

DePauw University Faculty Meeting Minutes
October 5th, 2009

Call to Order

The Chair of the Faculty called the meeting to order at 4:04 PM.

Verification of Quorum

The Chair of the Faculty verified that more than 79 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 111 ballots distributed at the meeting.

Approval of Minutes from the September 2009 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes from the September 2009 faculty meeting. There were none, and the minutes were approved by unanimous consent.

Moment of Silence to Honor Karin L. Ahlm and Thomas D. Fitzpatrick

Before observing a moment of silence, the Chair of the Faculty announced that plans were being made for a celebration of Karin's life before fall break. Information would be sent to faculty members via e-mail. He also announced that there would be a more detailed written tribute for Karin in the November faculty meeting agenda.

The Chair of the Faculty then asked the faculty to join him in a moment of silence to honor Karin L. Ahlm and Thomas D. Fitzpatrick.

Karin L. Ahlm, Professor of Psychology, served DePauw from 1990 – 2009. Karin passed away on September 27th, 2009. A full tribute to Karin may be found in an appendix to this agenda.

Thomas D. Fitzpatrick, Professor Emeritus of Voice and Musical Theatre, served DePauw from 1963 – 1991. Tom passed away on September 9th, 2009. A full tribute to Tom may be found in an appendix to this agenda.

Remarks from the President

The President made the following remarks to the faculty:

I just wanted to make a few points, because I know there is a lot to talk about during this meeting.

I just want to remind everyone there are a number of conversations about DePauw's future that are ongoing, or have just been launched, all of which are clearly related to intellectual life and energizing and deepening community on this campus.

As many of you know because you participated in them, we began the campus planning conversations with Ayer Saint Gross – among the issues they're going to tackle are:

- connecting the campus to town,
- enhancing community spaces in the core of the campus including eating facilities,
- looking at social spaces for students and faculty,
- improving Admissions and the entrances to campus.

Thank to all who participated in these meetings.

SLAAC has taken up the question of "How do we live?" I need a group to consider how our current living and eating structures contribute to intellectual and social life and how we might enhance current structures. This will be quite a bit of work and will take a lot of time. I expect SLAAC will report out on this as these conversations shape up

Next, as will be reported out in November, we will be taking up those additional recommendations found in the Summer Working Group report about how best to connect the curriculum to life's work, and how we might make other changes that will deepen our intellectual culture.

Finally, as you can see in the faculty meeting announcements, we are going to begin the work of the University Resource Priorities Task Force. I want a body to help us determine how best to align available resources to our highest priorities. David Harvey will be speaking about this later during his report.

One last note: when I met with the Committee on Administration I was asked about when we would launch the search for the next Vice President for Academic Affairs.

What I reported to them was my belief that this is exactly the worst time to launch such a search, given that we are involved in a series of conversations about where DePauw is and where it might be going. It seems much more prudent to consider making that appointment when the vision of what DePauw could be and what structures we need in place to make that vision a reality are clearer. I'd rather hire someone into that vision than not.

The President then asked if there were any questions.

A faculty member asked if the President envisioned having a search in the spring, planning to bring a new VPAA on board in the next year, or would a new VPAA begin in 2011. The President responded that he felt it would be best to start searching in the spring, with the new person to start at best midyear in 2010-2011, but more likely in fall 2011. The faculty member asked how the search for the Vice President of Admissions has been going. The President responded that the process had been launched a while ago – with ads in the Chronicle, on academic list serves, and web sites. The pool that emerged was OK, but no candidate was strongly recommended. So, we went with a professional search firm, and we now have four candidates that would be a good fit for DePauw. We plan to bring three or four of them onto campus sometime over the next three to four weeks. The President stated that he was happy with the pool, and that the best we could hope for is someone to start in January. The faculty member asked if the interviews would be public. The President stated that faculty representatives to last year's Admissions Advisory Committee and this year's Admissions Advisory Committee are serving on the search committee. The faculty member asked if there would be public events. The President pointed out that if the events were too public, two of the candidates might drop out, due to their current positions. He also pointed out that at least fifteen faculty members were involved in the search committees and expressed his belief that the candidates are well in tune with faculty concerns.

The following materials were provided in the agenda for the meeting:

Supporting Materials –

**DePauw University
2009-10 University Resource Priorities Task Force**

The 2009-10 University Resource Priorities Task Force ("URPTF"), comprised of faculty members from the Committee on Administration and members of the University community appointed by the President to represent various constituencies and operations of DePauw, will be co-chaired by the Vice President for Academic Affairs and the Vice President for Finance and Administration and is charged as follows:

- The committee shall consider DePauw’s long-term strategic priorities and core missions and offer guidelines to the President as how best to align the University’s available resources in service of these priorities.
- As a 2009-10 task force, the URPTF shall consider the challenges facing the University in light of the nation’s continuing economic slowdown, continued pressure on the University’s operating budget, the impact of the downturn on the University’s endowment, and the need to move the institution’s financial planning into a more strategic posture. Of particular concern are 1) identifying those changes necessary to meet continuing operating budget challenges, 2) the need to develop an appropriate capital budget at the University, and 3) the need to identify resources necessary to fund emerging University initiatives.
- In order to foster robust discussion of the allocation of the University’s resources the task force shall meet in closed session.
- The task force shall meet with administrators or members of University committees as necessary to allow the task force to become aware of the needs and long term financial plans for the University.
- The members will meet with the President no later than February 15 of the spring semester to offer the task force’s considerations regarding the University’s resource needs and challenges and a summary of the task force’s deliberations. This date is sufficiently prior to the spring meeting of the Board of Trustees (the body which has primary responsibility in authorizing the University’s operating budget) to allow the President and the senior administration sufficient time to assemble a proposed 2010-11 operating budget for Board of Trustee consideration.

Task Force Membership (15)

Vice President for Academic Affairs (Co-Chair)
 Vice President for Finance and Administration (Co-Chair)
 Faculty Members from the Committee on Administration (7)
 Dean of Campus Life
 Executive Director of Development
 Director of Human Resources
 Staff Representative
 Student Representative (2)

Proposed Annual Timetable of Activities:

September – October:

Education

Meeting with and charge by the President

Presentations by:

- VP for Finance and Administration
- VP for Development and Alumni Affairs
- VP for Admissions and Financial Aid
- Director of Human Resources

October – December:

Priorities and Needs of the University

Task Force meets to discuss needs and priorities of DePauw in the context of

the University's strategic priorities.

Meetings with or Presentations by:

- VP for Student Life (including Director of Athletics)
- Dean of the Faculty and Dean for Academic Life
- Director of Libraries
- Director of Facilities Management
- Chief Information Officer
- Other individuals and committees.

January -February

Deliberations

Task Force to receive updates from various offices on the University's operations and budget, admissions outlook, and development activities. Task Force to consider trade-offs and recommendations.

Task Force meets with the President no later than February 15

Faculty Governance Steering Committee

The Chair of the Faculty, speaking on behalf of the FGCS, made the following statement to the faculty:

I will keep my comments brief so we can save as much time as possible for the distribution requirements meeting that MAO is sponsoring after the faculty meeting adjourns.

Since the September faculty meeting the FGSC has met several times to develop the time line you will find in Appendix C (starting on page 12) of your agenda. We are taking a phased approach to considering changes in graduation requirements that support the vision of a DePauw Education endorsed by the faculty in September. MAO is leading this effort by considering revisions to the distribution requirements first – with a scheduled vote at the December faculty meeting. Additional information about open meetings to discuss distribution requirements is available in the written announcement sections of the MAO portion of the agenda. You should have found a handout containing materials related to these meetings on your chairs today.

Consideration of the senior capstone experience, with leadership from a subcommittee of chairs appointed by CAPP, the seminar sequence with leadership from CAPP itself, and Winter Term with leadership from the Winter Term subcommittee as coordinated by CAPP will follow. Votes in these areas are scheduled for February, April, and May respectively.

At the September faculty meeting, several of you asked how students would be involved in these discussions. Subsequent to the faculty meeting I met with Nikki Craker, student body president. Nikki arranged for the Student Body Senate to read the entire SWG report which they discussed at their meeting last night. Student government plans to gather input from additional students so they can provide a written response to the distribution requirement proposal. In addition, they plan to send at least six students to each of the open meetings scheduled this week. So, despite the fact that the DePauw has reported that students delete all of my intellectual life e-mails, I believe we will hear the student voice loud and clear with Nikki's help. In fact, if this works out I may ask Nikki to help me communicate with the students

in my courses – since they also seem to be good at deleting my emails.

Finally, the Academic Council and FGSC are still committed to providing an update at the November faculty meeting on plans for addressing the “additional recommendations” in the SWG report.

See the Time Line in Appendix C.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Management of Academic Operations – MAO (Harry Brown)

The Chair of MAO made the following motion:

MAO moves that the faculty approve the following revisions to the Academic Handbook. These proposed changes were introduced at the September faculty meeting and are intended to bring the language in the handbook into step with the current composition of the committees.

Current Handbook:

IX. Executive Committees/ D. Academic Standing Committee/ 2. Membership

A representative appointed by the Vice President for Academic Affairs, the Dean of Student Academic Support Services, the Dean of Students, the Dean of the School of Music (for music students only), the Registrar, and four elected faculty members, one from each division.

Proposed revision:

IX. Executive Committees/ D. Academic Standing Committee/ 2. Membership

Voting Members: Two representatives from Academic Affairs (to be appointed by the Vice President for Academic Affairs), one representative from Student Life (to be appointed by the Vice President for Student Life), the Dean of the School of Music (for music students only), the Registrar, and four elected faculty members, one from each division. Non-Voting Members: Associate Registrar. The Associate Registrar convenes the meetings and manages committee business.

Current Handbook:

IX. Executive Committees/ E. Petitions Committee/ 2. Membership

The Vice President for Academic Affairs (or his or her representative), the Dean of Student Academic Support Services, the Dean of Students, the Registrar, and the four elected faculty members of the Committee on Academic Standing.

Proposed revision:

IX. Executive Committees/ E. Petitions Committee/ 2. Membership

Voting Members: Two representatives from Academic Affairs (to be appointed by the Vice President for Academic Affairs), one representative from Student Life (to be appointed by the Vice President for Student Life), the Registrar, and the four elected faculty members of the Committee on Academic

Standing. Non-Voting Members: Associate Registrar. The Associate Registrar convenes the meetings and manages committee business.

This motion came from a standing committee and needed no second.

A faculty member asked if there was any discussion about reducing the number of administrators on faculty standing committees. The Chair of MAO stated that MAO had not discussed this; the intent of the motion was to make the language match the current composition of these committees.

There was no further discussion, and the motion passed.

The Chair of MAO made the following motion:

MAO moves that the faculty approve the following new courses.

HIST 113: Introduction to Central Europe (1 credit; group 4)

In this course we examine the historical and cultural developments of Central Europe with special attention to the dramatic events of the 20th century. The course will include an analysis of the Reformation, Religious Warfare including the Thirty Years war, the legacy of the Austro-Hungarian Empire, the divisions of Poland etc. In the 20th century, we examine the legacy of World War II, German Occupation and the Holocaust, the emergence and experience of Communism and the influence of the Soviet Union, as well as the revolutions of 1989 and post-communist Eastern Europe. Moreover, we will pursue transnational issues such as the role of women and religious and ethnic minorities (Gypsies and Jews) in the region.

HIST 340: Modern European Women's History (1 credit; group 4)

In this course we will use women's experiences as the key to understanding European history over the past two centuries. Some of the issues that shaped the 19th century, such as gender relations in modern society are still being discussed today; others that we now take for granted such as universal suffrage, were by no means normal a hundred years ago. The course will address topics concerning women's experiences and will encourage students to explore issues in women's history and the influences that women had on the development of modern Europe.

MATH EXP: Statistical Model Analysis (1 credit)

The course will focus on fundamental ideas of Statistical models for discovering the relationships among variables; clear, thorough presentation of concepts and applications, and will offer a complete, easily accessible introduction to the fundamentals of Statistical model analysis. Students will be able to fit and check both linear and nonlinear models, using small and large data sets, with calculators or computers. *Prerequisite: Math 240*

CSC 340: Web Programming and Cybersecurity (1 credit; group 1)

This course covers some fundamental networking concepts, web application development and web application security. Topics covered include: introduction to the Internet, World Wide Web and internet protocols, markup languages, client side scripting, server side scripting, database concepts, encryption/decryption, web application vulnerabilities and how to build secure web applications. *Prerequisites: CSC 231 (formerly CSC221) or CSC 233. Typically offered bi-annually. Not offered pass/fail.*

This motion came from a standing committee and needed no second.

A faculty member asked if “modern” means modern or contemporary. The Chair of MAO noted that different disciplines define modern in different ways. The faculty member who is teaching the course noted that in her world, the modern era begins with the French Revolution – 1789 and forward. The original faculty member stated that this answered his question.

Another faculty member asked if faculty usually voted to approve EXP courses. The Registrar noted that MAO can approve them internally, but can bring them to the faculty if the committee wishes.

A faculty member asked how the MATH EXP course was different than the other statistics courses that are offered at DePauw. The Chair of MAO stated that MAO approved the course, but recommended that the Mathematics Department submit a more detailed description of the course to address that question. The chair of the Mathematics department stated that the EXP course has a prerequisite of MATH 240, so concern about overlap with other statistics courses is not so important. Mathematics has a new statistician in the department, so they are creating new courses in that area; this course is a first step. The chair further noted that he would like for Math statistics courses to be supportive of what other departments are doing.

There was no further discussion; the motion passed.

The Chair of MAO noted that the following two motions were related and concerned with the accreditation of the music program. He then made the following motion:

MAO moves that the faculty approve the following revision to the BMA degree description:

In support of this motion, the Music Department notes that NASM specifies that program requirements for the Bachelor of Musical Arts (BMA) degree must include interdisciplinary or multidisciplinary work. While there are statements in our BMA degree worksheets and in our catalog description that allude to interdisciplinarity, our NASM consultant has indicated that addressing the issue more explicitly in the description of the degree program would improve our case for reaccreditation. In order to demonstrate our compliance with NASM's specifications for the interdisciplinary nature of the BMA degree, we propose to change the degree description in the catalog as shown below. Text to be replaced is ~~struck through~~; new text to be added is in **bold**.

Bachelor of Musical Arts

~~The Bachelor of Musical Arts degree (B.M.A.) is designed for students who wish to divide their academic program almost equally between music and the liberal arts.~~

The BMA is an interdisciplinary music degree which requires students to develop a secondary area of emphasis outside of music. Students personally design these interdisciplinary liberal arts components through a process of individual advising with faculty members. The program culminates in a capstone experience relating studies in music to the secondary area of emphasis.

As with the B.M. degree, students complete a rigorous core curriculum in theory, musicianship, music history and literature, and they are expected to develop a discrete competence in an area outside of music.

Three majors are available. For the general music emphasis, students individually design an interdisciplinary liberal arts component. The second major curriculum combines the general music

emphasis with another major in a liberal arts discipline. (A minimum GPA of 2.8 is required to complete the second major.) For the emphasis in business, the liberal arts curriculum combines core and career-related elective courses.

The B.M.A. degree provides an education that is more general than the B.M. degree while still emphasizing music. This degree differs from the B.A. degree in that it generally requires more music theory and history classes. The B.M.A. effectively prepares students for graduate study in music.

This motion came from a standing committee and needed no second.

There was no discussion, and the motion passed.

The Chair of MAO then made the second motion:

MAO moves that the faculty approve the following revision to the Music major in the College of Liberal Arts (added text in bold).

Total courses required: Ten **courses in music plus one course in fine arts**

Core courses: MUS 113, MUS 114, MUS 123, MUS 124, MUS 130, MUS 213, MUS 223, MUS 230, MUS 334, MUS 450

Other required courses: Additional upper-level music history elective course credit (usually MUS 390). Two course credits in applied music in the primary instrument. Four semesters of participation in a major ensemble. **One course credit in another fine art (theatre or art).**

#300 and 400 level courses: Three

Senior requirement: Satisfactory completion of MUS 450

Additional information: Recital attendance each semester in residence as a declared major

This motion came from a standing committee and needed no second.

A faculty member asked why theater and art were the only “fine arts” listed, and not literature or creative writing. The Chair of MAO stated that NASM does not define writing or literature as a fine art. The wording is defined by the accrediting body.

There was no further discussion, and the motion passed.

The Chair of MAO then announced that the course AS 290: Men, Might, Politics, and Poetry: Women’s Images in Chinese Literature was given the one-time group designation of group 3 (literature).

The following announcement was found in the agenda, but not read during the meeting:

- MAO is sponsoring open meetings for faculty, staff and students to discuss “Distribution Requirements”. These meetings are scheduled for Wednesday 10/7 and Friday 10/9 from 4pm – 5pm in Julian room 151.

An e-mail had been circulated adding another meeting time – Thursday 11:30 – 12:30 in Julian 159.

Committee on Academic Policy and Planning – CAPP (Pam Propsom)

The Chair of CAPP's report consisted of an offer to answer questions.

There were no questions.

The following announcements were found in the agenda, but not read during the meeting:

- CAPP has appointed the following individuals as divisional representatives to the Faculty Committee on Admission.

Division 1: Tim Good

Division 2: Sandro Barros

Division 3: Hilary Eppley

Division 4: Barbara Steinson

- CAPP is directing the Winter Term Subcommittee to begin investigating and addressing the Summer Working Group's recommendations regarding Winter Term. For the purposes of the Intellectual Life discussion, CAPP has appointed Scott Spiegelberg to serve as a School of Music representative to the Winter Term Subcommittee.
- CAPP has created three subcommittees to begin addressing the Summer Working Group's recommendation regarding the three-seminar sequence. One group is developing a survey for chairs to complete with their departments regarding how the seminars might be envisioned and implemented in their departments, along with questions and concerns. Another group will meet with the W, S, and First-Year Seminar Committees regarding pedagogical issues and potential implementation. A final group is working to develop questions for the administration that would elicit data and analyses relevant to the potential consequences of the three-seminar sequence.
- CAPP will appoint a subcommittee to investigate and address the Summer Working Group's recommendations regarding the Senior Capstone Experience. The subcommittee will be composed of one department chair from each division, one chair of an interdisciplinary program, one program of distinction director, and one CAPP member. Ideally, seven different departments will be represented.

Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

The Chair of SLAAC's report consists of an offer to answer questions.

There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- SLAAC has appointed Peter Graham and Kathryn Millis to the Dining Services Oversight Committee.

Committee on Faculty – COF (Mike Sinowitz)

The Chair of COF noted that the upcoming motion was a reworking of a previously passed motion so that it could be more easily understood. He then made the following motion.

COF moves that the faculty approves the following changes to COF language in the Academic Handbook. COF gave previous notice of this motion at the September 2009 faculty meeting. Additions are shown in bold.

By-Laws and Standing Rules of the Faculty IV.A.5.a.1(a)

For a faculty member with an appointment in a single department or school, the Personnel Committee shall consist of all tenure-track faculty members, **librarians with faculty rank, and term faculty members**

with significant administrative duties and all term faculty members in appointments renewable without the limitation of a maximum of six years (such as faculty librarians and term faculty members with substantial administrative duties that preclude appointment with tenure) of the department or school except the person being reviewed and those in the first year or last year of service. **Probationary tenure-track faculty members, term faculty members with significant administrative duties**, Non-tenured members and those on leave may excuse themselves from any case without prejudice. For a faculty member with an appointment in two or more departments or programs, the Personnel Committee will be constituted as stipulated in the letter of appointment in keeping with the general spirit of the preceding provision. (For definitions of types of full-time faculty, see Personnel Policies section I. B.)

By-Law and Standing Rules of the Faculty IV.A.5.b.1.(a)

Search Committee shall consist of all tenure-track faculty members, **librarians with faculty rank, and term faculty members with significant administrative duties** and all term faculty members in appointments renewable without the limitation of a maximum of six years (such as faculty librarians and term faculty members with substantial administrative duties that preclude appointment with tenure) of the department except those in their first year or last year of service; there will be additional members, one from each of two other departments, chosen by the Vice President for Academic Affairs, after consultation with the Committee on Faculty, from a list provided by the department. Additional members from other departments are not required in searches for positions lasting one year. In special circumstances, at the request of the Search Committee, the Vice President for Academic Affairs, with the approval of the Committee on Faculty, may appoint additional faculty members from the department to serve on the committee, such as those who are in their first or last year of service. **Probationary tenure-track faculty members, term faculty members with significant administrative duties**, Non-tenured members and those on leave may excuse themselves from any search without prejudice. (For definitions of types of full-time faculty, see Personnel Policies section I. B.)

This motion came from a standing committee and needed no second.

There was no discussion, and the motion passed.

The Chair of COF then noted that the next motion was related to a motion that was passed at the September faculty meeting. The motion made in September was supposed to insert some new language and delete some old language. However, the actual motion from September neglected to delete the old language. The current motion addresses this by deleting the old language and re-numbering various appendices.

COF moves that the faculty approves the following changes to language in the Personnel Policies section of the Academic Handbook.

COF gave previous notice of its intent to ask the faculty to vote on a set of additions and deletions to this section of the Academic Handbook at the May 2009 faculty meeting. In September 2009 we voted to approve the additions; however, the agenda neglected to ask the faculty to vote to approve the corresponding deletions (and incidental additions) that are shown below.

Deletions are shown with a ~~strike through~~. Additions are in **bold**. References to Appendix 2 found in the Academic Handbook will be deleted. References to Appendix 3 and Appendix 4 will be renumbered.

Appendix 1: COF Hearing Procedures for Faculty Sanctions

~~Appendix 2: Evidence of Good Teaching for Tenured Faculty Members~~

Appendix 32: Terminal Degrees

Appendix 43: Conflict of Interest Policy and Procedures for Faculty Personnel Matters

~~Appendix 2: Evidence of Good Teaching for Tenured Faculty Members~~

~~Tenured faculty under consideration for promotion can satisfy this requirement most easily by providing complete sets of student opinion surveys for than three or four semesters. "Complete sets" means all forms that have been filled out by students, the original jackets supplied by the Office of Institutional Research (which includes data on the number of students present and completing the forms) and the statistical reports of the OIR. If such evaluations are not provided, other evidence of teaching effectiveness (including broadly-based student input) may be submitted. Such "other evidence" might include the following procedures conducted by the DPC or by appropriate evaluator(s) external to the department or the University: systematic peer observation and evaluation of classroom, laboratory, and studio teaching; thorough and representative sampling of the judgments of former students; in depth interviews of students; and detailed evaluation of syllabi.~~

This motion came from a standing committee and needed no second.

There was no discussion, and the motion passed.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Lili Wright)

The Chair of FDC noted that FDC has reopened the application process for Faculty Fellowships. The chair stated that there are still 4 fellowships to give away – everyone was urged to apply. The chair stated that these awards are a fantastic way to get time and money for professional work, for not just one – but 3 years. The project can be scholarly or artistic, curricular or service. Application forms are available on-line. The new deadline is October 14.

The Chair of FDC stated that FDC is working hard to find equitable ways to stretch tight resources. While the university sees great value in DePauw faculty attending international conferences, these trips are expensive, and given the difficult economic climate, the committee has been forced to cut back the supplementary funding for international trips, particularly for faculty who are not presenting at the conference. The new policy, effective immediately, is described in the written report from FDC in the agenda.

Finally, the Chair of FDC was happy to report that the winner of the Fisher Fellowship for 2010 – 2011 is Amy Lynn Barber, who will complete two CD recordings of The Percussion Plus Project, an ensemble she founded in Prague in 1993, which has been housed at DePauw since 2002. The project will involve recording one new piece, editing seven pieces, writing the notes for the CD booklet, and preparing the CDs for final publishing. The two CDs are The Percussion Plus Project – Commissioned Works and The Percussion Plus Project – Works of Jarmo Sermila.

The following material and announcements were found in the agenda, but not read in the meeting.

- Faculty Fellowships: The Faculty Development Committee (FDC) is soliciting a second round of applications for Faculty Fellowships for 2010-2013. These awards provide one course reassigned time for a project per year, a \$5,000 yearly stipend, and \$2,000 per year for expenses related to the project. We currently have up to 4 additional awards possible that may be in any field and category: Scholarly/Creative; Teaching/Curricular; Service. Projects that are a combination of any two of these categories are also welcome. The deadline for the second round of Faculty Fellowships is October 14.

- Funding Changes for International Conference Travel: Effective immediately, FDC had revised its policy on supplemental funding for travel to international conferences. There will be no supplemental funding for international trips for people who are not presenting a paper or poster. Faculty may still attend, but they need to use their 3-year conference money. For those presenting at international conferences, there will be a flat \$800 supplement. As always, faculty members can be funded for only one international academic conference a year.

Committee on Administration – COA (Rick Provine)

The Chair of COA's report consists of an offer to answer questions.

A faculty member asked, other than the work for the new task force described by the President, what COA is doing this year. The Chair of COA responded that COA is taking up the issue of faculty workload, by looking at data from the past several years, looking at a 3-2 load and framing it in different ways. Later in the year COA will be asked to weigh in on benefits and insurance packages. All COA members will participate in discussions for the Task Force.

Additional Business

Remarks from the Dean of the Faculty (Kerry Pannell)

The Dean of the Faculty noted that the exemplary teaching award is an award sponsored by the United Methodist Church with additional support from endowed funds donated by George and Virginia Crane specifically for this purpose. As has been the case in previous years, the award winners will be receiving their certificates and monetary awards in December, but the awards are being announced now since they have already been decided. The fund is doing well, so three awards will be given this year. The Dean of Academic Life and the VPAA were consulted in the selection of these faculty members. (Award winners listed in alphabetical order.)

According to the faculty member who nominated her, this award winner "strives to approach each class from a dialogic perspective that requires a sense of equality and reciprocity between herself and the students." In her courses, students are "challenged by the diversity of ideas and perspectives that were presented through course materials." Students praise her teaching: "The professor was the best part of this class. She really brought the material to life." "...I really enjoy the way she teaches. She is one of the most passionate professors I've had here...." "Her enthusiasm ignites the classroom and makes class much more interesting and engaging."

The first award winner is Jennifer Adams (Communication and Theatre)

By her nominator, this award winner was praised for her commitment to a value-centered education and her excellence in the classroom. "She is committed to exposing students to the process of science, ranging from exercises in hypothesis proposal, testing, and experimental design and evaluation." Students agree. One student said, "I liked the professor's teaching style because she was very enthusiastic (even at 8 am).... Her willingness to let us just discuss topics in detail, adding our own thoughts and designing our own experiments was very engaging...." "...[W]orking with live organisms and to watch them first develop was absolutely amazing. Coming in to the lab on my own time made me feel like an actual scientist."

The second award winner is Dana Dudle (Biology).

This award winner is "straightforward, sincere and affable" and "devotes a tremendous amount of time and

energy to making his students better writers” according to his nominator. One of his assignments bursts the “DePauw bubble,” asking students to interview and write profiles of Putnam County residents, creating valuable connections between the community and the campus. Students consistently praise his teaching. “His personality not only brought him closer to us, but it also brought us closer to each other.” Another student writes, “This professor deserves a great reward for his teaching ability and guidance, his care for students and his curiosity to see who each student really is.”

The third award winner is Greg Schwipps (English).

Remarks from VPAA (David Harvey)

The VPAA noted that earlier in the meeting the President announced the formation of the University Resource Priorities Task Force, which is charged with providing the President with recommendations on the University’s resource needs and challenges. The VPAA reminded the faculty that the University faces significant financial pressures. To provide the faculty with information on the University’s financial situation, and to review the academic affairs budget, the Vice-President for Finance, Brad Kelsheimer, and the VPAA will hold three financial review sessions during the week of October 12th. The exact days, times, and locations will be shared by email.

The VPAA stated that this week, the University Senate of the United Methodist Church has a review team on campus as part of their reaccreditation process for DePauw. On Wednesday, from 3:00 – 3:45, there is an open forum for faculty members that want to meet with the team.

Finally, the VPAA noted that there will be a celebration of Karin Ahlm’s life from 4:00 to 6:00 PM on Thursday, October 15, at the Prindle institute.

Old Business

There was no old business.

New Business

There was no new business.

Announcements

There were no announcements.

Executive Session to Consider Honorary Degrees

At 4:44 PM, the meeting went into executive session.

The executive session ended at 4:51 PM.

Adjournment

The faculty meeting was adjourned at 4:51 PM. Immediately following the faculty meeting MAO held an open meeting to discuss distribution requirements.

Appendices

Appendix A. Tribute to Karin L. Ahlm Excerpted from The DePauw University Web Site, September 29th, 2009

Karin L. Ahlm, Kenneth S. Wagoner Professor of Psychology at DePauw University, passed away Sunday in Indianapolis following an illness. A member of the DePauw faculty since 1990, she was 62 years old.

Born on October 1, 1946, Ahlm attended California State University - Long Beach, earning her B.A. in psychology in 1972 and her M.A. in psychology in 1974. She earned her Ph.D. in social psychology in 1984 from Indiana University and completed a public health service postdoctoral traineeship in social psychology at Stanford University from 1985-7.

Before joining the DePauw faculty, Dr. Ahlm taught at Indiana, Valparaiso and Stanford Universities. She was promoted to associate professor at DePauw in 1994 and professor in 2003.

Over the years, Ahlm taught a variety of courses in DePauw's psychology department, including Psychology of Personality, Statistics for the Behavioral Sciences, Psychology of Gender, Social Psychology, and Introductory Psychology. With the support of the Joan Westman Battey Teaching Award in 2001-02 she developed a special topics course, Stereotypes & Prejudice. She also created a Winter Term course, Madness in Film and Literature. In December 1993, she was awarded a Mortar Board Certificate of Recognition for Excellence in Teaching.

Professor Ahlm served as assessment coordinator; as a member and chair of the Committee on Academic Policy and Planning, a member and chair of the Resource Allocation Subcommittee, and member of Committee on Faculty; and as the associate faculty development coordinator for the Oral Communication (S) program.

Ahlm was active professionally and gave presentations at such conferences as the American Association for Higher Education and the Midwestern Psychological Association.

**Appendix B. Tribute to Thomas D. Fitzpatrick
Contributed by Orcenith Smith**

Born May 1, 1926 in Reynolds, Illinois, Thomas Fitzpatrick earned an A.B. in music education from St. Ambrose College, a B.S. in music performance from the Juilliard School of Music, an Artist Diploma from the Teatro Lirico Sperimentale in Rome, and an M.Mus. from Indiana. The tenor received performance scholarships from all of the institutions and made his operatic debut with the Rome Opera Company as lead tenor in *Madama Butterfly* while studying in Italy as a Fulbright Scholar. After completion of his grant, Fitzpatrick remained in Europe for another 18 months. Before joining the DePauw University School of Music faculty in 1963, Fitzpatrick taught at the Cosmopolitan School of Music, Chicago (1956-61); University of Wisconsin-Stevens Point (1961-62); and Indiana University (1962-63).

Over the course of his career, Fitzpatrick also performed in concerts in London, Berlin, Freiburg, Vienna and London and with such orchestras as the Chicago Symphony. He also engaged in operatic work with theatre companies in Chicago, Denver, Dallas, and at Indiana University, and he appeared on radio and television programs such as NBC's *Artists Showcase* and the *Arthur Godfrey Show*.

Tom Fitzpatrick was a strong person...my impression was immediate and profound. I grew to know his Irish manner as affable and at the same time demonstrative. He held loyalty to be a most important attribute in everything. He was intelligent, not only in the world of opera, but in how he came to know people in the School of Music and in our small community of Greencastle. He was good with tools, could talk with workers, refined artists, chefs...everyone... and, I supposed developed that intense need for communicative connection from living life in Italy, seeing family as it is there. He was a tenor for the Rome Opera, after all. I recall the picture in his studio of him in a production there.

When I came to DePauw, Tom had created opera from chicken wire and available student volunteer talent. Opera productions were done in old Speech Hall, a converted church where the altar area had been turned into a stage, a few lights, and very little else. His wife, Jeanne, was a fabulous musician and accompanist who, as a part-time faculty member taught piano and helped with accompanying young singers and sometimes with the opera. And, Tom found students of like mind that "loved" opera and were committed to performing it whether singing or anything else. The dozen piece orchestra was volunteers corralled by the student conductor. Tom made all that work. He was of strong will.

Opera, of course, was not a part of a "standard curriculum", presented as it was during the fledgling Winter Term that DePauw had begun and things like double casting was not considered for most singers parts, as it is now with our blessing of many young singers. (He had done *Carmen*, and *La Boheme*, single cast...) When I was hired, I remember in the interview process Tom's question about my interest in doing opera, which then turned into the University Orchestra eventually having the opera as a part of its curricular offerings and my continuing relationship with "Fitz", the name which everyone affectionately called him...

Fitz loved his Budweiser and his red wine. Jeanne would cook Italian meals and Claude Cymerman was often found at their home enjoying the repast. They were proud of their home life and their two sons, both of whom were in High School football. Young Tom was a quarterback. Brother John was a big stocky kid, who played violin very well thank you, but, became a lineman through HS and College and eventually, was signed to play for the Dallas Cowboys; but, in practice before the first game, somebody clipped him and blew out his knee...that I know of, he never played, again. John worked for NFL Films, and eventually for the Minnesota Vikings, but sadly died last year. This must have been very devastating for Fitz and the family who were very, very proud of their family. Tom told me last year how upsetting it was for him to lose his son, John...in his usual simple, blunt way "Nobody's child should die before they do..." I know that this tragedy must have taken its toll on Fitz and Jeanne.

Fitz's accomplishments as an Opera Director/Producer were many, buoyed up, I think by the new Performing Arts Center built in 1976 with Moore Theatre, a place where Tom's vision for productions could take shape. With the help of an army of Fitz student recruits, grand opera took the stage at DePauw. As I mentioned, I had the University Orchestra schedule opera into its second semester work. Casts were large, including double-casting, and Fitz was in his element, although, stress loomed large as it was necessary to corral and focus so many young people. When Fitz blew a gasket, students felt not only his wrath, but feared his afterwrath. (It was widely rumored, even by Fitz, that he would send his mafia after you.) But, the next day, all was better. Fitz's love of opera and the excitement that he had instilled in the students was larger than whatever had sent him over the brink. And we all knew that....At some point, there were production years of smaller shows to deal with the timetable that began to evolve for the opera, which included using a month of the second semester to bring productions to fruition. But there were other musical initiatives to fire his creative imagination-- Large scale musicals like Sweeney Todd, West Side Story, and Most Happy Fella were integrated to satisfy student interest. Stage elements were enormous. People who were in those shows remember them to this day; faculty members from other departments sang and acted, and choreographers were hired. Set designers and painters were brought in from outside DePauw to extend his artistic vision. I would often go into the scene shop and find Fitz dressed in workclothes holding a power drill or some other tool keeping the construction schedule on time. To do Kurt Weill's Street Scene, a multiple story house was actually built on-stage for the audience to see realistic action on several of its floors. This was built, as were many of our finest sets, by Kevin Aikman (a DePauw student tenor), whose energy level matched Fitz's. Amazing stuff for sure. It took several days to actually de-construct the house, Kevin had built so well to please Fitz's vision. In one production the stage elements were so extensive, one set change took 25 minutes (or was it forty-five); and that wasn't an intermission. (The Orchestra and I waited not so patiently in the pit.) But, grand it all was! And then we extended ourselves into mixed musical genres-- Leonard Bernstein's Candide, and Douglas Moore's The Ballad of Baby Doe, both with enormous casts and production values. I can still feel that energies and emotions of those shows. There was never a dull moment with Fitz's productions.

And he still found time to sing...he was a professional singer, after all; he sang on recitals, sang at the Catholic Church, and we worked together on the major repertoire for chorus and orchestra. Sometimes, he would gracefully suggest that he wasn't quite right for the solo tenor part and I would work to find someone else or a different work entirely.

DePauw is a small school, but Fitz was a big personality—energetic, pleasant, thoughtful, direct, sometimes deflecting, but always met you with his eyes. When he retired, he had some heart surgery, and seemed to retire away from the School of Music community, the energy and stress to sustain an opera program single-handedly no longer necessary. But, I have no doubt that Cassel and Bernice Grubb, Art and Maureen Carkeek and Jeanne and Fitz found time to be together. Those longtime stalwarts, dedicated to the students education, and the reputation of the School of Music in DePauw's history had held the School of Music together for many decades; the School of Music and their work in it was central in all their lives, after their families...Fitz and Jeanne moved out of their big family house on Elm, near Claude's, and into the renovated apartments previously occupied by the junior high just a few blocks from campus. Fitz became some kind of "manager" there, he once told me, to deal with fixing things...using his tools...But they came to concerts when they could, driving from their apartment. Last year, I saw Jeanne and Fitz several times after concerts. Fitz who would often shout "bravo" after an overture on an orchestra concert (I have that on tape, by the way!) would be smiling when he would tell me how great the Orchestra sounded at that performance. Even as his speech was slightly slurred, his eyes met mine with sincerity and his firm handshake told me everything I needed to know about how he felt. We had worked closely together for many years, and yet we had fallen into different cycles and phases of life. But, when I saw him just those few months ago, my impression, again, was immediate and true; my memory of him vital and profound. So long, Fitz!

Appendix C

2009-2010 Intellectual Life Tentative Timeline for Curricular Proposals September 30th, 2009

I. Background:

The faculty approved the following motion at the September 2009 faculty meeting by a vote of 111 to 38:

The faculty supports the general vision of a DePauw education set forth in the SWG report, while acknowledging that further study of logistics, priorities, staffing, faculty workload, impact on class size, and implementation is required before changes can be approved.

The faculty charges the FGSC to work with committees, department chairs, the Academic Council and the President to conduct research and develop models based on the SWG's work. Revisions to the four linked proposals will be made – if warranted - based on the straw polls conducted later in this meeting. These polls are designed to gauge faculty support for each initiative. After considering the poll results, the FGSC shall present to the faculty, no later than the October faculty meeting, a timeline for continuing our work. This timeline will specify dates for bringing one or more motions for adopting specific changes to the faculty for a vote.

The faculty further encourages serious discussion of the recommendations contained in section V (Harmonizing the CLA and the SoM) and section VI (Other Recommendations Regarding Intellectual Life) of the SWG report by appropriate committees and the Academic Council so that a plan for proceeding can be provided no later than the November faculty meeting.

As discussed at the September faculty meeting, the general vision of a DePauw education set forth in the SWG report is based on a model for a DePauw education centered on the principles of exploration, engagement, experience and synthesis, together with the report's recommendation that any curricular revisions should uphold a rationale that:

- 1. emphasizes the first two years as a time for foundational learning, intensive exploration, and intentional teaching of writing, speaking, and problem-solving.*
- 2. favors giving students greater autonomy as they grow at DePauw.*
- 3. reinvigorates Winter Term as a time for experimentation, significant student-faculty contact, and academic rigor.*
- 4. recognizes senior year as a time for deep exploration of a given subject and for synthesis of the liberal arts education as a whole. All of our seniors should fully share in and contribute to the intellectual life of the community.*

This document responds to the faculty's charge to present a timeline for continuing our work on the four linked proposals, including plans for bringing motions for adopting specific changes to the faculty for a vote. While the timeline calls for a staged approach to considering the four linked proposals, each stage will be guided by the SWG's general vision (now the faculty's general vision) for a DePauw education. Significant opportunities for input are included in the timeline.

II. Lead Committees for Four Linked Proposals:

The FGSC has asked the following committees and groups to assume leadership as follows:

- Distribution Requirements – MAO
Note: This topic includes the Foreign Language requirement. However, consideration of “Q” has been moved out of this discussion so that all of the competencies will be considered together in a later stage.
- Seminar Sequence and W, Q and S – CAPP
CAPP will coordinate the discussion of the seminar sequence and its relationship to W and S. CAPP will ask MAO to lead work related to Q.
- Winter Term – Winter Term Subcommittee in Coordination with CAPP
- Senior Capstone – Subcommittee Appointed by CAPP
CAPP will appoint a subcommittee consisting of one department chair from each division, one chair of an interdisciplinary program, one Program of Distinction director, and one CAPP member. Ideally, seven departments will be represented.
- Models and Data – Academic Council (with leadership from Academic Affairs)

Each group is charged to identify the best way to realize the general vision put forth in the SWG report with respect to both philosophical approaches and practical implications. Each group should seek input from department chairs, faculty, staff, and students. FGSC members will meet regularly to coordinate the efforts of these groups.

III. Timeline:

Motions related to the seminar sequence and Winter Term will likely require the greatest amount of additional discussion and data analysis. This was reflected in the straw polls, which show tentative support for the individual linked proposals as follows:

- 68% of respondents agree or strongly agree that they support the senior capstone proposal.
- 63% of respondents agree or strongly agree that they support the distribution requirements proposal.
- 58% of respondents agree or strongly agree that they support the Winter Term proposal.
- 51% of respondents agree or strongly agree that they support the three seminar sequence proposal.

Based on this, a timeline has been developed that leads with Distribution Requirements and the Senior Capstone in the fall and follows with discussions of Winter Term and the Seminar Sequence in the spring. While the timeline calls for a staged approach to considering the four linked proposals, the stages will be coordinated since each will be guided by the faculty’s general vision for a DePauw education.

IV. Additional Input:

Each stage will include open meetings for faculty, staff and students. A public Moodle forum will also be available for each stage. In addition, a discussion of Distribution Requirements will be held in conjunction with the October faculty meeting. Department chairs will be asked to provide input about the senior capstone, the seminar sequence (including W, Q, S) and Winter Term as well.

V. Tentative Time Line Summary for Four-Linked Proposals:

	Distribution Requirements	Senior Capstone	Seminar Sequence and W, Q, S	Winter Term
October, 2009	Open discussion for faculty meeting attendees in conjunction with October faculty meeting on Mon 10/5. MAO sponsors open meetings for faculty, staff and students Wed. 10/7 and Fri. 10/9 at 4pm in Julian 151. Moodle forum available as well.	CAPP forms subcommittee of chairs. Subcommittee begins work, coordinating with department chairs, and reporting to CAPP. Initial data and models available from Academic Affairs on October 30 th .	Initial data and models available from Academic Affairs on October 30 th .	Initial data and models available from Academic Affairs on October 30 th .
November, 2009	Motion appears on November agenda for December vote.	Chairs meet with CAPP subcommittee at monthly chairs meeting. Open meetings for faculty, staff and students. Moodle forum input as well.	Open meetings for faculty, staff and students and Moodle forum available. CAPP begins work coordinating with chairs and asking MAO to lead the Q discussion.	Open meetings for faculty, staff and students and Moodle forum available. Winter Term Subcommittee begins work coordinating with CAPP and chairs.
December, 2009	** Vote on motion on December 7, 2009 **	Motion appears on December agenda for February vote.	Continued work by CAPP in coordination with chairs and MAO.	Continued work by Winter Term Subcommittee & CAPP in coordination with chairs.
February, 2010		** Vote on motion on February 8, 2010 **	Open meetings for faculty, staff and students and Moodle forum available.	Open meetings for faculty, staff and students and Moodle forum available.
March, 2010			Motion appears on March agenda for April vote.	Additional work on motion.
April, 2010			** Vote on motion on April 5, 2010 **	Motion appears on April agenda for May vote.
May, 2010				** Vote on motion on May 3, 2010 **

VI. Dealing with the Additional Recommendations:

As required by faculty's September 2009 motion, the FGSC and Academic Council will present plans for addressing the recommendations contained in section V (Harmonizing the CLA and the SoM) and section VI (Other Recommendations Regarding Intellectual Life) at the November faculty meeting. These groups have already begun individual and joint discussions of these topics. As a result of these initial discussions:

- SLAAC has been charged with investigating the proposal to create living and learning communities for students.
- At the same time, COA has been charged to continue working with the Academic Council to investigate issues related to faculty workload.