a set of guiding principles for strategic curricular planning at Illinois Wesleyan University on April 7, 2014. The faculty voted to approve this set of principles.

“CUPP, in consultation with administration, Curriculum Council and other relevant faculty constituencies, is moving strategic curricular planning (SCP) from the upper-planning stage to the action stage. CUPP believes SCP should be carried out in an open, transparent, collegial, on-going, collaborative, and equitable way. The process will be guided by the extent to which the curricular component in question will affect the following core goals: maintain or add congruency with IWU's mission, vision or strategic planning documents; keep IWU current, distinctive or even unique; align with or enhance the current curriculum with corresponding resource allocations; and enhance student learning and educational outcomes.

To strengthen student learning and achieve these core goals, SCP will:

1. Develop permanent processes to link resources and curriculum;
2. Find mission-driven, systematic ways to offer an optimal number of courses, which may lead to reductions or additions in some places;
3. Strengthen communication and collaboration within and among academic units and constituencies;
4. Provide opportunities to discuss and prioritize cross-campus curricular plans and make additions to or reductions from the curriculum based on current and projected resources;

5. Work with faculty to identify curricular priorities for deciding what programs do or do not get a tenure-line, full-time visitor, or adjunct position.

To this end, CUPP is developing strategies to implement these goals and has created a calendar for regular SCP procedures.”

Based on these ideas, a CUPP-CC summer workgroup developed five areas of exploration to establish SCP on campus and present to faculty:

1. Develop a set of priorities for the curriculum
2. Recommend revisions to the General Education program
3. Recommend principles for long-term faculty distribution goals
4. Reaffirm and include our criteria for annual decision-making about staffing (tenure line, visiting, adjunct)
5. Establish a long-term Strategic Curricular Planning process that links resources and offerings

The first, second and third areas of exploration inform this SCP document. The fourth area led to creating a process and criteria for submitting visiting and adjunct proposals. The fifth area led to designing an annual SCP calendar so that SCP remains on-going (see Appendix 7).

Strategic Curricular Planning enables faculty to consider priorities for their specific academic unit as well as provides increased opportunity to discuss curricular issues with other departments. For example, all language departments met in August to discuss priorities for the languages at IWU, Biology and Chemistry have discussed a more established biochemistry curriculum, and Social Science departments are beginning to consider a common methods course. An Entrepreneurial Design program is being discussed by the Business Administration Department, the Accounting and Financial Services Department, the Physics Department, and the professional Schools of Music, Theatre Arts, and Art. Thoughtful discussions within and among academic units lead to better informed and intentional decisions about the curriculum and, optimistically, to sound curricular decisions that align our vision of an IWU curriculum with the available resources.

Executive Summary

At the outset of its work, the summer work group reaffirmed that the primary priority of SCP is the quality of the curriculum as a whole, and that SCP is vital to not only maintaining but moreover shaping the curriculum in the future. The summer work group, in reviewing responses from departments, noted that a majority of departments are engaging in SCP. Departmental responses can be reviewed on pages 8-22 of this report.

The summer work group also focused much of its time on the General Education program. Departmental responses noted that changes and cuts in Gen Ed course offerings are already in process. The summer work group reviewed seat offering across all categories and the number of transfer credits approved for Gen Ed credit for the past decade. This data is summarized on page 24, Appendix 3, and Appendix 4.

Considerations specific to Gen Ed are:

1. Review the overall Gen Ed program to enhance flexibility (page 25)
2. Rethink the Natural Sciences Requirement (pages 25-28)
3. Rethink the Formal Reasoning Category (page 28-29)
4. Review the Physical Education requirement (page 29)
5. Reduce the need for Gateway sections via the creation of an honors program (page 30)
6. Explore the need for additional lower-level Writing (W) classes (page 30)

The summer work group also discussed programs that could have a significant impact on the curriculum as well as on student learning. Those considerations, which should be further investigated by relevant campus constituencies, are:

7. Explore more high-impact undergraduate research opportunities for students, which could include a banking system for course releases (page 30)
8. Revise academic advising by eliminating stipends for First Year Advising. Please note a full report on advising is in progress and will be presented to the faculty in December 2014 with additional recommendations from Academic Advising and the Summer Reading Committee (page 30-31)
9. Strengthen the Writing Center and Writing Program infrastructure to better support international students (page 31)
10. Create a university-wide, humanities-centered honors program (page 32-33)
11. Develop a proposal for a “Center for World Languages and Cultures” (page 33-34)
12. Develop and share a report on the course cluster model as an example of successful collaboration and innovation (page 34)

In addition to curricular considerations, the summer work group also recommends the following areas as a response to enrollment decline and budget cuts:

13. The faculty adopt a target of no more than two tenure lines additions each year over the next three years (page 38)
14. Re-evaluate and potentially reduce course releases and stipends (page 38)
15. Academic Standards establish procedures for setting course caps across the curriculum to provide pedagogically-sound and consistent guidelines among and/or across the disciplines (page 38)
16. The university seek alternate revenue streams via an endowment to support the equipment budget and the adjunct budgets for those academic units with significant budgetary needs, and via annual curricular fundraising for specific initiatives within the academic units (page 38-39)

After examining academic units' responses, CUPP prioritized curricular needs for 2014-2017. Groupings according to curricular needs are on page 40-41.

A brief review of the work of the SCP summer workgroup

Using the five core goals approved by the faculty as well as the values articulated in the mission statement, the SCP summer workgroup collated ideas of curricular growth, collaboration, and retraction as articulated by individual academic units. During the spring and May term semesters of 2014 all academic units were asked two series of questions to gain a better understanding of how specific units are considering SCP. (See Appendix 1, “Questions for Academic Units.”) Based on the responses received, it is clear that strategic curricular planning is happening in individual academic units and that these units are very aware of the budgetary constraints and necessary cuts occurring at this time within Academic Affairs. The responses received were both thoughtful and creative. Several units noted that with freezes and reductions in hiring having already taken place, it is challenging to present additional reductions and still maintain the program. Those responses were summarized by the SCP summer workgroup and edited by the respective academic unit. The summaries are listed alphabetically in the next section of this document.

For the SCP document, the workgroup also compiled extensive General Education data, requested relevant data from the administration, and brought forth concrete recommendations for strategic curricular planning at IWU for the next three years (2014-17). The summer workgroup also drafted language for proposals for visiting and adjunct faculty and created a calendar to ensure continual SCP across campus. CUPP has reviewed the SCP document, the criteria and procedures for requesting visiting and adjunct faculty, and the SCP annual calendar. CUPP will bring each document forward to the faculty for debate, revision, and vote at the October or November faculty meeting.

Reaffirming curricular values in our mission statement

The Illinois Wesleyan University Mission Statement states that “A liberal education at Illinois Wesleyan fosters creativity, critical thinking, effective communication, strength of character, and a spirit of inquiry.” These five principles should be the key priorities for our curriculum, both in our general education program and within each academic unit. Within that scope, we also affirm our commitment to the liberal arts, and the following characteristics of our curriculum that are found across our guiding documents (the IWU Mission and Vision Statements and the 2020 Strategic Plan): intellectual challenge and curiosity; a commitment to diversity, social justice, and environmental sustainability; cross- and interdisciplinary study and opportunities; information literacy and effective oral and written communication; an international and global perspective; a commitment to and engagement with our local community; internships and pre-professional opportunities; and a close relationship between students and faculty. The primary priority of SCP is the quality of the curriculum, especially in times of financial constraints. A systematized, consistent, formalized process using a common language is vital to the success of this work, as is communication between faculty and administration.

**Areas of curricular priorities (growth, collaboration, and retraction)
for 2014-17 according to academic units**

This section of the report presents the curricular priorities articulated by individual academic units. The purpose of the individual plans is to provide a tool to stimulate ideas and curricular planning within disciplines and across the curriculum. Academic units would be expected to revise or update their priorities on an annual basis. CUPP hopes that another benefit of this tool will be to spur dialog and collaboration among academic units of the IWU community.

Accounting and Financial Services (tenure proposals: 2; retirements: 0)

Areas of growth: The program needs a second-tenure line position if it is to continue to offer a major and minor in finance and risk management. The department currently projects 20 or more annual graduates in the finance/risk area and another 30 to 40 yearly graduates in the accounting area. Advising loads are currently unhealthy with only 4 tenure lines for the 150 or more majors.

Areas of collaboration: The department will continue to work with Business Administration (BA). AFS students take courses (several required) in BA and BA students take several required courses in AFS. A number of AFS students take electives from Economics, and Economics majors often take electives from AFS.

Areas of retraction: This unit already relies heavily on adjuncts. The only options for reductions would be collapsing sections and increasing class sizes to levels that undermine the University's claim to offer both small classes and personal attention.

American Studies (tenure proposals: 0; retirements: 0)

Areas of growth: This program does not anticipate growth at this time.

Areas of collaboration: American Studies 150 is now cross-listed with History 150, a move made by other small schools. This cross list will open up the possibility of an interdisciplinary cultural studies course in the history department.

Areas of retraction: With the diminishing courses offered in American literature and American history, the cornerstones of any viable American Studies major, American Studies will probably need to revert to a minor.

Art (tenure proposals: 1; retirements: 2)

Areas of growth: School of Art will play a central role in developing an Entrepreneurial Design major. (Adjuncts hired for this major will be funded by an external grant). The School of Art is also planning on submitting one proposal for a tenure-line faculty member in graphic design and electronic media.

Areas of collaboration: Theater, Music, Business and Physics are also part of the Entrepreneurial Design curriculum. Work with School of Theatre Arts and Humanities (languages and English) for a film studies minor.

Areas of retraction: Ceramics will be eliminated as a concentration. Web design depends on the electronic media person but may very well become part of another class. Another area of retrenchment is to offer Print Making I as an elective once a year instead of twice a year and eliminate the advanced level print making. Part of this reduction in ceramics and printmaking would make room for the area of growth in developing an Entrepreneurial Design major. Another course that will disappear is Theory and Criticism.

Biology (tenure proposals: 2; retirements: 1)

Areas of growth: Given enrollments in Biology, adding three tenure lines would allow them to deliver their curriculum ideally. Biology currently has 9 tenure lines (8.5, if you count a phased retirement). Historically, they have had 9 tenure lines. In the immediate future, Biology will be applying for a 10th position. Making Biology 101 (General Biology) a 30-person or smaller class (rather than the 120-150 person class it currently is), would enhance student interactions. This would require additional resources. One section of the current larger class would need to be replaced by 4-5 sections of the smaller class. Another area for growth would be to increase the number of hands-on, authentic research experiences available in the curriculum (e.g., a research-type capstone). Also, adding a section of a class that explores quantitative science/information literacy elements (more sections of such a class would be needed if it was required for the major vs. being an elective for the major).

Areas of collaboration: The Biochemistry minor is an area of current collaboration with the Chemistry Department. If Biochemistry expands to become a major/concentration, it should not impact the Biology Department too greatly. Perhaps an extra lab section would be needed. The Department also collaborates with the Environmental Studies program, with three faculty members teaching classes that contribute to the ES program. These classes are a mixture of cross-listed classes and classes that don't count for the Biology major. The collaboration with ES has put some pressure on the department's ecology courses.

Areas of retraction: Biology foresees few opportunities for retraction, given the high student enrollment pressures the department currently faces. If decreased enrollments occur, cuts would likely be in the number of adjuncts that teach lab sections.

Business Administration (tenure proposals: 0; retirement: 0)

Areas of growth: The department would like to develop a concentration in entrepreneurship and possibly a concentration in legal studies.

Areas of collaboration: Traditionally the department has worked with professional schools to offer an Arts Management minor and has also worked with Nursing to offer a Human Services minor.

Business Administration envisions working with other departments (e.g., music, theatre, art, and physics) related to an Entrepreneurial Design major.

Areas of retraction: In addition to exploring deleting sections of specific courses while recognizing that the department is already stretched thin, we could consider blocking non-majors from taking 300- and 400-level courses.

Chemistry (tenure proposals: 0; retirements: 0)

Areas of growth: Chemistry plans to continue to develop biochemistry as an option of study for students. This growth can be done with current faculty. Currently a minor is available, but it could become a concentration or a major. Growing research/employment opportunities in biochemistry and the recent incorporation of biochemistry into the Medical College Admissions Test (MCAT) are expected to sustain student interest in this area. Many liberal arts colleges, for example 70.6% of the Annapolis group, offer a biochemistry major. While Chemistry would not need a new Biochemistry hire, they would need to shift some existing class duties and would likely need more sections of Biochemistry and Biochemistry Lab. This area of growth could lead to some significant enrollment shifts elsewhere in Biology and Chemistry which is why the Chemistry Department has proceeded cautiously in exploring a Biochemistry major. Other areas of growth include the development of green chemistry and medicinal chemistry courses and greater support and student participation in student/faculty research (e.g., institutional/alumni support, external funding). Support for research could include the ability to “bank” the supervision of research students to earn teaching credits for this work.

Areas of collaboration: Chemistry supports collaboration with Biology in developing a concentration/major/program in Biochemistry and plans to explore the idea in its upcoming self-study/external review scheduled for Fall 2014. Chemistry is already cross-listing courses with Biology, Physics and Environmental Studies.

Areas of retraction: The department can explore the option of offering Chemistry 413, 432 and May Term electives less frequently or changing the format/emphasis of these courses to serve more students.

Computer Science (tenure proposals: 1; retirements: 0)

Areas of growth: Currently Computer Science has two tenure lines and needs at least three full-time faculty members to be able to deliver its curriculum, given growth in their number of majors (scheduled for 45 majors next year). Areas for potential growth include databases and advanced software development.

Areas of collaboration: Computer Science recognizes potential collaborations with science majors (e.g., Biology, Physics, Chemistry, Math) to expose their students to computing principles. However, such a requirement is not currently part of these majors. If resources are available, CS is open to collaborations with other departments if they would find it useful, but CS believes that

this should be based on the curricular needs of these other departments and thus should originate with them (rather than CS actively seeking out the collaborations).

Areas of retraction: Expanding into the newer areas described above, areas such as artificial intelligence and computational linguistics, could be reduced as they are less central to the major. The department intends to eliminate the informatics and cognitive science minors (though this likely would not impact Computer Science course offerings). If CS 126 sections (which can count for the major, but are primarily General education courses) are reduced, it could free up faculty to shore up upper level CS offerings if the department is staffed with three full-time faculty.

Economics (tenure proposals: 0; retirements: 0)

Areas of growth: The department would like to explore adding behavioral economics or health economics.

Areas of collaboration: Economics will continue collaborative work with Accounting and Financial Services, Business, Environmental Studies, and International Studies.

Areas of retraction: To help align with IWU's decreasing budget, Economics could offer electives on longer cycles, offer fewer electives, or change enrollment caps.

Educational Studies (tenure proposals: 1; retirements: 1)

Areas of growth: Efforts have been made to develop a specialization in reading to enhance the employment prospects of elementary education students. Efforts to develop a bilingual education program have been stalled by staff shortages. Additional areas of growth could include implementing a revised middle school program and enhancing the department's interdisciplinary program. The department plans to re-configure the elementary level licensure program in light of new state rules that go into effect for the graduating class of 2017 and will impact first and second year students, but this is absolutely necessary in order to continue to license elementary education majors rather than to grow the program per se.

Areas of collaboration: Educational Studies currently offers ED 365, "Reading, Writing, and Communication in the Content Areas," a required course for all secondary and Music Education majors that Music Education students must take; ED 257, "The Exceptional Child," a course that has enrolled some Music Education majors; and International Studies 222/322, which is one of five courses that can be used to satisfy a requirement for the IS major. We depend upon other departments to offer state required general education/content courses: Mathematics 105 and 106; Political Science 101; and one course each in U.S. and World History. The department also offers 1-2 Gateways annually and would like to collaborate with the Natural Science departments to develop a two semester general education course sequence across the sciences that would address new requirements for elementary education majors. Additionally, the department also depends upon the Hispanic Studies department to teach a 75 minute class connected to the secondary curriculum and instruction course. Educational Studies faculty have

maximized the extent to which we can “embed” state required content in existing courses. The department is limited by state requirements that stipulate that faculty teaching and observing curriculum courses have grade level and curricular expertise in their teaching areas. Existing faculty have taken on administrative duties and one faculty member also serves as Director of Teacher Education (assuming state mandated responsibilities). Because ED 225 (Education and Social Justice) must meet certain state requirements and already fulfills the goals of the Contemporary Social Institutions Category, it cannot be redeveloped as an IT or AV course.

Areas of retraction: Educational Studies is reluctantly considering eliminating the middle school endorsement program that would permit students to be employed as grade 6-8 teachers because of new state requirements that would demand additional staffing resources. Due to the increasing number of state requirements, the department has reluctantly considered requesting a waiver of General Education requirements for Elementary Education majors. They are also considering asking for a waiver in reducing the general education requirements for Elementary Ed Studies majors. In the spring of 2013, Ed Studies received a late resignation. The department did not submit a tenure-line request last year because none were considered. Nevertheless, the department believes six tenure lines are needed to continue existing programs.

English (tenure proposals: 1; retirements: 0)

Areas of growth: Although the department has identified areas of growth such as writing for new media, our most urgent need is for a replacement faculty member in fiction writing. This person will also teach in W and GW classes and have an expanded portfolio of teaching options. This line is essential for the English department.

Areas of collaboration: English would like to continue its collaborative work with other departments by offering courses that fulfill both options for the English major and for Environmental Studies, Women’s and Gender Studies, and Theatre Arts.

Areas of retraction: In 2013-14, three faculty retired and the department hired one. Thus, severe retraction has already occurred. The department has reduced courses related to the coverage of literary periods.

Environmental Studies (tenure proposals: 1; retirements: 0)

Areas of growth: Environmental Studies would like to hire a physical scientist/geographer to fulfill a failed search in 2013.

Areas of collaboration: ES is an interdisciplinary program and so by its very nature is collaborative, including with Anthropology, Biology, Chemistry, Health, Nursing, Philosophy, Physics, and Political Science. A new hire may have geographical information systems (GIS) capability, which will lead to collaboration with the Action Research Center. ES is also interested in working with Biology to make the ecology concentration more flexible.

Areas of retraction: With the recent growth of majors, this is not under consideration at present.

French and Italian Languages and Literatures (tenure proposals: 0; retirement: 0)

Areas of growth: The department is interested in establishing a relationship with a French university (like the Morocco program) for extended (and financially viable) study abroad. It also plans to add Italian as a minor.

Areas of collaboration: The department is committed to collaborative work with the other language departments and interdisciplinary programs, especially International Studies. The department affirms that the tenure lines in German/IS and Japanese/IS are essential to the pursuit of greater curricular distinction in fulfillment of the IWU mission. The department has discussed language across curriculum possibilities with the Business department. French 301 or 302 could work collaboratively with courses in Marketing to help business students design campaigns targeting French-speaking populations.

Areas of retraction: The department has recently decreased Fren 101 and 102 to one section/year and 201 to one/semester.

German, Russian & Asian Languages (tenure proposals: 2 [German/IS and Japanese/IS]; retirements: 0)

Areas of growth: With tenure-line hires, German, Japanese and IS will have existential and growth security. With a new tenure line in German the department will offer a regular GW class and additional, high-demand Gen Ed classes. With a tenure line in Japanese, additional, high-demand Gen Ed classes will be offered.

Areas of collaboration: GRAL is a "linchpin for IS" in terms of Russian, Japanese and German language courses and culture courses in English which also count as Gen Ed courses. The IS-Asian Studies area concentration depends on Japanese to maintain its major concentration requirements, both language and humanities courses are necessary for the completion of the major. German provides language and culture course options for IS-Western European Studies, Russian and Eastern European Studies, and Diplomatic Studies major concentrations. GRAL in conjunction with Art, Theater, and English is planning to add a film studies minor if a German tenure line is approved.

Areas of retraction: Chinese has been eliminated for 2014-15 and two Japanese Gen Ed culture courses have been cut. The department does not anticipate further areas of retraction.

Greek and Roman Studies (tenure proposals: 0; retirements: 0)

Areas of growth: Based on recommendations from the external review, GRS is seeking a 3-year postdoc to boost Latin and Roman studies offerings.

Areas of collaboration: The department is committed to collaborative work with the other language departments and interdisciplinary programs, especially International Studies. The department affirms that the tenure lines in German/IS and Japanese/IS are essential to the pursuit of greater curricular distinction in fulfillment of the IWU mission. Like other interdisciplinary programs, GRS already extensively collaborates with other departments. In the case of GRS, specifically with Religion, History, Philosophy, Political Science, Art, Languages, and Humanities.

Areas of retraction: GRS has no fluff in the program. There are no classes that can be dropped.

Hispanic Studies (tenure proposals: 0; retirements: 0)

Areas of growth: The department plans to continue to develop areas internally, especially with US Latino Studies.

Areas of collaboration: The department is committed to collaborative work with the other language departments and interdisciplinary programs, especially International Studies. The department affirms that the tenure lines in German/IS and Japanese/IS are essential to the pursuit of greater curricular distinction in fulfillment of the IWU mission. HS would also like to work more across disciplines, for example team teaching with another department, and to explore different models of collaborative modes of teaching.

Areas of retraction: HS will continue to streamline classes for its major/minor; eliminate 490 and use other 400-level offerings as capstone experiences. For 2014-15 HS reduced LA (gen ed) by 30%; the department could reduce more but as a result more students will seek Gen Ed at other institutions.

History (tenure proposals: 1; retirement: 0)

Areas of growth: The department seeks to hire a tenure-line faculty to teach African Diaspora and African American history. Currently the Americanists in the department are adding African American history units to their existing courses.

Areas of collaboration: History contributes required courses to Greek/Roman Studies, International Studies, Women's and Gender Studies, American Studies, and the International Business department. History majors attempting secondary education certification are required to take courses outside the department in Psychology, Economics, Political Science, and Sociology. The department offers two gateways annually.

Areas of retraction: The department will reduce to teach one section of the methods (HIS 290) and senior seminar (HIS 490) for the major requirements.

International Studies (tenure proposals: 2 [German/IS and Japanese/IS]; retirements: 0)

Areas of growth: IS will maintain its commitment to language, humanities and social science courses. Together with GRAL, the department will propose two tenure-line positions in Japanese/IS and German/IS.

Areas of collaboration: Having finished in 2013-14 an extensive curricular review that was approved by faculty, IS will review curriculum for its concentration in Western European Studies (WES). IS is considering changing the focus of WES to reflect a United Europe. The Russian and Eastern European Studies concentration curriculum will remain unchanged. The Asian Studies concentration depends on Japanese to maintain its major requirements, both language and humanities courses are necessary for the completion of the major. IS will also work with language programs to incorporate a stronger language presence into IS programs via study

abroad. IS always collaborates with other departments and depends on the willingness and ability of other departments to contribute to the program. The future of IS depends on successful hiring in Humanities and Social Science programs. Only if their vacancies will be filled can IWU guarantee a successful continuation of IS program.

Areas of retraction: The department does not anticipate any reductions in the number of area concentrations.

The Ames Library (tenure proposals: 0; retirements: 2)

Areas of growth: The Ames Library is working with the Action Research Center to develop research support for their many service learning programs. Some library faculty are considering teaching May term or Gateway courses. Karen Schmidt is teaching a Gateway in the fall 2015. Given that our faculty numbers are down from 9 to 7.5 FTE, we will be evaluating the impact of this potential increase in workload after this semester is over. Several library faculty are actively engaged in first year advising. The Writing Center move to the library provides an opportunity to develop further the natural linkage between research skills and writing. Chris Sweet and Joel Haefner have laid a foundation for this development.

Areas of collaboration: The library faculty continues to look for ways to collaborate with Gateway classes and to embed information literacy skills into all levels of classes across the disciplines.

Areas of retraction: Library faculty have traditionally been very actively engaged in campus committees and service opportunities. With fewer faculty, we recognize we cannot sustain that level of activity. We will look for creative ways to provide the professional support that is needed when our library faculty colleagues take sabbaticals, including the use of post-MLIS resident librarians. These types of arrangements, if structured and supervised properly, can be cost-effective and productive ways of supporting both our colleagues and new members of our profession. However, the time to develop and mentor new professionals is significant, which would increase at least one library faculty member's workload. Each year our collections budget has to absorb some 4-8% increases in costs due to annual increases in subscription costs for existing journals. We will continue to monitor use of our digital collection content very closely and cancel titles that are not productive in support of our departments and programs, in collaboration with our teaching faculty colleagues and the Library Advisory Committee.

Mathematics (tenure proposals: 2; retirements: 0)

Areas of growth: Mathematics is currently at 6 tenure-line faculty members but feels they should be at 8 tenure lines to be able to deliver their curriculum. They are interested in developing courses for the FR category, such as Topology, Modeling, Probability, and Graph Theory. They would also like to replace classes in the area of logic (classes previously taught by Larry Stout) with more applied areas of mathematics, such as Mathematics of Finance or Biomathematics.

Areas of collaboration: The Math department is willing to work with faculty who teach statistics courses across campus so that statistics courses could fit into the FR category. They would also

consider team teaching statistics courses with other departments. If Mathematics of Finance or Biomathematics is added, there could be potential for collaborations with Business or Biology departments.

Areas of retraction: Reduce sections of Math 110 (as other possible FR courses are developed). The department has been discussing replacing the two current calculus sequence options with one three-course sequence that all math majors take. This plan might address issues of low enrollments in some courses. Whether this leads to an overall net reduction in staffing would depend upon whether extra sections of the new sequence would be needed.

School of Music (tenure proposals: 4; retirements: 0)

Areas of growth: We would like very much to be able to offer two new degree programs: the Bachelor of Music with Studies in Business and/or Music Industry, and the Bachelor of Music in Music Technology and Recording Technology. However, in order to offer such programs, we would need two new full-time positions, preferably tenure-track positions. If only one such position would become possible, we would begin with the former degree program. Nearly every institution with which we tend to compete for students offers forms of one or both of these programs, and every year, we lose students to those institutions because we cannot provide such opportunities.

Areas of collaboration: Courses from other areas that are important for music majors:

- E.g., courses in Business Administration (for the Arts Management Minor and for the soon-to-be-created Minor in Music Business);
- Courses in foreign languages, particularly German and Italian (for vocal performance majors and budding young theorists and musicologists);
- Courses in Educational Studies (for our music education majors); etc.
- Historically most of the students who earned degrees in music from IWU earned the Bachelor of Arts degree, and the primary reason for this is that it is the preferred degree in music for students who wish to pursue two majors.

Courses in Music recommended or essential for other majors:

- Courses that meet the Arts Management Minor
- Courses for which non-music majors can meet the University's Art Requirement; e.g., Gourmet Listener, Jazz History, Applied Studio, and all of our major ensembles.
- Exploring Music from Around the World.

Areas of retraction: The separate accreditation for the School of Music constrains what adjustments can be made among the required courses in the different degree programs. Further reductions could be met only by offering fewer elective courses, fewer sections for some courses, and possibly reducing the number of upper-division history courses, etc. Some such adjustments have already been made.

School of Nursing (tenure proposals: 2; retirements: 1)

Areas of growth: The School of Nursing is at capacity as determined by accreditation and state requirements of full-time faculty to student ratio. The program is currently two professors short of a full staff and are actively searching for doctorally prepared nursing faculty. Clinical capacity is limited by the expansion of regional schools of nursing and competition for clinical space and adjunct clinical faculty.

Areas of collaboration: Currently required service courses for nursing majors are offered by four departments: Biology (BIOL 107 / 108), Chemistry (CHEM 110), Psychology (PSCY 253), and Business (AD341). The School of Nursing oversees the Health minor. The Nursing program currently teaches courses in Human Nutrition (HLTH 230) which is required for nursing majors and Health minors and Achieving Wellness (HLTH 300) which is required for Health minors; both may be possible areas for qualified faculty of the Physical Education Department to teach. It was also discussed that if the PE Department could offer Kinesiology (PETH 325) in the morning, more Nursing majors would be able to complete a minor in Exercise Science.

Areas of retraction: The SON would consider reassigning section(s) of Human Nutrition (HLTH 230), Achieving Wellness (HLTH 300), and/or Human Sexuality (HLTH 330) to qualified colleagues outside the School of Nursing to free academic time for core nursing courses. The School of Nursing ceased offering an elective Women's Health (HLTH 370) after Spring 2014 and reassigned the faculty to a Gateway course for the 2014-2015 academic year.

Philosophy (tenure proposals: 0; retirements: 0)

Areas of growth: In 2014 Philosophy hired a Philosopher of Science as an area of growth.

Areas of collaboration: Philosophy offers courses that fulfill requirements for six other majors/minors: Accounting, Business Administration, Educational Studies, Environmental Studies, Computer Science, Psychology. Also, Philosophy rotates with Math and CS to deliver courses on symbolic logic.

Areas of retraction: There are some adjunct courses that could be eliminated but they have high enrollments. In 2014 the department cut the May term: Sex and Human Values and reduced Phil 213: Business Ethics from 2 to 1 section.

Physical Education (tenure proposals: 0; retirements: 0)

Areas of growth: Physical Education has recently added sections of popular General Education courses to meet student demand. It has also added a couple of coaching courses to expand the offerings in the coaching minor. In the past year, an Exercise Science minor was approved.

Areas of collaboration: Currently the Biology Department (BIOL 107) and Health Department (HLTH 230) offer courses that are required for the Exercise Science minor. We may, in the future, offer a Human Nutrition course to assist the Nursing faculty. We can also explore the idea of teaching more writing intensive courses or even champion a Gateway course.

Areas of retraction: Physical Education is considering eliminating the Physical Education minor since we have had very few students graduate in the last ten years with this endorsement. However,

the Department Chair believes that the PE minor attracts student athletes and that it is a recruiting tool for some students. Eliminating this minor will not realize any cost savings because the coaches will remain as coaches.

Physics (tenure proposals: 1; retirements: 0)

Areas of growth: The Physics department is interested in adding a technician/lab assistant to maintain, repair and help set up lab equipment for teaching labs and in strengthening/adding lab components to advanced courses. Physics would also like to offer more interdisciplinary classes, such as an upcoming class on Scientific Imaging co-taught by Bruno deHarak and Will Jaeckle. They would also like to add more computational/scientific computing aspects to their curriculum. It is already integrated in some existing courses and they have made strides in this area, but more work remains to be done. Existing faculty could teach such classes if there is room in their teaching schedules.

Areas of collaboration: More interdisciplinary classes, such as the one described above. Another potential collaboration is with Art on a course on design. Engineering students have been encouraged to take Art classes over the years, due to its applicability to manipulating materials, such as glass. A recent IWU donor has given money to support design entrepreneurship. Such a collaboration might be able to take advantage of some of these resources.

Areas of retraction: Physics has already cut back on General Education offerings, based on the findings of their recent external review. It would be difficult to cut back more, given the need for PSL and PSI classes. But, if enrollments decline greatly, further reductions in the Gen Ed offerings might be possible. If enrollments drop, some introductory lab sections might be reduced. Physics does not foresee the ability to cut courses for the majors. Most electives are already being taught on an alternate year (or longer) basis.

Political Science (tenure proposals: 0; retirements: 0)

Areas of growth: The department continues to seek to cover the areas of Latin American and Middle Eastern politics. (We might be able to get Frank Boyd to teach a Latin American politics class. Another member is adding an Egyptian case study unit to an existing class.)

Areas of collaboration: An external review suggested that the department redesign its methods class. This might make a freestanding statistics course possible, which could also be attractive to students outside political science. The department is working with other social science departments and International Studies to develop 200-level methods courses that could work for all our majors. We can also offer seats in the International section of the political science senior seminar to International Studies majors. We currently teach two sections annually in the Gateway program. We offer required courses in International Studies, Educational Studies, Environmental Studies, and we collaborate extensively with the Action Research Center (ARC). Political Science's core is CSI, but we could shift a few classes from CSI to AV, and it could offer existing AV electives more often in lieu of existing CSI or CHC electives.

Areas of retraction: Political Science is considering teaching only one section of research methods each year and requiring one fewer course for the major—moving from 11 to 10.

Psychology (tenure proposals: 2; retirements: 0)

Areas of growth: Based on student enrollments and historical staffing levels, Psychology ideally needs two more tenure lines to offer their current curriculum. The first would be in the area of Clinical/Counseling Psychology. Clinical/Counseling Psychology is the area that the biggest percentage of our students pursue and we are sorely lacking in these offerings, especially in regards to ethnic minority mental health issues. We cannot currently offer enough courses in these areas to meet student demands. Secondly, Psychology has had a relatively permanent visiting position (filled by different visiting faculty) for over 15 consecutive years. Ideally this would be converted to a tenure-line position. One potential area for growth is in the field of Behavioral Neuroscience. In the fall, we will likely submit a proposal to Curriculum Council to add a Behavioral Neuroscience concentration to our existing Psychology major. Such a program would be highly desirable for our student population and could enhance IWU's recruitment efforts. Of the top 50 liberal arts institutions, 92% offer a major, minor and/or concentration in Neuroscience, with 82% of the institutions offering a major/concentration. Those who did not offer such a program were more specialized schools that did not offer Psychology as a major. Due to the current financial situation, we cannot admit into the concentration all the students who might be interested in it. The department can support about ten students whose admission to the concentration would be done by a competitive application process. If the concentration were to expand above ten students, more resources would be needed. Other potential areas for growth would be adding similar concentrations to our majors in areas such as Clinical Psychology. A concentration in Clinical Psychology would likely be highly desirable amongst our students. Beyond these needs, an important area for growth is in respect to the required courses we teach with a laboratory component (i.e., labeled as EXP courses in our curriculum). There is a historical imbalance in how these courses are taught—both in respect to faculty course credit earned for teaching lab courses and the number of lab hours per course required of students. Our department gold standard is Psyc 313: Behavioral Neuroscience, which is taught with a full 3 hour lab, with instructor earning a course credit for 6 hours of lab instruction time/week. Teaching all of our upper level EXP courses in the same manner would greatly strengthen the quality of the science education we offer students and put psychology on par with the other laboratory courses taught in the Natural Sciences.

Areas of collaboration: Collaborations with Biology and Chemistry could be possible if IWU was interested in adding a Neuroscience major or minor. However, given resource needs in those departments, we don't foresee the addition of a Neuroscience major or minor in the immediate future. Psychology would be open to discussing the potential for combining statistics resources across campus, but given specific things we need our students to accomplish in our statistics class, this would need more discussion.

Areas of retraction: Almost all of our classes are taught at, near or past capacity, so there are few areas for retraction. One class that is under-enrolled (Psychology 202, a combined statistics/methods class for minors only) could be switched to an alternate year cycle (which we have implemented for the upcoming year). Also, given the overall declining university enrollments and the fact that many students are coming in with AP credit for Psychology 100 (General Psychology), the number of Psychology 100 sections could be reduced (a strategy which we have also implemented already for this upcoming year). We could also explore the possibility of allowing AP General Psychology credit to count for the major. Currently we allow it as a substitute, but they have to replace it with another course in Psychology. Such a switch could reduce the number of IWU courses a student needs to complete their Psychology major.

Religion (tenure proposals: 0; retirements: 0)

Areas of growth: Islam and South Asian religions are two areas of growth. With the new faculty hire in 2014, other faculty can deliver courses on American religions, Christianity and sexuality, and religion and film, for example.

Areas of collaboration: Religion courses fulfill requirements in 4 interdisciplinary programs (GRS, Women's and Gender Studies [WGS], American Studies, and IS) and are cross listed with other programs but the department does not envision other types of collaboration due to the distinct methodology of their discipline. Religion offers many Gen Ed categories and flags.

Areas of retraction: The department has not identified areas of retraction for the next three years.

Sociology and Anthropology (tenure proposals: 1; retirement: 1)

Areas of growth: The department is concerned about maintaining its two programs as currently constituted, primarily due to loss of adjunct support for the social work sequence within sociology and the biological anthropology courses within anthropology. A future line in Anthropology could combine biological anthropology and archaeology. A future line in Sociology could combine social work and gender studies, but the unusual applied/theory combination would limit candidate pool.

Areas of collaboration: Now that the new MCAT exam includes a sociology component, an additional SOC 101 section has been added to accommodate student interest and ANTH 350: Healing, Birthing, & Dying will be taught more regularly. The sociology program allows statistics and methods courses taken outside the department on campus to count toward its major requirement. This allows students to more easily double major in Psychology, Political Science, etc. Future collaboration might include a team-taught Social Science Research Methods course. This course might replace existing methods courses or it might focus on a qualitative approach, including an introduction to ethnographic methods and archival research, which would be especially appropriate for students interested in applying for Fulbright.

Areas of retraction: Both Sociology (SOC) and Anthropology (ANTH) are already 10 course majors; two upper-level electives have been temporarily replaced with entry level electives (SOC

101) and (SOC 230) to avoid adjunct hires. With regard to possible general education reductions/shifts, Sociology's core is CSI, but it could shift SOC 120 from CSI to AV. Anthropology also offers CSI, but specializes in G. It too could shift several upper-level courses to AV or IT. The department has offered a Gateway course nearly every year, but may need to reduce to one Gateway every two years.

School of Theatre Arts (tenure proposals: 2; retirements: 1)

Areas of growth: The School of Theatre Arts (SoTA) would like to fully support with tenure lines areas of the curriculum that are being delivered by full time visitors and adjuncts. This would immediately enhance/insure best practices delivery of the Design and Technology BFA degree and the Music Theatre BFA degree.

Areas of collaboration: SoTA feels that there are some limited avenues for collaboration by specific course delivery. Of particular concern is delivery of Musical Theatre singing voice instruction. In the past (about ten years ago) singing voice instruction for the Music Theatre degree was delivered by the School of Music. Instruction was not disciplinarily specific and communication and collaboration was extremely difficult. SoTA indicated in a document in January that a shared appointment for a new tenure line in singing voice could be a possibility but there would be many details to be worked out before any attempt of that nature would be viable, and it just may not be.

Areas of retraction: Retractions have already occurred and currently voice and speech classes for the BFA in Acting degree are being taught by adjunct instruction (as a minimum of 3 units annually) as no one else on the faculty or staff has that expertise, including the full time Music Theatre visitor in singing voice. SoTA is just barely meeting delivery of all its curricula (four distinct degrees) with existing faculty and instructional staff. There is very real fear given the current climate of losing the full-time Visiting Assistant Professor in Lighting Design, the full time Visiting Assistant Professor of Music Theatre singing voice, and the full-time Associate Professor in Costume Design who begins phased retirement this year. SoTA is in survival mode at this point and not at a point where retooling is an option without complete loss of the distinctive curricula that make it nationally competitive, especially in the Music Theatre BFA.

Women's and Gender Studies (tenure proposals: 0; retirements: 0)

Areas of growth: This program does not anticipate growth at this time.

Areas of collaboration: Women's and Gender Studies works extensively with other programs, for example, History, English, and Sociology.

Areas of retraction: Retraction is already happening. Currently, only six or seven courses with WGS affiliation are offered in a given semester, a number that has declined from about five years ago.

Areas of curricular priorities for All University Programs

I. General Education

(For a list of [Gen Ed categories and flags](#), see Appendix 2.)

This section serves to provide information on the current status of our General Education offerings and provide recommendations as we move towards lower overall student enrollments. By providing the data behind this analysis, CUPP hopes that academic units will be better able to understand areas of our General Education program that have an over-allocation or under-allocation of resources and begin discussions on how they can use this information in shaping their course offerings. CUPP sees the SCP process as essential to enabling the faculty to achieve its stated goal of keeping the program up to date and ensuring continuous evolution.

Rather than simply viewing this analysis as eliminating courses from our curriculum, CUPP hopes academic units will also view it as an opportunity to re-allocate teaching resources to better serve our students. For instance, academic units that indicated a difficulty in delivering courses for their majors might choose to shift tenure-line responsibilities from over-allocated General Education categories to add variety in course choices for their majors or to add sections of courses that traditionally have experienced significant enrollment pressures. Other academic units might choose to shift teaching resources from over-allocated lower level General Education offerings to areas of the General Education program exhibiting greater need, such as lower level Writing Intensive classes, Gateway sections, and 300 and 400 level General Education classes that can be taken by the general student population (i.e., classes without pre-requisites or that are intended primarily for majors).

In responses from academic units, it is clear that modifications and cuts in General Education offerings will be part of retractions across campus. One unit specifically requested that the General Education system be reviewed again so that it is more flexible for students. Other units have considered reconceiving courses in overpopulated general education categories, for example, CSI or CHC, and redesigning them to fit demands in under-populated general education categories, for example, AV or IT. In addition the SCP summer workgroup began an extensive data analysis of seat offerings in all categories in an effort to determine if the quantity of Gen Ed offerings in different categories were on par with the needs of our current and future student body. Furthermore, over the past 20 years of the current Gen Ed program, both internal and external factors have put pressures on a system that might call for substantive changes to the program. Although CC reviewed the program in 2009-11 and made changes to individual categories, there was no substantial discussion on restructuring the program. This summer the SCP workgroup reviewed General Education course offerings on campus and found the following series of points particularly relevant to how we move our curriculum forward in the next three years.

A. General Education seats (See Appendix 3 for more details):

1. In light of our current enrollments of approximately 1,900 students and the projected enrollments of 1,879 students in 2015, 1,866 in 2016 and 1,821 in 2017, all Gen Ed categories offer more courses than necessary for students to graduate on time, with the CSI and CHC categories having the most offerings.
2. At 1,900 students, 475 seats per year would be the minimum number of seats per Gen Ed category needed for students to graduate on time. Currently, given that students generally complete the majority of their Gen Ed classes in their first two years, and that faculty is committed to a liberal arts education throughout students' four years on campus, and the benefits of giving students some variety in the Gen Ed choices, CUPP recommends offering 600 seats per year in each category. This includes fall, spring and May term offerings. CUPP recommends that the Administration monitor the number of courses and seats offered for the different Gen Ed categories and share its analysis with CUPP.
3. This seat recommendation will serve as one criterion in evaluating adjunct and visiting proposals (although needs for the major/minor are also strongly considered). An analysis of anticipated Gen Ed needs will be distributed to programs prior to the call for proposals and teaching schedules for the upcoming year.
4. There is a relative shortage of 300/400 level Gen Ed courses that can be taken by junior and senior IWU students. Annually, IWU has been offering approximately 320 lower-level General Education courses, 75 upper-level Gen Ed courses that have prerequisites and only 38 upper-level classes that do not have prerequisites. These 38 classes that do not have prerequisites do not represent all the Gen Ed categories (CHC=12 classes per year; AV=7; IT=7, AR=3 and LIT=1). 300 and 400 level Gen Ed classes without prerequisites were not observed in the remaining categories. In terms of flags at the 300/400 level, there are approximately 10 G, 7 US and 1-2 W courses without prerequisites being offered each year. Please note that some of these courses with flags also count for other Gen Ed categories. An additional 29 courses are offered where it is not clear whether there are prerequisites, though the majority of these appear to be senior seminars or travel courses. In terms of seats available to students, there was approximately 659 seats total across all categories available to students each year in 300 and 400 level Gen Ed courses that did not have a prerequisite. Removing the CHC category from the equation, there were only 455 seats available annually across the remaining nine main categories.

B. Review of the overall Gen Ed program:

CUPP proposes that CC undertake a General Education review (not of individual categories, as was undertaken in 2009-11, but of the overall program). This recommendation stems from an increase in programs currently offered at IWU that cannot fulfill the Gen Ed program in four years (for students

pursuing one of the two BFA degrees, a BM, a BME, a BS in Nursing, and now potentially within the BA/BS, for those majoring in Elementary Education). It also responds to the long-standing “check-list” mentality of the Gen Ed program (for example students searching for courses that count for category and flag instead of focusing on course content or category values). A review should seek to enhance student flexibility in their IWU education. This enhancement could be realized in a number of ways:

- One way would be to simply reduce the 12 categories and five flags of the General Education program. A reduction from 17 requirements to a smaller number, perhaps a number that aligns with the average number of requirements for a major, may also reduce the number of Gen Ed courses that students seek off-campus.¹
- Another possibility is to completely rethink the Gen Ed program by aligning it more closely with our mission statement and re-mapping the program onto the five main principles highlighted in our mission statement—creativity, critical thinking, effective communication, strength of character, and a spirit of inquiry.
- A third option could be to endorse a portfolio-based Gen Ed program in which students pick courses in relation to values set forth in the Gen Ed program.
- A fourth option might be to implement a distribution system.
- The Faculty could also choose to reaffirm our existing General Education model.

C. Further considerations related to specific categories and flags

The proposals in this section have come from ideas generated in CUPP discussions or have been proposed by individual faculty members. The inclusion of the proposals in this SCP section does not necessarily indicate that CUPP endorses these proposals. Rather, the approach CUPP has taken is that for every idea presented, our responsibility is to highlight in a neutral manner 1) the benefits/rationale for the proposal, 2) potential arguments against the proposal, and 3) a resource analysis if the proposal is approved. The Faculty can then evaluate the merits of the ideas and determine whether to adopt the proposals.

1. Rethink the Natural Science requirement. Below are three proposals that have been raised by faculty members regarding this possibility.

Proposal 1: Eliminate the “issues” requirement of the 2-course (life-physical) Natural Science requirement. In this scenario, students would still be required to take two Natural Science Gen Ed courses (one Physical Sciences and one Life sciences course).

¹ In 2012, 357 Gen Ed courses were approved for off-campus credit, in 2011, 452; and in 2010, 475. For more information on the number of Gen Ed courses approved for off-campus credit, see Appendix 4, “Off-campus courses approved for Gen Ed credit.”

Rationale: Analysis of the Gen Ed program has shown a consistent insufficiency in the number of PSI seat offerings which puts undue pressure on LSI courses. The removal of the “Issues” designation will better enable students to complete their two course science requirement. This proposal would keep intact the requirement that students complete at least one laboratory-based science course, which many in the Science Division believe is essential. Proponents of keeping the laboratory requirement feel it is essential that students come away with an understanding of the importance of scientific methodology and how it relates to their ability to understand scientific problems. Although there would not be a specific “Issues” requirement, many Science faculty point out that most science courses (including laboratory-based courses) include issues-related components.

Arguments against: Some faculty members have argued that they would rather see the elimination of the “laboratory” requirement rather than the “issues” requirement. These arguments center on the idea that, for a Gen Ed program, understanding the impact and implications of scientific technology and knowledge on society is the more essential element rather than an in-depth understanding of scientific procedures. Others believe that keeping both a “laboratory” and “issues” requirement is essential for understanding scientific information that students might encounter in the world.

Resource Analysis: Although it is difficult to determine the specific amount of savings that could be achieved, CUPP anticipates some reduction in the number of LSI and PSI course offerings if this proposal is enacted. The savings would primarily come from premedical students and students majoring in the some of the sciences who could fulfill their Natural Science Gen Ed requirements with two laboratory courses. Currently, many of these students already take two laboratory courses and then add an “Issues” course on top of that.

Proposal 2: Reduce the Natural Science requirement to one course total rather than the current requirement of two science courses

Rationale: None of the other Gen Ed categories require two courses to complete the requirement (other than perhaps the Language requirement which requires third semester proficiency and the PE requirement). Reducing the Natural Science requirement to one course would move the category more in line with the other categories.

Arguments against: The Natural Science faculty strongly believe that students should come away with an understanding of both the Physical Sciences and the Life Sciences. Though many might see these two fields as being similar, some argue that the methods and the questions that are addressed in these fields are, in actuality, very different and that reducing the requirement would not allow students to truly understand the impact of science on their world..

Resource Analysis: CUPP anticipates that reducing the Natural Science requirement to one course could lead to a significant reduction in the number of Natural Science course offerings, though it likely would not be a 50% reduction Natural Science course offerings. Many students, (e.g., premedical students and science majors) will continue to take multiple science courses. Also, a large number of general education seats in the Natural Sciences category come from larger introductory courses that would still need to be offered because they are required for majors and pre-professional requirements. However, CUPP anticipates that the majority of IWU students will elect to take one science course, leading to an overall reduction in the number of seats needed if this proposal is adopted.

Proposal 3: Eliminate the “laboratory” and “issues” flags and simply require two science courses, one in the life-science area and one in the physical-science area.

Rationale: Currently we struggle to offer a significant number of courses in the PSI category. Also, although there are a significant number of seats offered in the LSL category, there is a relative lack in the variety of LSL courses offered. Based on resource limitations in the departments offering classes in these categories, CUPP does not anticipate a significant increase in the offerings in the PSI or LSL categories in the near future. Eliminating the flags could help resolve the lack of course offerings in the PSI and LSL categories. Also, eliminating the flags would make the Natural Science category requirements more understandable for our students. This proposal would still allow students to understand the contributions of both the Physical and Life science fields, giving them a more complete understanding of how science contributes to their lives.

Arguments against: Similar to arguments presented in the other Natural Science requirement proposals, some believe that a Gen Ed program needs to have significant understanding of laboratory methods and/or scientific issues.

Resource Analysis: Similar to the resource analysis presented in the first proposal, since students would still be required to take two science classes, the primary savings benefit would come from premedical students and students majoring in the some of the sciences who could fulfill their Natural Science Gen Ed requirements with two laboratory courses. Currently, many of these students already take courses in both the Physical and Life Sciences and then add an “Issues” course on top of that.

2. Rethink the Formal Reasoning Category

Faculty could decide to expand the scope of the FR category to include Quantitative Reasoning. This could potentially be accomplished in two ways. 1) Faculty (in consultation with CC) could decide that existing statistics courses on campus already meet the criterion established for the FR category. In the past, there has been discussion on this issue, so it might be useful to have a faculty-wide discussion on the intent of the FR category and whether the current language excludes quantitative reasoning courses. 2) Slight changes in the language for the FR category could be made to fully incorporate quantitative

reasoning courses into the category. Currently, many statistical courses on campus likely fulfill many of the components of the FR category, so it is not anticipated that inclusion of quantitative courses would substantively change the language of the FR category.

Rationales for this change include that information literacy skills have gained increasing importance, as highlighted in the recently approved Strategic Plan 2020. (Strategy 1.D5: “Enhance curricular offerings that develop data and information literacies.”) Students increasingly need to understand statistical principles in order to critically think about information they encounter and effectively guide their decision-making strategies. Developing our students’ capacity to think critically with and about statistics would further our mission of “preparing students for democratic citizenship and life in a global society.” Recent changes in medical school requirements emphasize the need for quantitative literacy.

It could also be argued that the category should not be changed. Formal reasoning has a significant place in our liberal arts environment, providing students with valuable tools to identify, analyze and solve problems and to develop an appreciation of the beauty, symmetry and elegance of formal systems. Inclusion of quantitative-centered courses could shift the focus of the category from more critical thinking and reasoning skills to more mechanical skills. The recent Gen Ed analysis conducted by CC affirmed the Faculty’s support for the current language for the FR category and further revisions are not necessary.

Based on last year’s enrollments in currently offered statistics courses on campus, 248 students per year would be able to fulfill a potential “quantitative/formal reasoning” Gen Ed requirement via statistics courses currently offered on campus. In addition, a significant number of pre-medical/pre-dental students will soon need to complete a quantitative reasoning requirement for medical school admission. If the proposed change to the FR category is approved, many of these students would presumably take a statistics class instead of the traditional Calculus class, which is no longer a requirement for the majority of medical schools. Of the FR courses offered in 2013, the average class size was approximately 26 students. Dividing 248 by 26, this would indicate that we could perhaps decrease our current FR course offerings by 9 classes. This calculation does not take into account other important factors, including: some FR courses may be required for majors and cannot be removed from the curriculum; Business Administration and Economics (which require a statistics course for their majors) currently also require students to take a Calculus or Finite Math class. (If this requirement remains, the net gain for expanding the scope of formal reasoning would be minimal--about a net decrease of approximately three classes; and the 26 average class size figure average contains a wide range of class sizes, with some very low enrollment classes and some very large classes (i.e., some Finite Math sections). The projected net decrease of nine current FR offerings could change if, for instance, rather than dropping a Finite Math section, they were instead taught at class sizes closer to IWU’s traditional 100 level class size.

3. Review the Physical Education requirement.

Rationale: Moving from requiring two semesters to one semester of PE would permit coaches to devote more of their efforts to participate in other General Education courses and courses that contribute to the School of Nursing and Exercise Science and Health minors and to dedicate more time to recruiting.

Arguments against: Reducing the requirement would lessen the goal of establishing patterns for life-long maintenance of physical fitness and personal health.

Resource Analysis: Reducing a large number of PE classes would not decrease the number of PE faculty on campus. The faculty currently teaching PE courses also have coaching duties and would remain on campus to ensure the viability of their respective athletic programs, even if PE class sections were eliminated. Reducing the number of PE classes offered would free up the coaches to focus more efforts on recruiting, which might be a benefit given the difficult climate we face in recruiting new students. The major monetary (and curricular) benefit would come if PE faculty were able to shift their teaching responsibilities from the more physical activity-based courses to courses that are currently offered by other departments. For instance, if a PE faculty member were able to teach Human Nutrition (HLTH 230), Achieving Wellness (HLTH 300), and/or Human Sexuality (HLTH 330) which are currently offered by faculty members in the School of Nursing, teaching responsibilities in the School of Nursing might be shifted to reduce the number of Nursing adjuncts needed. Also, if some physical activity-based courses are eliminated, more courses could be added to bolster the Exercise Science minor which has shown increasing student interest. While net savings are modest, the savings do cross academic units.

4. Reduce the need of GW sections via the creation of an honors program.

Consider using the World of Ideas courses as a first course of an honors program and a substitute for a GW class (see more explanation in section II D below).

5. Explore the need for additional lower-level Writing (W) classes.

CUPP recommends that CC explore the potential need for additional lower-level writing classes that can help fulfill the W flag of the Gen Ed program before the end of the sophomore year. The Director of the Writing Program reports that this year we are offering 28 courses at the lower division level for sophomore writing-intensive. However, most of them are courses designed and intended for a specific major, for example, W courses in English, Psychology and Mathematics. The Registrar's Office reports that there are currently 120 juniors and seniors who have not fulfilled the sophomore W requirement.

II. Additional Curricular Recommendations

A. Undergraduate Research

CUPP recommends that IWU explore more high-impact undergraduate research opportunities for students. This initiative responds directly to priorities outlined in the teaching and learning component of IWU 2020 (I.B2 Strengthen and Integrate high-impact learning practices), specifically to the component of “Independent Research” and its outcome of “explore the expansion of independent scholarly or artistic experiences for students, along with appropriate support for the advising faculty members. When appropriate, one of these will be part of a capstone experience within the major program.”

To this end, CUPP recommends that the university establish a banking system for faculty who teach intensive independent studies so that after a specified number of focused projects, the faculty members earns a course release. In 2013-14, for example, faculty undertook 148 independent and directed studies across campus (For more detailed information, see Appendix 5). Before such a policy would be enacted, CC would need to establish specific criteria for what constitutes an independent study meriting a potential course release. CUPP recommends that the Provost provide CUPP and CC with models of banking systems already in place at other liberal arts institutions so that the Committee can move forward with this plan in a timely manner.

B. Academic Advising

The SCP summer workgroup consulted with the Director of Academic Advising, Chandra Shipley, regarding the ongoing review of the advising program. While a full report will be presented to faculty by December of 2014, SCP summer workgroup specifically inquired about eliminating FYA stipends as a way to redirect some of these funds to academic programming (some of the budget would stay with advising to fund advisor training). Currently we have 35 first year advisors on campus who receive \$1,000 each for the advising duties. CUPP recommends that some of the \$35,000 in savings produced be applied to the adjunct line budget.

Ms. Shipley reported that due to the Student Senate Resolution² regarding academic advising, the Academic Advising and Summer Reading Committee is exploring options such as a return to summer academic advising, as well as assigning advisors based on a student's major interest to align with best practices at other small liberal arts institutions. Additionally both CUPP and the Academic Advising and Summer Reading Committee will use the following language from the IWU 2020 Strategic Plan to guide their decisions: “Recognize that advising provides students with a mentoring experience with faculty regarding not only the selection of meaningful courses and navigating the curriculum, but also identifying and pursuing their passions including a thoughtful complement of co-curricular and career experiences.”

C. Writing Program/Writing Center

² Text of the Student Senate Resolution on Advising is online at http://digitalcommons.iwu.edu/sen_docs/53/

When our current director of the writing program steps down, IWU will need a tenured faculty member to run the writing program. Starting this fall, the Writing Program Director will review GW syllabi.

Since finding and evaluating information is a fundamental skill for educated persons, CUPP recommends that the Writing Program Director collaborate with the Writing Committee and the Information Literacy Librarian to integrate information literacy skills into the curriculum.

CUPP also recommends that the writing program and writing center continue to significantly strengthen support infrastructure for international students as IWU has seen a dramatic increase in this portion of our student body (15-16%). Starting in the fall of 2013, an adjunct faculty member, Teodora Nikolova, was hired to provide ESL tutoring. She is currently housed in CLA, next to the International Office, and has office hours 10 hours a week.

Starting this fall, 2014, the Registrar's Office only enrolled international students in fall Gateways and made a concerted effort to evenly distribute international students across all sections. As a result, all Gateways have at least 2 international students; approximately 10 have 3 or 4 international students. If a Gateway section has more than 2 international students they will have fewer than 15 students in their Gateway.

Also, this fall CETAL and the Mellon Center will collaborate with the International Office to offer a series of workshops to help IWU faculty understand better what international students need in terms of support for writing in English as a second language, to address other areas of pedagogy (as needs are identified), and to develop intercultural competence.

D. A Humanities-centered honors program

The idea of a university-wide humanities-centered honors program responds to national (and local IWU) issues of why students in all disciplines should value the humanities and how a deeper understanding of the humanities serves students in search of a wide variety of careers. Many liberal art colleges have honors programs, and some of IWU's peer institutions have had (humanities-based) honors programs in place for years. Such an honors program at IWU would be open to students of all majors and generally bolster individual humanities disciplines, which have had significantly lower numbers of majors relative to many other programs on campus. Although rooted in the humanities, the interdisciplinary approaches to intellectual inquiry that are part of the "World of Ideas" sequence learning goals will appeal to students with academic interests from across the IWU campus, regardless of degree program or major/minor. A humanities-centered honors program at IWU could enhance students' creativity, critical thinking, and intellectual curiosity, as it would provide opportunities to foster student engagement across and within disciplines.

Using the "World of Ideas" sequence as its cornerstone, this honors program could take advantage of team-teaching opportunities for faculty and re-engage faculty collaborations across disciplines,

departments, programs and divisions—which are values outlined in the “Teaching and Learning” section of the IWU 2020 strategic plan. In addition, it could enhance IWU’s appeal for high-caliber incoming students. If piloted in 2015, this honors program could possibly take advantage of IWU’s current “Recentering the Humanities” grant. Furthermore, this initiative would be one way to sustain the vestiges of a humanities program whose traditions at IWU date back decades, and find innovative ways to commit to its full potential vis-à-vis IWU’s identity as a liberal arts college.

Emerging from the “World of Ideas” Humanities sequence, the first course of the honors program would serve as an honors alternative to the GW class, thus reducing the number of necessary GW sections. In essence, the students who enroll in the honors program would automatically place out of the GW requirement. Once the first honors course is established, in a second developmental phase the program could expand to paired courses within the humanities so that honors students could take a “World of Ideas” course in the fall and a paired humanities course in the spring. Together, these two first-year courses could be the first of linked courses within a learning community that makes connections among students, much like the theme-based cluster courses. An honors program also creates a perfect space to identify students early in their undergraduate experience who may be good candidates for post-baccalaureate fellowships or service programs and introduce to them scholarship opportunities such as the Truman, Rhodes, or Fulbright—which is another outcome highlighted in the “Teaching and Learning” section of the IWU 2020 strategic plan.

As the honors program develops into a third and final phase, in the students’ second year they could work with individual faculty to select an already established course within their major area (or potential major) and another course outside of their major. The student would apply for honors designation for coursework in specific courses (in consultation with their advisor and the relevant faculty member). This embedded second year of an honors program could function across the curriculum and on a case-by-case basis. It would provide a unique opportunity for faculty and students alike to work together without the full-time commitment of a full-blown independent research project. At the end of their second year, honors students could present their findings and the relevant connections between the four courses to broader audience, including their peer research cohort within the honors program.

Some potential drawbacks that would need to be addressed include the effect of an honors program on current GW classes. How will the students invited to participate in the program be selected? For placement in fall semester classes, the selection will likely have to be limited to standardized test scores and high school grades, each of which has significant limitations. If the Honors Program takes only students with relatively high potential, what impact will this process have on the remaining Gateway classes? Will the more limited presence of good writers in the non-Honors Gateway classes make teaching in those classes less attractive? How will a possible Honors Program affect the decisions of admitted students to attend IWU? Will those who have not been invited to participate be less inclined to

attend IWU? How will the Honors Program affect the growing numbers of international students? Will they be more or less likely than domestic students to participate in the Honors Program?

In spite of these difficult questions, CUPP proposes that the director of the Humanities program courses—in consultation with the Humanities program core faculty—develop a substantive proposal to bring to CC and the faculty.

E. A Center for World Languages and Cultures

CUPP recommends that the Language Resource Center committee develop a proposal for a "Center for World Languages and Cultures." This center would house many of the language-based initiatives already occurring on campus, streamline the current social media outlets that concern languages, and simultaneously bolster the role of the languages in fulfilling IWU values of effective communication and preparing students for life in a global society, as well as critical thinking, creativity, spirit of inquiry and strength of character.

This center, located in Buck Memorial Library, would house the current Language Resource Center; the new experimental classroom (the former writing center); and manage the German Undergraduate Research Conference, the invited lecture series of the different language programs, and other events. The coordinator of the LRC and the current LRC committee would oversee this center. CUPP anticipates no additional funding from the Academic Affairs Budget for this initiative.

F. Course Cluster Initiative

For the past four years, faculty in several different academic units across the campus have pioneered a course clustering model that promotes interdisciplinarity. For instance, the cluster theme is "Walls & Bridges" for 2014-2015 and includes over 20 courses across the curriculum. The course cluster model has engaged the skills and talents of art students, Phi Beta Kappa students, involved the Action Research Center and community partners, and hosted extracurricular activities in innovative ways. Currently, students in cluster courses attend opening and closing workshops, discuss the cluster theme from multidisciplinary perspectives, and have the opportunity to act on the theme's concerns on campus and in local community projects.

Like so many successful curricular innovations on campus, the course cluster group began as a grassroots effort. But more coordination among faculty and the larger campus community is necessary for the course cluster model to effectively align with the university's mission statement. To that end, CUPP recommends that the cluster faculty share with the general faculty a report of its model to inform all faculty of one example of successful, collaborative, and innovative teaching practices and to introduce this teaching model as a positive example of high impact learning practices at IWU.³

³ For more information on high impact educational practices, see the AAC&U article, "[High Impact Educational Practices](#)."

Enrollment decline and budget cuts

When the SCP Workgroup and the Provost solicited information from academic units, we learned that in the next three years programs would like to submit as many as 26 tenure-line proposals, though they anticipate only nine retirements during the same time. In short, academic units would like to see from this point on a net increase in the number of tenure lines by as many as 17 in the intermediate term of three years.

This desired growth, however, comes at a time when the student body is shrinking. In 2010, we had an enrollment of almost 2,100 students; we anticipate only 1,900 students for fall of 2014 and perhaps as few as 1,800 students by the 2017-18 year.⁴ Additionally, based on three-year averages, the cumulative estimated attrition rates between years 1 and 2, 2 and 3, 3 and 4 is 11%, 15%, and 16%. Absent some major changes, this decline is likely to be more or less set for at least the five year horizon over which we might try to plan. Apart from the change to a Net Tuition Revenue Model, the declines stem from two factors. First, lasting demographic shifts (i.e., a decline in the number of high school students); and, second, economic strains as tuition prices increase steadily at more than the rate of inflation while, thanks to the economic slowdown, family incomes have been flat or declining. Thus there is a compound problem: fewer students are applying; yet at the same time interested students and their families need more and more financial aid.

In recent years, our tuition discount rate (the percentage of the gross or sticker-price tuition that students do not have to pay thanks to institutional merit and need-based financial aid) has steadily increased. In fiscal year 2009, our overall discount rate (for four years) was 38%; by year 2013 it had risen to 42%. The increase is even more dramatic when one looks at the rates for incoming classes. Last year, the first-year discount rate climbed to 52%, though for this year's incoming class the shift to a net tuition revenue model was able to moderate and reduce that rate to 48%. That said, given the increased need students continue to demonstrate, it is likely that the discount rate may again climb in the future. The impact of the tuition discount is perhaps easiest to see if one takes a student facing a gross tuition charge of \$40,000 (for this year, IWU's is \$40,664). Each percentage increase in the discount rate means that student will see a tuition charge decrease of \$400. For an incoming class of 500 students, a one percent change would mean a decline in net tuition revenue of \$200,000. For an overall enrollment of 1900 students, that rate increase would mean a decline of \$760,000.

In sum, we face an enrollment decline of perhaps 14% that comes at the same time students and their families are struggling to find the funds to pay for college. If there were good reasons to assume that the fall off would be short-term, we might choose to just continue on while we wait for the upturn.

⁴ To provide context on current and future student enrollment, for the past two years student enrollment was 2,009 for 2013-14 and 2,013 for 2012-13 following a high of 2,094 in 2010.

Unfortunately, there seem to be few indicators that the problems are not going to last well into the future.

As we have heard, a \$4 million dollar gift has permitted us to cover the resulting budget shortfall for 2013-14 and 2014-15. In essence, we have already overdrawn our regular endowment annual allocation by roughly \$2 million during each of the two years. And these budget difficulties come after we have seen increased tightening of faculty development funds, a reduction in the University's retirement contribution, and five years of constant-dollar pay cuts. Taken together, all these factors suggest that it is critical that we get our financial house in order. Because the major expenditures for an educational institution are in employee compensation, the natural target is to steadily reduce our faculty (leaving out the non-faculty employees) by a rate that approximates the decline in our student enrollment. That is the model that the Administration and CUPP are attempting to follow.

For those who prefer a numeric explanation, our goal has been to maintain our existing 11:1 student-faculty ratio, a figure important in recruitment when we attempt to position ourselves as a school that offers close interactions between students and faculty. We should remember, however, that typically only about 80% of our Full-Time Equivalent (FTE) faculty positions have been held by tenure-line faculty. The other 20% has been made up of a combination of adjuncts and full-time visitors. Those "contingent" faculty are, of course, less expensive; but more importantly, they represent a buffer that has permitted the institution to reduce its teaching lines without putting at risk the employment of those in tenure-track positions.

We anticipate having approximately 141 tenure-track faculty in the fall of 2014. The top row in the accompanying table shows a number of possible enrollment benchmarks. If those enrollments numbers are divided by 11, we arrive at the target FTEs needed to maintain that 11:1 ratio that our traditional model would call for. Multiplying the Target FTEs by 80% gives us the Target Tenure Track lines. If one then compares that number to the 141 the Provost suggested we will have at the start of this fall, we can see the number of additional cuts needed in the tenure-line positions -- a reduction to be effected only by retirements and other departures. At this year's anticipated 1,900 enrollment level, we are still over by approximately three tenure lines, a figure that we could eliminate over three years with a hiring slowdown that would permit us to replace several of the anticipated retirements over that period of time. If enrollments drop to 1,800, then we are 10 lines over.

| | | | | | | |
|--------------------------------|-------|-------|-------|-------|-------|--------|
| Enrollment Benchmarks | 2,100 | 2,000 | 1,900 | 1,850 | 1,821 | 1,800 |
| Student/Faculty Ratio | 11 | 11 | 11 | 11 | 11 | 11 |
| Target FTEs | 190.9 | 181.8 | 172.7 | 168.2 | 165.5 | 163.6 |
| Tenure Track Ratio | 80% | 80% | 80% | 80% | 80% | 80% |
| Target Tenure-Track Lines | 152.7 | 145.5 | 138.2 | 134.5 | 132.4 | 130.9 |
| Current number of Tenure-Track | 141 | 141 | 141 | 141 | 141 | 141 |
| Needed Additions (Reductions) | 11.7 | 4.5 | (2.8) | (6.5) | (8.6) | (10.1) |

Thus if we are to arrive at the “new normal,” some significant reductions in tenure lines still need to be made even though no current tenure-line faculty will be at risk of losing their positions. This spreadsheet model, of course, generates a misleadingly exact number that naturally does not apply in practice. The university, for instance, would not adjust the number of FTEs by one every time the overall enrollment changed by 11. The model is intended only to suggest the relative magnitude of the changes that might be appropriate. In addition, the 141 traditional academic tenure line number does not include the nine librarians and 15 Physical Education department faculty. (For additional information, please see “Full-time Faculty by Appointment” on the SCP website⁵).

The target number of FTEs from full-time visitors and adjuncts would be 20% of the total target FTEs. The breakdown between visitors and adjuncts would reflect annual decisions made by the Provost’s Office in consultation with CUPP. For 2014-15, IWU expects to have fifteen individuals as full-time visitors. For 2015-16, the number of visitors is tentatively planned to be only seven. The number may change depending upon such factors as the number of retirements or resignations that occur during the year. For planning purposes, the Administration budgets \$70,000 (including benefits) for each full-time visiting position and \$4,000 for each adjunct slot.

One approach to arriving at these reductions would be to freeze tenure-line requests for the next three years—thereby allowing the nine retirements to retrench our numbers. While this approach has an attractive “automatic” quality, CUPP does not endorse it because of its drawbacks. Its benefits in terms of cost savings can be marginal in cases where large numbers of students need classes and local adjuncts are unavailable, since visitors will have to be hired and the university budgets one year visitors at approximately \$70,000 (salary plus benefits) annually.

In addition, the retrenchment through retirement approach robs the faculty of the opportunity to be strategic in its approach to building the faculty and the curriculum. We want to be flexible enough to insure the viability of existing programs and perhaps institute new programs, e.g., an honors program, or address new areas of knowledge, e.g., biochemistry, digital design, and film studies. The creative students we attract will and should shift in their interests over time; we need to be nimble enough to

⁵ SCP website: <http://libguides.iwu.edu/scp2014>

keep abreast of these changes. Given this, departments may experience rapid enrollment declines as well as sudden growth. A blanket tenure line freeze makes adjustment difficult if not impossible.

Recommendations based on enrollment decline and budget cuts

Recommendation A:

The faculty adopt a target of no more than two tenure line additions each year over the next three years. Given the expected nine retirements in the next three years and the commitment to maintaining faculty numbers on par with declining student enrollment, two tenure lines will create a modest pattern of retrenchment, while allowing for growth in innovative academic units. This model can also reward efficiencies gained as a result of cross curricular collaboration.

These additions, however, do represent a tradeoff relative to other important needs: restoring the retirement contribution levels, increasing the support for faculty development purposes, and providing annual salary increases that meet or exceed the rate of inflation. CUPP believes strongly that a successful strategic curricular plan needs to be based on a university budget that provides for employee raises and the complete restoration of employee benefits. For this reason, CUPP includes the following mix of cuts and dedicated funding of the Academic Affairs budget to create a sustainable future budget.

Recommendation B:

Re-evaluate and potentially reduce course releases and stipends for administrative chores within academic programs. (See Appendix 6 for current course releases).

Recommendation C:

Request that Academic Standards establish procedures for setting course caps at different levels (100-400) to provide pedagogically-sound and consistent guidelines among and/or across disciplines. Include in the review both minimum and maximum guidelines. CUPP recognizes the sensitivity and difficulty in establishing course caps and that different disciplines and courses may require exceptions to the general rules.

Recommendation D:

In addition, CUPP has identified certain units and areas that are in need of alternate revenue sources. These are areas that have consistent annual equipment and other needs. Before the enrollment decline, the burden of these perennial costs was already disproportionately high. Under the “New Normal” budgets, the university should seek additional revenue to cover these costs of delivering the curriculum. CUPP recommends a concerted fundraising effort over a five-year period to target these areas of burden on the overall budget.

1. **3-5 year campaign to establish an endowment needed to cover the equipment budget** for Music, Theatre Arts, Nursing, Chemistry, and Biology, which can run in total from \$65,000 to \$180,000 annually.

2. **3-5 year campaign to endow a fund to cover annual expenses in the School of Music (SOM) studio instruction budget.** In 2012-2013 the SOM used 86 equivalent adjuncts (approximately \$300,000). These are broken down into classroom instructors, applied studio teachers, and piano accompanists. While fees for lessons generate considerable income for the University--for example, last year fees raised \$48,450--the SOM adjunct budget represented about 31% of the total university budget for adjuncts for the 2012-2013 academic year.
3. **Targeted annual curricular fundraising.** Many departments have developed and maintained over the years a healthy relationship with their alumni. These relationships ought to be encouraged and supported at the University level by offering units Development Office support for certain targeted fundraising efforts. CUPP recommends that the faculty consider formalizing these relationships by instituting, beginning in 2014-2015, a series of targeted fundraising efforts for discrete units.

CUPP recommends that any funds from these initiatives should be added to the annual Academic Affairs budget.

CUPP recommendations for curricular priorities for 2014-17

Overall, curricular priorities indicate that individual academic units plan to submit requests for 26 tenure lines and anticipate nine retirements in the next three years. However, budget and enrollment factors suggest that only six tenure line proposals should be filled under a fiscally responsible plan.

CUPP's recommendations for priorities in terms of growth (and maintenance), collaboration and retractions in our curriculum are generally informed by information gathered from academic units, an analysis of General Education seats over the past two years, and quantitative facts provided by administration. More specifically, CUPP considered the following criteria:

1. information on planned tenure line requests and upcoming retirements provided by individual academic units
2. how the academic unit engaged in a thorough SCP process that takes into account our current economic situation
3. consistent enrollment patterns over 5-7 years
4. curricular gaps
5. whether current Gen Ed offerings reflect the needs of the larger institution
6. enrollment pressures
7. values of the IWU mission.

CUPP lists (in alphabetical order) the following academic units as having curricular priorities with high-budget impact (potential tenure-track additions) for the next three years.

1. Accounting & Financial Services
2. Art
3. Biology
4. Educational Studies
5. English
6. German, Russian, Asian Languages/International Studies
7. Psychology
8. Sociology & Anthropology
9. School of Theatre Arts

Environmental Studies and the School of Nursing are not included in the list above because the Provost has approved lines for these academic units due to failed searches during the 2013-2014 academic year. The Provost has indicated that Environmental Studies and the School of Nursing will conduct searches during the 2014-2015 year.

CUPP lists the following academic units as also having high-budget curricular needs but that are not currently supported as curricular priorities. CUPP recommends that these units continue to consider how to work with current resources as they move forward.

1. Computer Science
2. History
3. Mathematics
4. School of Music
5. Physics

CUPP recognizes that the following academic units are either in a stable phase of development or have strategically limited requests for high-budget curricular needs.

1. American Studies
2. Business Administration
3. Chemistry
4. Economics
5. French and Italian Languages and Literatures
6. Greek and Roman Studies
7. Hispanic Studies
8. The Ames Library
9. Philosophy
10. Physical Education
11. Political Science
12. Religion
13. Women's and Gender Studies

CUPP also supports the following curricular innovations that seem to advance the curriculum with a low-budget impact (in alphabetical order) for the next three years. In other words, CUPP anticipates that these programs can be developed without requesting tenure or visiting lines.

1. Behavioral or health economics
2. Biochemistry
3. Film Studies
4. Neuroscience

Action Items brought forward by CUPP for faculty vote

CUPP is bringing the following 18 action items forward to the faculty for a vote:

I. General Education

- A. Beginning in 2014-15, Administration should monitor the number of courses and seats offered for the different Gen Ed categories and share its analysis with CUPP and the general faculty. The goal of this initiative is to target offerings in any category to 600 seats.
- B. Beginning in 2014-15, CC should undertake a General Education review of the overall program to enhance flexibility for students and to address the long-standing “check-list” approach to General Education. CC should bring a proposal before the faculty by the end of the 2015-16 academic year.
- C. If faculty decide to reaffirm the existing General Education program, then CC should address individual issues that relate to specific categories, for example, rethinking the natural science requirement, the formal reasoning category, the physical education requirement, and the short fall of W classes required before the end of the sophomore year.
- D. In 2014-15 the Director of Humanities should submit a proposal to CC for establishing a humanities-based honors program. One area of the honors program to be explored should include using the “World of Ideas” courses as an honors alternative to the required Gateway course, thus reducing the number of necessary GW courses.

II. Other all-University initiatives

- A. To promote and further enhance undergraduate research options, CUPP and CC should work together to establish a banking system for faculty who teach intensive independent studies so that after a specified number of focused projects, faculty members earn a course release.
- B. CUPP should request that while the Academic Advising and Summer Reading Committee prepare the “Academic Advising” report in the fall of 2014, they should explore the option of eliminating FYA advising funds. Any funds generated from this initiative should be added to the annual Academic Affairs budget.
- C. In 2014-15 Academic Standards should establish procedures for setting course caps at different levels (100-400) to provide pedagogically-sound and consistent guidelines among and/or across disciplines.
- D. The Writing Program director should be a tenured faculty member and the Writing Program Director should collaborate with the Writing Committee and the Information Literacy Librarian to integrate information literacy skills into the curriculum. The Writing Program, in conjunction with the Writing Center, should continue to significantly strengthen support infrastructure for international students as IWU has seen a dramatic increase in this portion of our student body (15-16%).

- E. The Language Resource Center committee should develop a proposal for a "Center for World Languages and Cultures."
- F. The course cluster faculty should share with the general faculty a report of its model to inform all faculty of one example of successful, collaborative, and innovative teaching practices and to introduce this teaching model as a positive element of high impact learning practices at IWU.

III. Action items that are a direct result of enrollment decline and budget cuts

- A. The faculty should adopt a target of no more than two tenure line additions each year over the next three years.
- B. CUPP, in conjunction with chairs, should re-evaluate and potentially reduce course releases and stipends for administrative chores within academic programs and across the university. Any funds generated from this initiative should be added to the annual Academic Affairs budget.
- C. The Advancement Office should develop a 3-5 year campaign to establish an endowment needed to cover the equipment budget for the School of Music, School of Theatre Arts, School of Nursing, Chemistry, and Biology.
- D. The Advancement Office should develop a 3-5 year campaign to raise the funds needed to cover the adjunct budget for the School of Music.
- E. CUPP should annually provide the Provost and the Advancement Office with a series of targeted fundraising efforts that stem from ideas generated from academic units

IV. Curricular priorities regarding academic units (listed in alphabetical order)

- A. CUPP should consider the following curricular priorities when evaluating tenure-line proposals. Faculty members also acknowledge that while this list of high priorities may help to guide CUPP in its decision-making process, it does not supersede the actual tenure-line proposals that will be submitted to CUPP, and it is also noted that worthy proposals from other areas of the curriculum might have preference over those listed here (in alphabetical order).

1. Accounting & Financial Services
2. School of Art
3. Biology
4. Educational Studies
5. English
6. German, Russian, Asian Languages/International Studies
7. Psychology
8. Sociology & Anthropology
9. School of Theatre Arts

- B. CUPP should consider the following academic units as also having high-budget curricular needs but that are not currently supported as curricular priorities.

1. Computer Science

2. History
3. Mathematics
4. School of Music
5. Physics

C. CUPP should recognize that the following academic units are either in a stable phase of development or have knowingly looked to reduce their area to align it with shrinking enrollments and budget.

1. American Studies
2. Business Administration
3. Chemistry
4. Economics
5. French and Italian Languages and Literatures
6. Greek and Roman Studies
7. Hispanic Studies
8. The Ames Library
9. Philosophy
10. Physical Education
11. Religion
12. Women's and Gender Studies

Appendices

Appendix 1. Questions for Academic Units

Appendix 2. General Education Categories and Flags

Appendix 3. General Education Seats by Levels and Recommended Net Change

Appendix 4. Off-campus Courses Approved for Gen Ed Credit

Appendix 5. Independent Studies Data

Appendix 6. Current Course Releases

Appendix 7. Strategic Curricular Planning Academic Calendar

Appendix 1. Questions for Academic Units

Jan 16th 2014 questions with opportunity for revision May 15, 2014 (requested by Provost):

1. What are your major and minor requirements? See attached informational sheet.
2. What are your planned retirements, sabbaticals, leaves?
3. Reflect on the enrollment patterns for specific classes
4. List two areas for growth and one possible area for retraction.
5. In the case of reduced enrollments, how can you best reduce your reliance on adjuncts/visitors without increasing tenure-track appointments?
6. How can departments/programs collaborate to offer the curriculum?
7. For upper-level requirements, can a different schedule be used (alternate semesters, years, etc.)
Can the number offered be reduced to ensure sufficient enrollment?
8. Given limited resources, what curricular changes could you make to your program?

June 2, 2014 questions (requested by SCP summer workgroup)

1. Reflect on the enrollment patterns for specific classes. Specifically, please review the courses that have consistently low enrollment (6-10 students) or higher enrollments (25+ students). Are there ways that enrollment patterns can be better managed to meet the needs of students in a time of limited resources?

For example: can some lower enrolled courses be consolidated to boost enrollments in remaining courses without impacting the ability of your majors/minors to graduate on time; can some lower enrollment courses be replaced by extra sections of higher enrollment courses; although it might lead to fewer upper level choices for majors/minors, would the elimination of some lower enrolled classes allow faculty resources to be applied to new curricular initiatives in your academic unit or to bolster all-university or interdisciplinary programs; can the goals/structure of lower enrolled courses be changed so that they meet the needs of both majors/minors and all-university objectives, such as sophomore-level writing-intensive classes or upper level General Education classes; could offerings within your academic unit collaborate with offerings in other academic units?

2. What courses offered in other academic unit(s) are either essential (required) important (strongly recommended/commonly taken) for your majors and why?
3. What courses in your academic unit are essential or recommended for other departments?
4. If enrollment dropped by 20%, then what changes would your academic unit make to its course offerings?
5. Although a course might not be in a faculty member's specific area of expertise, are there existing faculty members in your academic unit who could deliver course needs that are currently being met by adjuncts, visitors, or faculty with planned retirements or leaves?

Appendix 2. General Education Categories and Flags

General Education Categories

1. Gateway Colloquium (GW)
2. Analysis of Values (AV)
3. The Arts (AR)
4. Contemporary Social Institutions (CSI)
5. Cultural and Historical Change (CHC)
6. Formal Reasoning (FR)
7. Intellectual Traditions (IT)
8. Literature (LIT)
9. Second Language (LA)
10. (2) The Natural Sciences: Life Science Issues (LSI), Life Science Lab (LSL), Physical Science Issues (PSI), Physical Science Lab (PSL)
11. Physical Education (PE)

General Education Flags

1. Physical Education Fitness (PEF)
2. Encountering Global Diversity (G)
3. Encountering U.S. Diversity (U)
4. (2) Writing Intensive (W)

The Course Catalog has the full description and course listing for each General Education category:
<https://www.iwu.edu/academics/Documents/general-education.pdf>

Appendix 3. General Education Seats by Levels and Recommended Net Change

| Gen Ed category | Current seats offered | Total seats needed | Net reduction in sections per year ¹ |
|-----------------|-----------------------|--------------------|---|
| AR | 846 | 600 | 12 |
| AV | 708 | 600 | 5 |
| CHC | 1300 | 600 | 35 |
| CSI | 1150 | 600 | 27 |
| FR | 768 | 600 | 8 |
| IT | 862 | 600 | 13 |
| LIT | 835 | 600 | 12 |
| LSI/LSL | 1080 | 600 | 9 ² |
| PSI/PSL | 986 | 600 | 12 ² |
| LSI | 732 | 300 ³ | 22 |
| LSL | 348 | 300 ³ | 1 ² |
| PSI | 96 | 300 ³ | Need 6 more sections |
| PSL | 890 | 300 | 18 ² |
| GD ⁴ | 1557 | 600 | 48 |
| US ⁴ | 746 | 600 | 7 |
| W ⁴ | 1730 | 1200 | 27 |

[1] This number represents how much should be cut if our sole focus was on providing the amount of General Education seats our students need to graduate. Please note that actual cuts will have to take into account factors such as whether a course is required for a major

[2] This number is harder to calculate, because unlike the other categories which have an average of 20 people per section, LSL averages 64 people and PSL 33 per section, due to high enrollments in some courses. For LSL, we have a slight over-allocation of seats, but have few courses (5 total) in the category.

[3] Assumes the ideal is an equal split between the LSI/LSL and PSI/PSL categories

[4] Estimates in the potential reduction of sections for flags are difficult to determine since many of these courses also count for other General Education categories.

**Appendix 4. Off-campus Courses Approved for Gen Ed Credit
(By Gen Ed category/flag over 10 years; aggregate of all transfers by year.)**

| Category | Transfers over a 10 year period (2003-13) | Year | Total |
|----------|--|-------|-------|
| AR | 257 | 2003 | 301 |
| AV | 121 | 2004 | 362 |
| CHC | 269 | 2005 | 368 |
| CSI | 337 | 2006 | 408 |
| FR | 390 | 2007 | 361 |
| G | 84 | 2008 | 415 |
| GW | 296 | 2009 | 432 |
| IT | 137 | 2010 | 475 |
| LA | 159 | 2011 | 452 |
| LIT | 173 | 2012 | 357 |
| LSI | 355 | 2013 | 146 |
| LSL | 244 | Total | 4077 |
| PEF | 16 | | |
| PEX | 117 | | |
| PEY | 16 | | |
| PSI | 50 | | |
| PSL | 564 | | |
| U | 226 | | |
| W | 136 | | |
| Total | 3947 | | |

This data includes courses from transfer students.

The figures *by category* are from a snapshot taken in spring 2014. The figures *by year* include more recent data (Aug 2014) and reflect that students continue to submit transcripts for pre-approved Gen Ed requests. The 2013 (and to a lesser extent 2012 and 2011) will continue to increase as students submit paperwork.

Appendix 5. Independent Studies Data

| Term | Dept | Crse | Sec | Title | Instructor Last | Instructor First | Max | Enrolled | Open |
|-----------|------|------|-----|--------------------------------|-----------------|------------------|-----|----------|------|
| Fall 2013 | ANTH | 450 | 1 | Independent Study | | | 3 | 2 | 1 |
| Fall 2013 | BIOL | 495 | 1 | Directed Study | | | 20 | 0 | 20 |
| Fall 2013 | BIOL | 495 | 2 | Directed Study | | | 20 | 0 | 20 |
| Fall 2013 | BUS | 455 | 1 | Independent Study | Marvin | David | 10 | 10 | 0 |
| Fall 2013 | CHEM | 495 | 1 | Directed Study | | | 24 | 0 | 24 |
| Fall 2013 | CHEM | 495 | 2 | Directed Study | | | 24 | 0 | 24 |
| Fall 2013 | COG | 380 | 1 | Independent Study | Tiede | Hans-Joerg | 5 | 0 | 5 |
| Fall 2013 | CS | 498 | 1 | Directed Study | Tiede | Hans-Joerg | 5 | 0 | 5 |
| Fall 2013 | ECON | 450 | 1 | Independent Study | | | 5 | 0 | 5 |
| Fall 2013 | EDUC | 350 | 1 | Independent Study | Leavitt | Robin | 5 | 1 | 4 |
| Fall 2013 | EDUC | 450 | 1 | Independent Study | | | 4 | 0 | 4 |
| Fall 2013 | ENGL | 485 | 1 | Directed Study-English | | | 10 | 0 | 10 |
| Fall 2013 | ENST | 450 | 1 | Independent Study | | | 20 | 0 | 20 |
| Fall 2013 | FREN | 499 | 1 | Independent Study | | | 5 | 0 | 5 |
| Fall 2013 | GER | 499 | 1 | Independent Study | Fritzsche | Sonja | 5 | 1 | 4 |
| Fall 2013 | GRK | 399 | 1 | Independent Study | Sultan | Nancy | 3 | 0 | 3 |
| Fall 2013 | HLTH | 252 | 1 | Independent Study | Folse | Victoria | 5 | 0 | 5 |
| Fall 2013 | HLTH | 352 | 1 | Independent Study | Folse | Victoria | 5 | 0 | 5 |
| Fall 2013 | HLTH | 452 | 1 | Independent Study | Folse | Victoria | 5 | 0 | 5 |
| Fall 2013 | LAT | 399 | 1 | Independent Study | Coles | Amanda | 5 | 0 | 5 |
| Fall 2013 | MATH | 495 | 1 | Directed Study | Jeter | Melvyn | 10 | 0 | 10 |
| Fall 2013 | MUS | 475 | 1 | Independent Study | | | 25 | 15 | 10 |
| Fall 2013 | PETH | 400 | 1 | Independent Study | Eash | Norman | 5 | 0 | 5 |
| Fall 2013 | PHIL | 380 | 1 | Independent Studies-Philosophy | | | 5 | 0 | 5 |
| Fall 2013 | PHIL | 381 | 1 | Independent Studies-Philosophy | | | 5 | 0 | 5 |
| Fall 2013 | PHYS | 495 | 1 | Directed Study | French | Linda | 4 | 2 | 2 |
| Fall 2013 | PHYS | 495 | 2 | Directed Study | French | Linda | 4 | 4 | 0 |
| Fall 2013 | PSYC | 395 | 1 | Directed Study | Williams | Joseph | 10 | 4 | 6 |
| Fall 2013 | REL | 450 | 1 | Independent Study | | | 5 | 0 | 5 |
| Fall 2013 | RUSS | 499 | B | Independent Study | Balina | Marina | 5 | 7 | -2 |
| Fall 2013 | SOC | 450 | 1 | Independent Study | Sikora | James | 10 | 5 | 5 |
| Fall 2013 | SPAN | 499 | 1 | Independent Study | Nadeau | Carolyn | 1 | 1 | 0 |
| Fall 2013 | THEA | 490 | 1 | Practicum | | | 2 | 2 | 0 |
| Fall 2013 | THEA | 497 | 1 | Ind. Study:Theatre Hist./Drama | | | 10 | 0 | 10 |
| Fall 2013 | THEA | 498 | 1 | Independent Study: Performance | | | 10 | 2 | 8 |
| Fall 2013 | THEA | 499 | 1 | Independent Study: Design/Tech | | | 10 | 1 | 9 |
| Fall 2013 | WS | 450 | 1 | Independent Study | Myscofski | Carole | 5 | 0 | 5 |

Appendix 5, continued: Independent Studies Data

| | | | | | | | | | |
|-------------|------|-----|---|--------------------------------|-----------|------------|----|----|----|
| Spring 2014 | ANTH | 450 | 1 | Independent Study | | | 5 | 2 | 3 |
| Spring 2014 | BUS | 455 | 1 | Independent Study | Marvin | David | 25 | 27 | -2 |
| Spring 2014 | CHEM | 495 | 1 | Directed Study | | | 24 | 0 | 24 |
| Spring 2014 | CHEM | 495 | 2 | Directed Study | | | 24 | 0 | 24 |
| Spring 2014 | COG | 380 | 1 | Independent Study | Tiede | Hans-Joerg | 5 | 0 | 5 |
| Spring 2014 | CS | 498 | 1 | Directed Study | Tiede | Hans-Joerg | 10 | 0 | 10 |
| Spring 2014 | ECON | 450 | 1 | Independent Study | | | 5 | 0 | 5 |
| Spring 2014 | EDUC | 350 | 1 | Independent Study | Epstein | Irving | 4 | 0 | 4 |
| Spring 2014 | EDUC | 450 | 1 | Independent Study | Epstein | Irving | 4 | 0 | 4 |
| Spring 2014 | ENGL | 485 | 1 | Directed Study-English | Chapman | Gerald | 10 | 4 | 6 |
| Spring 2014 | ENST | 450 | 1 | Independent Study | | | 10 | 5 | 5 |
| Spring 2014 | FREN | 499 | 1 | Independent Study | | | 3 | 0 | 3 |
| Spring 2014 | GER | 499 | 1 | Independent Study | Fritzsche | Sonja | 5 | 1 | 4 |
| Spring 2014 | GER | 499 | 2 | Independent Study | Woodis | Adam | 5 | 3 | 2 |
| Spring 2014 | GRK | 399 | 1 | Independent Study | Sultan | Nancy | 5 | 0 | 5 |
| Spring 2014 | HLTH | 452 | 1 | Independent Study | Folse | Victoria | 5 | 0 | 5 |
| Spring 2014 | ITAL | 399 | 1 | Independent Study | Sheridan | Scott | 2 | 0 | 2 |
| Spring 2014 | LAT | 399 | 1 | Independent Study | | | 5 | 1 | 4 |
| Spring 2014 | MATH | 495 | 1 | Directed Study | Jeter | Melvyn | 10 | 0 | 10 |
| Spring 2014 | MUS | 475 | 1 | Independent Study | | | 25 | 26 | -1 |
| Spring 2014 | PETH | 400 | 1 | Independent Study | Eash | Norman | 5 | 0 | 5 |
| Spring 2014 | PHIL | 380 | 1 | Independent Studies-Philosophy | | | 10 | 2 | 8 |
| Spring 2014 | PHIL | 381 | 1 | Independent Studies-Philosophy | | | 10 | 0 | 10 |
| Spring 2014 | PHYS | 495 | 1 | Directed Study | French | Linda | 4 | 0 | 4 |
| Spring 2014 | PSYC | 395 | 1 | Directed Study | Williams | Joseph | 10 | 2 | 8 |
| Spring 2014 | PSYC | 395 | 2 | Directed Study | Williams | Joseph | 10 | 0 | 10 |
| Spring 2014 | REL | 450 | 1 | Independent Study | | | 10 | 0 | 10 |
| Spring 2014 | ROTC | 287 | 1 | Independent Study | | | 5 | 0 | 5 |
| Spring 2014 | RUSS | 499 | 1 | Independent Study | Balina | Marina | 5 | 0 | 5 |
| Spring 2014 | SOC | 450 | 1 | Independent Study | Sikora | James | 10 | 3 | 7 |
| Spring 2014 | SPAN | 499 | 1 | Independent Study | Isabelli | Christina | 1 | 0 | 1 |
| Spring 2014 | THEA | 290 | 1 | Practicum | | | 2 | 2 | 0 |
| Spring 2014 | THEA | 490 | 1 | Practicum | | | 5 | 5 | 0 |
| Spring 2014 | THEA | 491 | 1 | Degree Project | | | 2 | 2 | 0 |
| Spring 2014 | THEA | 497 | 1 | Ind. Study:Theatre Hist./Drama | | | 10 | 1 | 9 |
| Spring 2014 | THEA | 498 | 1 | Independent Study: Performance | | | 10 | 2 | 8 |
| Spring 2014 | THEA | 499 | 1 | Independent Study: Design/Tech | | | 10 | 3 | 7 |
| Spring 2014 | WS | 450 | 1 | Independent Study | Myscofski | Carole | 10 | 0 | 10 |

Appendix 6. Current Course Releases

| Departments/Schools | Course Release |
|-------------------------|----------------|
| School of Art | 2 |
| School of Theatre Arts | 3 |
| School of Music | 4 |
| School of Nursing | 4 |
| Biology | 2 |
| Business Administration | 1 |
| Chemistry | 1 |
| Computer Science | 1 |
| Economics | 1 |
| Educational Studies | 3 |
| English | 2 |
| FIS | 1 |
| French / Italian | 1 |
| German / Russian | 1 |
| Greek & Roman Studies | 1 |
| Hispanic Studies | 1 |
| History | 1 |
| Mathematics | 1 |
| Philosophy | 1 |
| Physics | 1 |
| Political Science | 1 |
| Psychology | 2 |
| Religion | 1 |
| Sociology/Anthropology | 1 |

**Sub
Total**
38

| Program Directors | Course Release |
|-----------------------|----------------|
| American Studies | 0 |
| Environmental Studies | 1 |
| International Studies | 1 |
| Women's Studies | 1 |

**Sub
Total**
3

| Others | Course Release |
|--------------------------|----------------|
| Argus | 1 |
| Coord. Of New Music | 1 |
| Coord. Of Music Ed. | 1 |
| Technology Fellow | 1 |
| Writing Program Director | 3 |
| AC chair | 1 |
| CC chair | 1 |
| CETAL chair | 1 |
| CUPP chair | 1 |
| FDC chair | 1 |
| PAT chair | 1 |

**Sub
Total**
13

54 Total

Appendix 7. Strategic Curricular Planning Academic Calendar

Strategic Curricular Planning Academic Calendar

| When | Who | What |
|----------------------|----------------|---|
| August | CUPP | Review SCP document and other relevant reports from spring |
| | Registrar | Provide a Gen Ed analysis tool (to CUPP and faculty) |
| September | Academic units | Discuss SCP document (includes plans for tenure-line, visiting and adjunct proposals; areas of growth, collaboration, and retraction; and retirements for the following five years) |
| October | Academic units | Share SCP updates with Provost and CUPP |
| | Administration | Provide CUPP and faculty with ratios report |
| October/ November | All faculty | Vote on the SCP document (as needed) |
| | CUPP | Review all SCP updates received from the faculty. This review may include face to face meetings and consultation with all stakeholders directly affected by the updates |
| November | CUPP | Present academic unit updates to faculty |
| | Academic units | Submit visiting line proposals to Provost |
| December | Provost | Announce possible visiting hires for following academic year |
| January | Academic units | Submit adjunct proposals to the provost's office |
| | Provost | Announce possible adjunct hires for following academic year |
| February | Academic units | Submit tenure-line proposals to the provost's office |
| March | Provost | Announce tenure-line searches for following academic year |
| April/May | CUPP | Review final committee reports of CUPP and CC, new number of enrollments for next academic year, and Gen Ed seats to look beyond the upcoming academic year |
| | CUPP | At changeover meeting, make preliminary recommendations for revising the SCP document that will then be discussed in following fall and voted on by faculty in October-November faculty meeting |