

**DePauw University Faculty Meeting Agenda  
October 10, 2016**

**1. Call to Order – 4 p.m. Union Building Ballroom**

**2. Verification of quorum**

**3. Consent Agenda**

**A. Approve Minutes from the September 12, 2016 Faculty Meeting**

**B. Approval of courses satisfying Privelege, Power and Diversity (PPD) or International Experience (IE)**

**HIST 100B Sex and Society in Modern America (Rowley) PPD Offering**

**Honor Scholar 300Cb War and Society (Seaman) PPD Offering**

**HONR 102A: FYS Divided Cities (Finney) IE offering**

**FREN 202: Intermediate French II (CJ Gomolka), PPD Offering**

**ML 295 Holocaust and Exile in Film (Aures), PPD Offering**

**GER 314 Fussball is unser Leben (Aures) IE Offering**

**HONR 102 Managing the Chinese Empire (Mou) IE Offering**

**ENG 255B, African American Women Playwrights (Geis) PPD offering**

**MUS 390, Music and the Vietnam War (Harbert) PPD Offering**

**ML 324, Reading Russian (Hristova) IE Catalog**

**ENG 315 Language, Writing and Power (Stasik) PPD Catalog**

**C. Approval of a new course**

**FREN 302, Discussing Difference: Diversity in Postcolonial France (1 course, PPD)**

**Reports from Core Committees**

**4. Faculty Priorities and Governance (Glen Kuecker)**

A. Faculty Priorities and Governance Committee gives advance notice to the faculty for changes in the Academic Handbook pertaining to the membership of the committee to be voted on at the November faculty meeting. See Appendix A for the text of the changes.

***Rationale:***

***Adding School of Music representative to the committee***

The past academic year, Governance Committee, Review Committee, the School of Music, and the administration (VPAA and President Elect) engaged in a series of conversations about School of Music governance that pertained to potential changes to the Academic Handbook. A topic within the conversations frequently involved the general relationship between the School of Music and College of Liberal Arts, and particularly the dynamics of governance and shared governance between the two schools. One outcome the conversations was agreement that the School of Music needs to have representation and participation in university governance. Agreement centered on the idea of having a representative for, and preferably from the School of Music on the Faculty Priorities and Governance Committee.

***Change to ex-officio member from Chair of Chairs***

The existing policy states that the Chair of Chairs is an *ex-officio* committee member. That membership is intended to facilitate and enhance communication between department and program chairs and the committee. While the committee values this measure and does not seek to do away with it, the committee recognizes the redundancy in representation given that the Chair of the Faculty attends both Governance and Department and Program Chairs meetings. In the interest of efficiency and reduced work load, the committee recommends allowing the Chair of Faculty to represent Department and Program Chairs on the committee.

### Written Announcements –

Responding to faculty requests for information about the process that led to the formation of the new class dean system, the committee looked into who the decision came about. Our findings indicate that the administration worked with both Student Academic Life Committee and the Advising Committee. A working group wrote a report that endorsed the idea, and following that input the administration acted to implement the program. These consultations and work appear to have happened during the second half of the spring semester. Governance finds that there was consultation between the administration and faculty on this decision, and the faculty did have a voice through two of its committees. However, Governance also finds that there was inadequate reporting out to the general faculty that these consultations were happening, and the general faculty did not have the opportunity to learn of the changes and share their concerns or support. To remedy this breakdown in governance, the committee reminds all committees of the importance of reporting out to the general faculty about their agendas, especially when work might involve substantive changes to items pertaining to the university's academic mission. A key part of reporting out is knowing which committees to report to, especially ad hoc committees, and to actually report out the overseeing committee. Reporting out also may include: providing written notice to faculty meeting agendas, verbal reports at faculty meetings, the posting of meeting minutes on the university webpage, and communicating with the Faculty Priorities and Governance Committee. We remind each committee chair that standing committees need to file an annual report with the Chair of the Faculty in May. Governance notes that we all want to trust the good work of our committees and working groups, but remind all that transparency and communication is an important foundation for that trust.

This semester, Faculty Priorities and Governance Committee is working on several agenda items. We continue with last year's conversations with the administration about shared governance. In particular, we are working on formalizing faculty voice in the recruitment, review, and retention of senior administrators whose work pertains to the academic mission of the university. We also anticipate conversations with the administration about better defining university confidentiality policies. The committee is continuing last year's work on enhancing School of Music governance, and is working with the Chair of the Faculty, VPAA, and Dean of the School of Music on Handbook Changes, including today's advance note about adding a School of Music representative to the committee. The committee also hopes to work on how issues like faculty salaries and benefits are discussed with the administration now that the COA no longer exists.

### 5. Curricular Policy and Planning (John Caraher)

#### A. Proposed changes to the World Literature Minor

CP&P gives advance notice of a motion to be voted on at the November faculty meeting:

That the faculty approve the following changes to the World Literature minor:

There is a change to the core courses (deletions in ~~strikethrough~~, additions **in bold**):

#### CORE COURSES

~~ENG 151 and ENG 250. FREN 327, GER 307, or SPAN 335 may be substituted for ENG 151.~~

**WLIT 205 (ENG 250)**

**Rationale for change:** One primary aspect of this course is to survey world literature and introduce students to diverse conceptions and forms of literature from a range of cultures and traditions. We can offer the course twice a year and it can be taught by faculty from programs and departments affiliated with world literature. Therefore, substitutions are no longer necessary.

There are additions to Other Required Courses (additions **in bold**):

Three courses from:

Courses in literature taught in English: ASIA 281, ASIA 282, CLST 100, **ENG 151, ENG 161, ENG 171, ENG 181, ENG 191**, ENG 261, ENG 396, M L 194, M L 227, M L 260, M L 264, M L 326. The following seminars and topics courses may count when the topic is literature in translation: ASIA 197, ASIA 290, ASIA 390, ENG 197, ENG 255, ENG 390, ENG 391, ENG 392, M L 197, M L 295, M L 395, **WLIT 215, WLIT 315**, ENG 460.

Courses in literature taught in another language: LAT 224, LAT 341, SPAN 442, SPAN 444. The following topics courses taught in another language may count when the topic is literature: CHIN 269, FREN 401, GER 411, GER 412, GRK 205, GRK 452, ITAL 375, LAT 223, LAT 332, RUS 324, SPAN 390.

**Rationale for change:** ENG 151, ENG 161, ENG 171, ENG 181, ENG 191 are introductory courses imparting essential concepts of literary and cultural studies. ENG 151 was previously offered as a substitute for ENG 250/WLIT 205 (see above). WLIT 215 and WLIT 315 are core topics courses with the flexibility to address current critical interests. ENG 460, an independent studies course, will count towards the minor if the topic of the course is world literature.

#### **B. Proposed changes to BME degree**

CP&P gives advance notice of a motion to be voted on at the November faculty meeting of the following changes to the BME degree requirements:

1. Require that all BME students complete one Extended Studies internship in a secondary school

Rationale: In order to incorporate two 21CM courses and the NASM-prescribed percentage of CLA classes and expectation of elective options for students pursuing the BME, *MUS 375: Field Experience* was removed from the degree requirements in the 21CM music education curriculum. Given that our students are licensed to teach grades P-12, they must have sufficient pre-service field experiences at each developmental level (i.e., early childhood, elementary, middle school, and high school). At present they have extended field experiences at the early childhood level (within *MUS 262, Music in Early Childhood*), elementary level (within *MUS 351: Elementary General Music*), and either the middle or high school level (within *MUS 352: Secondary Vocal Music* or *MUS 354: Elementary and Secondary Instrumental Materials*). Adding this Extended Studies internship in the secondary schools ensures that students have sufficient field experiences at all four developmental levels as is required by our state accrediting body, the Indiana Department of Education. Approving this proposal means that if a student completes an Extended Studies internship at the middle school level, he/she will complete field experience at the high school level in *MUS 352* or *MUS 354*.

2. Require that instrumental/general BME students study both applied bassoon and oboe (1/2 semester of study on each instrument)

Rationale: This proposed change is the same requirement as was in the pre-21CM music education curriculum. The current language in the 21CM curriculum is “bassoon or oboe.” While students enroll in *Woodwind Techniques*, the class content does not cover double reeds. Instrumental music teachers need experience with both bassoon and oboe.

### C. Consistency in naming “PPD”

The official catalog language, reflecting the proposal approved by the faculty, refers to a “Privilege, Power and Diversity” requirement, often referred to by the acronym “PPD.” However, the term more commonly used to refer to this requirement puts “Power” first, which seems quite appropriate given the subject matter.

CP& P gives advance notice of a motion to be voted on at the November faculty meeting:

To change the catalog language to reflect what has proven the more common parlance.

Graduation Requirements, Fall 2016

*These requirements apply to students entering Fall 2016 and after. They include two new distribution requirements: International Experience and ~~Privilege, Power~~ **Power, Privilege and Diversity**.*

### ~~PRIVILEGE, POWER~~ **POWER, PRIVILEGE AND DIVERSITY**

Students earn one course credit in courses that have as a major component the analysis of the interplay of power and privilege in human interactions. Such courses will frequently focus on the experience of non-dominant members of political or social groups. They might also emphasize the dynamics of inequality from a more theoretical perspective.

### D. Update on the tenure line request process

**Written Announcements – None**

#### 6. **Faculty Personnel Policy and Review (Meryl Altman)**

A. Motion to be voted on. “That the Academic Handbook be amended with regard to inclusion of reports submitted to the Faculty Development Committee in the decision files used in the review process as specified in Appendix B.”

**Written Announcements – None**

#### 7. **Faculty Development (Susan Anthony)**

- A. FDC is considering new PPD initiatives for this year, so we not be soliciting applications for the Triad or Innovation grants. Instead, FDC will announce new initiatives for PPD funding at the November faculty meeting.
- B. Announcing the recipient of the Fisher Fellowship!

**Written Announcements –**

#1 Announcement from David Alvarez, GLCA Liaison

DePauw has so far benefited from \$53,858 in funding from the GLCA Global Crossroads grant program. Thanks to the initiative of our faculty and staff, global education at DePauw is moving forward through projects that support pedagogy, research, and faculty/student research. The range of funded projects include international collaborative efforts in support of Global Health, as well as a campus-wide initiative on "Global Citizenship and the Liberal Arts: Theory and Practice" that aims to clarify and strengthen how we teach about global issues through an international conference, a scholarship-based task force on international education, and an IE pedagogy workshop in May.

This is, of course, only the beginning. DePauw is doubling down on the GLCA Global Crossroads grant. While we await new deadlines from the GLCA for this year's grant cycle, we're putting in place a new webpage with an easy-to-understand overview of the program, examples of successful applications, tools to find collaborators, and a one-click application process. Since we did not max out on the available funds from last year, there is even more money to support your projects this year. To open up a world of funding possibilities, point your web browser in this direction: <http://glca.org/program-menu/global-crossroads>

#2 Upcoming FDC deadlines:

Sabbatical/Pre-Tenure Leave applications due on October 26th  
Fisher Course Reassignment applications due on November 2nd.

**8. Student Academic Life (Tim Good)**

A. Student Academic Life gives advanced notice to approve changes to the Classroom Atmosphere Policy at the November 2016 faculty meeting. The specific changes to the policy are found in Appendix C.

B. Student Academic Life gives advance notice of its intent to ask the faculty to vote on changes to the appeals section of the policy on "Student-Initiated Grievance on Grading and Other Forms of Evaluation by Faculty" at the November 2016 faculty meeting. The specific handbook language changes are found in Appendix D.

C. Student Academic Life gives advance notice of its intent to ask the faculty to vote on changes to the appeals section of the Academic Integrity Policy at the November 2016 faculty meeting. The specific language is found in Appendix E.

D. Student Academic Life moves to adopt changes in the Academic Handbook related to liaisons and student members of the Student Academic Life Committee at the October 2016 faculty meeting. The specific language is found in Appendix F.

***Rationale:***

The committee thinks that the liaisons add unnecessary bureaucracy, and the connection to the named committees can be handled more efficiently.

We are asking for the change in Student members, so that the wording and practice in the constitution of DePauw Student Government, and in the Academic Handbook, line up. It seemed prudent to have wider student voices on this particular committee, and the two additional ad hoc student members are named in the DSG constitution.

**Written Announcements – None**

<b>Reports from other Committees</b>
<p><b>9. University Strategic Planning Committee (Jackie Roberts)</b></p> <p>University Strategic Planning Committee’s report is an offer to answer questions.</p> <p><b>Written Announcement– None</b></p>
<b>Communications</b>
<b>10. Remarks from the President (Mark McCoy)</b>
<b>11. Remarks from the VPAA (Anne Harris)</b>
<b>Additional Business</b>
<b>12. Unfinished Business</b>
<b>13. New Business</b>
<p><b>14. Announcements</b></p> <p><b>Harry Brown – Arts Fest 2016</b></p> <p><b>Written Announcements</b></p> <p><b>Corinne Wagner</b> - Dr. Zollinger at the Indiana University School of Medicine reached out to me to see if any of our faculty are interested in collaborating with him and his colleague on identifying risk factors for suicide, effective intervention or prevention methods, treatment and/or post-vention. If anyone is interested in this collaboration/research area please email Corinne Wagner (Dir. of Sponsored Research and Institutional Grants) <a href="mailto:cwagner@depauw.edu">cwagner@depauw.edu</a> for more information/an email introduction with Dr. Zollinger.</p>
<b>18. Adjournment</b>

## Appendices

### Appendix A. Changes to the Membership of the Faculty Priorities and Governance Committee in the Academic Handbook

~~Deleted language struck through, **additions in bold italics**~~

#### 2. Membership.

*Faculty membership:* One (1) representative from the Core Faculty Committees: Curricular Policy and Planning, Faculty Personnel Policy and Review, Faculty Development, and Student Academic Life; ~~two(2)~~ **three(3)** directly elected faculty members **including one representative for the School of Music** and the Chair of the Faculty, for a total of **eight (8)** faculty members. ~~All representatives serve for two years to facilitate continuity on the committee.~~

*Administrative members:* Ex officio (without vote): ~~Chair of Chairs.~~ **None**

*Student members:* None.

### Appendix B: Motion to amend the Academic Handbook concerning FDC reports in the decision file.

~~Deletions marked as struck through, **Additions in Bold Italics**~~

#### **First change:**

Under Bylaws, VIII, C. Faculty Personnel Policy and Review Committee, the paragraph currently reads:

The Faculty Personnel Policy and Review and the Faculty Development committees must work in concert. Personnel expectations, particularly shifts in expectations, must be supported through faculty development programs. Additionally, since faculty development awards represent teaching, creative and scholarly endeavors of faculty members, the committees must regularly confer about the implications of new and existing faculty development programs in the review process. ~~In particular, major projects funded by the Faculty Development Committee ought to have criteria that allow, and encourage, the work be included for evaluation in the review file. (See Article VIII. D.1.)~~

For that last sentence (~~struck through~~), substitute the following:

***All documents written for competitive awards funded by the Faculty Development Committee, as well as all sabbatical and pre-tenure leave awards, will be included for evaluation in the review file. Academic Affairs will automatically place the proposal, the report, and the response from the faculty development committee in the candidate's review files. The Faculty Development Committee will include a statement on the Faculty Development application form that notifies faculty members of this policy. (See Article VIII.D.1)***

#### **Second Change:**

Under D. Faculty Development Committee, add the following paragraph:

***The Faculty Development Committee will ensure that documents written for funded competitive, sabbatical and pre-tenure leave awards will automatically be placed in candidate review files. Notification of the placement of these awards in candidate review files will be stated on the Faculty Development application form. Award materials placed in the file will include the proposal, the report, and the response from the Faculty Development Committee. Faculty Development will consult with Faculty Personnel Policy and Review Committee about changes to this policy as needed.***

**Third change:**

Under Personnel Policies

IV. Procedures for Term, Interim, Tenure, and Promotion Reviews.

B. Preparation of Decision File.

This currently reads:

he Vice President for Academic Affairs may transfer to the decision file materials from the candidate's personnel file deemed by the Vice President for Academic Affairs to be relevant to the review as stipulated in [Article III.E](#). The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members not holding tenure as specified in [Article II](#): the faculty member's annual reports, the chair's or dean's responses to the annual reports, peer observations, and student opinion forms. The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members for promotion not linked to a tenure review: the student opinion forms from the last eighteen full credit courses (or equivalent), or all courses taught during the review period, if fewer than eighteen.

It will be amended as follows (*new language in bold italics*, language being removed ~~struck through~~):

The Vice President for Academic Affairs may transfer to the decision file materials from the candidate's personnel file deemed by the Vice President for Academic Affairs to be relevant to the review as stipulated in [Article III.E](#). The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members not holding tenure as specified in [Article II](#): the faculty member's annual reports, the chair's or dean's responses to the annual reports, peer observations, ~~and student opinion forms,~~ **and all documents written for funded competitive, sabbatical, and pre-tenure leave awards. Award materials placed in the file will include the proposal, the report, and the response from the Faculty Development Committee.** The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members for promotion not linked to a tenure review: the student opinion forms from the last eighteen full credit courses (or equivalent), or all courses taught during the review period, if fewer than eighteen, **and all documents written for funded competitive, sabbatical, and pre-tenure leave awards. Award materials placed in the file will include the proposal, the report, and the response from the Faculty Development Committee.** Notification of the placement of these funded awards in the candidate review files will be stated on the Faculty Development application form.

**Appendix C: Proposed change to the Academic Handbook regarding the Classroom Atmosphere Policy**

In the Academic Handbook this policy is found under Academic Policies, VIII. Classroom Atmosphere Deleted language ~~struck through~~, new language *in bold italics*.

**Classroom Atmosphere**

**Exchange of Ideas during Class**

At DePauw University, academic discourse within the framework of our courses is of fundamental importance and faculty members should work to provide and maintain an environment that is conducive to learning for all students. We strive to encourage the free exchange of ideas always in an environment of

respect and civil discourse. Inappropriate comments or behavior can sometimes seriously undermine that environment. For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that personal attacks are unacceptable. ***The use or misuse of technology can also impact the ability to exchange ideas during class and faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class. See Appendix A of this policy for additional information, including limitations on the faculty member's broad discretion.***

### **Use of Technology during Class**

Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students. Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.

Notes: There are two exceptions to the broad discretion given to faculty members above.

- (a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.
- (b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.

(Note: this section is moved down to Appendix A)

### **Resolving Conflicts**

***In addition to this Classroom Atmosphere Policy, DePauw University has other policies and protocols for reporting and resolving some types of incidents. In particular, individuals who have concerns that may involve harassment, should review the University Harassment Policy. Similarly, individuals who have concerns that may involve bias should review the University Bias Incident Reporting Protocol. Other classroom atmosphere concerns are best addressed through this Classroom Atmosphere Policy. In some cases, it may be difficult for a person with a concern to categorize the nature of the incident. In addition, some incidents may span categories. Such difficulties should not dissuade individuals from reporting a concern using any of these policies and protocols. Individuals who are uncertain of which policy to use should follow the steps below.***

Frank yet respectful informal discussions between faculty members and students are the preferred response to problems that are covered by this policy ***the Classroom Atmosphere Policy***. However, each case is different and given these complexities faculty members or students who have concerns may wish to seek advice, as outlined below, to prepare for these discussions or to take other steps.

## I. Options for Students

1. ~~Students may consult with~~ **Get advice from** resources including faculty advisors, department chairs, or staff members in a variety of offices including Student ~~Life~~, Academic Life, Multicultural Student Services, International Student Services and the Women's Center ~~to seek advice informally~~. Based on their judgment, these staff members may consult with, or encourage students to consult with, the Dean of the Faculty or the Dean of Academic Life. Students may also consult informally with either of these Deans as a first step.
2. ~~Students are encouraged to provide~~ **Provide** their input using the student opinion form that is administered at the end of the semester in almost all DePauw courses. When students feel comfortable doing so, they are also encouraged to talk with faculty members in person, either during the semester or after the course ends.
3. ~~DePauw has~~ **File** a formal grade grievance ~~policy that may be applicable~~ **if applicable**, depending on the nature of the student's concern. See [www.depauw.edu/handbooks/academic/policies/grievance/](http://www.depauw.edu/handbooks/academic/policies/grievance/)
4. ~~Students may file~~ **File** a formal complaint by submitting a signed letter to the Dean of the Faculty during the semester, or at any time after the course concludes.

When concerns are raised, Academic Affairs Administration will be responsible for follow-up, if warranted, which could include informal mentoring; formal improvement plans; faculty development opportunities; documentation placed in personnel files with a copy to the faculty member; and/or consideration during the annual re-appointment, renewal and compensation processes, which could have employment ramifications. Any necessary follow-up will be undertaken in accordance with DePauw' personnel procedures (see: [www.depauw.edu/handbooks/academic/personnel/](http://www.depauw.edu/handbooks/academic/personnel/) ). Actions taken through these procedures are typically confidential.

## II. Steps for Faculty Members

Faculty members may wish to consult with the student's academic advisor, the Department Chair, and/or a designated member of ~~Academic Affairs~~ **Student Academic Life** (currently the Dean of Academic Life), even at the stage of informal interventions. If informal measures are unsuccessful, faculty members should follow these procedures:

1. The faculty member should warn the student in writing that the disruptive behavior is unacceptable and that if it continues the student may not be allowed to remain in the course. Depending on circumstances, a warning may need to be made during class, as well; for example, the faculty member may ask the student to leave the classroom for the day. The faculty member should also encourage the student to talk to an academic advisor or dean in **Student Academic Life**.~~Academic Affairs.~~
2. The faculty member should keep notes on the dates, times, and details of the incidents of disruption, the impact of disruption on those present, and warnings conveyed to the student, as these are useful in later stages of the proceedings.
3. If the behavior continues after a written warning has been given, the faculty member should notify the Dean of Academic Life in writing, giving a summary of what happened and the action that has been taken. Upon receipt of this summary, the dean sets up a three-way meeting involving the faculty member, student, and dean. In order to minimize the procedure's interference with courses, this meeting is scheduled as soon as possible, preferably before the next class meeting.
4. At the meeting, the faculty member and student are invited to discuss the situation. The goal of the meeting is to give both parties a chance to discuss, in a safe space, what has happened. Such a

discussion may enable the faculty member and student to see the problem from a different point of view or to hear the perspective of the other person in a new way. The dean's role is to moderate the discussion, insuring that the conversation remains civil and on target. Either party may, but neither must, bring an advisor (DePauw student, faculty member, or staff member) to the meeting. Advisors may consult privately with the person whom they are accompanying, but they do not enter the discussion.

5. As soon as possible after the meeting the faculty member makes a recommendation to the Dean of Academic Life.
  - If the faculty member recommends that the student be allowed to remain in the course then the dean and faculty member should consult regarding how best to convey this decision and any stipulations or conditions to the student.
  - If the faculty member recommends that the student be dropped from the course, he or she reports this conclusion in writing to the dean of Academic Life; the dean then conveys the faculty member's conclusions along with a written summary of the three-way meeting to the Vice President for Academic Affairs.
  - A recommendation to dismiss the student from the course must be approved by the Vice President for Academic Affairs. If the student is not allowed to return to the course, the Vice President for Academic Affairs decides what appears on student's transcript for the course: W, F, or no entry.
6. A pattern of disruptive behavior in several courses may be addressed by representatives of the offices of Academic Affairs and Student **Academic** Life.

**Please note:** This policy is not meant to cover behavior that occurs outside the classroom and/or involves harassment. Other policies are in place to handle those situations; the University's harassment policies are published in the Student and Academic Handbooks. Incidents of harassment should be reported immediately to the Vice President of Academic Affairs, the Dean of Students, or Campus Public Safety officers.

#### ***Appendix A: Use of Technology during Class***

***Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students. Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.***

***Notes: There are two exceptions to the broad discretion given to faculty members above.***

- (a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.***
- (b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach***

**during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.**

Revised and adopted by the Faculty, ~~September 8, 2014~~ **November 7, 2016.**

#### **Appendix D: Proposed change to the Grade Grievance Policy – Appeals Section**

Deletions are ~~struck through~~, Additions are in **bold italics**

A student or faculty member who wishes to appeal the URC decision on procedural grounds must do so in writing to the Vice President for Academic Affairs within three business days of receiving the decision from the committee. ***The Vice President for Academic Affairs will consult with the Vice President for Student Academic Life while considering the appeal. The decision of the Vice President for Academic Affairs is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.***

(Adopted by the Faculty November 4, 2002; revised April 3, 2006; ***revised November 7, 2016. Hearing Procedures are updated and revised periodically by the Student Academic Life administration in consultation with the Student Academic Life Committee.*** )

#### **Appendix E: Proposed change to the Academic Integrity Policy – Appeals Section**

Deletions are ~~struck through~~, Additions are in **bold italics**

Either the instructor or the student may appeal the decision of the URC to the Vice President for Academic Affairs ***who will consult with the Vice President for Student Academic Life while considering an appeal.***

Appeals must be made in writing to the Vice President for Academic Affairs within three business days of receiving the written notification of the decision. Appeals will be considered only if they are based on one or more of the following criteria: 1. new evidence not reasonably available at the time of the original hearing and which is provided as part of the written appeal; or 2. procedural error that can be shown to have affected the outcome of the hearing; or 3. appropriateness of sanction only in cases of suspension or dismissal. The Vice President for Academic Affairs will decide whether or not there is a basis for appeal, and, if so, upon consideration of the appeal, may revise the URC decision or the penalty. The decision of the Vice President for Academic Affairs is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.

(Approved by the Faculty, November 4, 2002; updated April 14, 2014; ***updated November 7, 2016.***

University Review Committee (URC) Hearing Procedures are available in the office of ***Student Academic Life***. Hearing Procedures are updated and revised periodically by the ~~Academic Affairs~~ ***Student Academic Life*** administration in consultation with the Student Academic Life Committee.)

#### **Appendix F: Proposed changes to description of the Student Academic Life Committee (Article VIII. Section E.)**

##### **E. Student Academic Life Committee**

1. ***Function.*** This committee shall be responsible for the policies and actions of the faculty relating to student life and general academic atmosphere of the University.

This committee, with faculty approval, shall deal with policies, guidelines, and information on all factors affecting student life and campus-wide academic atmosphere; these factors include policies

stated in the Student Handbook (e.g., academic dishonesty, the student judicial process, or sexual harassment), policies on campus-wide academic atmosphere (e.g., collecting data on University-wide GPAs or studying the effects of social activities on classroom work), policies related to international student life, and policies which encourage faculty-student interactions which foster the intellectual life of the University.

This committee shall coordinate the faculty representation on those committees, councils, and boards which supervise student life and campus-wide academic atmosphere issues participated in jointly by faculty members and students including the University Review Committee, which deals with grade grievances and cases of academic integrity (See the Article I. in the Academic Policies section of the Academic Handbook), Community Conduct Council (See Article VI of the Student Judicial Code in the Student Life section of the Student Handbook), and Athletic Board.

The following Standing Appointed Committees report to the Student Academic Life Committee: Academic Standing and Petitions Committee, Student Publications Committee, and Athletic Board. The following Ad Hoc Committees report to the Student Academic Life Committee: None.

~~A member of the Student Academic Life Committee should be assigned as a liaison to each Standing and Ad Hoc Committee.~~ **The Chair of the Student Academic Life Committee will request annual reports from each Standing and Ad Hoc Committee.** Additionally the Student Academic Life Committee should appoint a liaison to the Diversity and Equity Committee. **Additionally, the Chair of the Student Academic Life Committee will maintain regular communication with the Diversity and Equity Committee.**

2. *Membership:*

*Faculty membership:* Five (5) elected representatives.

*Administrative members:* Ex officio (without vote): Dean of Academic Life, Vice President for Student **Academic** Life or representative.

*Student members:* ~~Two (2) (Student Body President and one other appointed by Student Congress).~~ **Two (2) - Student Body President or his/her representative, and Vice President for Student Life from Student Congress or his/her representative. Two additional Ex officio members (without vote) appointed by Student Congress.**

## Appendix G. Course Titles and Descriptions related to Consent Agenda

### HIST 100B Sex and Society in Modern America (Rowley) PPD Offering

The course is about the interplay of power and sexuality in modern American society (roughly the end of the 19th century through the early 21st century). We will consider how heteronormative sexuality has brought attendant privileges for those who adhere to its demands, while disadvantaging Americans who fail to follow its strictures. A central topic of the course is how multiple identities--race, gender, class, religion--have overlapped around sex to affect the distribution of social power unequally. We'll explore these issues through top-down voices such as medical experts, religious establishments, and national press, as well as through bottom-up voices of ordinary Americans both inside and outside the sexual norm.

### Honor Scholar 300Cb War and Society (Seaman) PPD Offering

This course will meet the PPD requirement by having students focus frequently on the affects of war on civilians, especially on the aftermath of battle, including treatment of women and children in war, enslavement, massacre, and forced exile. We will also look at recent theories on the origins of warfare, including Turney-High's operational definition of war and Raymond C. Kelly's idea of warfare as social organization and identity. Lastly, we will study specific examples of 'Realpolitik' in the buildup to war, such as the celebrated Athenian Expedition to (and annihilation of) the much less powerful island-polis of Melos in 416 BC, made famous in Thucydides' Melian Dialogue.

**HONR 102A: FYS Divided Cities (Finney) IE offering**

This course is an introduction to some of the apparent, and not-so-obvious, divisions that exist because of geo-political, religious, and ethno-national conflicts in various cities. Through readings, films, and class discussions, we will explore the concepts of identity, shared and separate spaces, borders and boundaries, and contested and shared memory. This interdisciplinary course draws on material from literature, history, conflict, political science, communication, architecture, and sociology. In particular, we will focus on the cities of Belfast, Northern Ireland, Berlin, Germany, and Nicosia, Cyprus as we consider what it means to live in conflicted spaces.

**FREN 202: Intermediate French II (CJ Gomolka), PPD Offering**

Despite its unassuming title, this course will address three areas related to privilege, power, and diversity: gender, sexuality, and identity. Throughout the course, students will be exposed to novels, films, shorts, social and political campaigns with these three themes in mind. The first area will be gender and the Parisian suburbs, specifically the well-known government funded areas surrounding Paris. We will explore notions of race, gender, and religion in this first section. The second section will focus on sexuality and identity, specifically homosexuality in French middle and high schools. We will explore suicide prevention campaigns, anti-bullying campaigns as well as homophobic and anti-homophobic material. The third section will be on transgender and transsexual identity in France. We will look at current legislation in France as well as access to medical care, social institutions, and everyday amenities. Each section will include a novel (graphic, fictional, autobiographical) and a film as well as numerous shorts, supplementary materials.

**ML 295 Holocaust and Exile in Film (Aures), PPD Offering**

In this course we will analyze a wide variety of films that center on life under the Nazis, the horrors of the concentration camps, resistance to the Nazis, the life of exiles who fled Nazi Germany, and how Germany and the Germans dealt with the legacy of the Holocaust. What role does 'art' play in these films? Does a film maker who produces a film about the Holocaust have a different responsibility than a film maker who chooses a different topic? Can the films help us to better understand this dark period in history or do they trivialize the experience of the victims?

We will relate the films to historical accounts of the period. How did the Nazis come to power, how did they solidify their power by declaring certain groups as 'an enemy' of the state? We will analyze the steps involved and the gradual development from social isolation to expulsion from their homes to mass murder.

**GER 314 Fussball is unser Leben (Aures) IE Offering**

In this course, students will learn about the role soccer plays in German culture and society, and by extension in other countries. We will learn about the history of soccer and analyze literary works and films that thematize soccer as an international phenomenon. How does soccer unite and/or divide a society?

**HONR 102 Managing the Chinese Empire (Mou) IE Offering**

Students will learn two of the three major schools of thought, Confucianism and Taoism, and how they formed the foundations of Chinese government and military philosophy.

**ENG 255B, African American Women Playwrights (Geis) PPD offering**

This course is an Arts and Humanities course because it is a literature class. It fits the PPD requirements because the focus of the class is on the doubly underrepresented figures of African Americans and women.

**MUS 390, Music and the Vietnam War (Harbert) PPD Offering**

In the course readings, daily discussion, writing assignments, and tests, this class will explore the power dynamics at play in music related to the Vietnam War conflict at home and abroad, especially as power intersects with diverse class, race, generational, and gender identities. We will investigate the ways

musicians from a variety of musical styles and genres responded to the conflict and used music as political activism and to cope with the trauma of the war and its aftermath. The syllabus will feature many musical contributions by minorities, and we will read about and discuss the inequalities of the conscription process and combat casualties of American soldiers as well as Vietnamese civilian casualties.

**ML 324, Reading Russian (Hristova) IE Catalog**

We read various texts from Russian literature, science, and cultural history, as well as contemporary news items from current newspapers and journals.

**ENG 315 Language, Writing and Power (Stasik) PPD Catalog**

This course focuses on the analysis of the interplay of power and privilege language and writing-- examining who is allowed this power, when, and for what purposes, as well as its effects and resistances.

This course offers intensive practice in academic writing across a variety of genres on the subject of language and power. Students will write about a range of issues such as varieties of Englishes around the world, dying or extinct languages, how language evolves, perceptions of proficiency and its relationship to power, the politics of official languages, and controversies surrounding bilingual education. They will develop and enhance their own writing process and their skills as editors of their own work and examine the choices writers make as they work to improve their texts. Readings will cover the ways in which language intersects with issues of privilege and power. Open to Sophomores, Juniors, and Seniors (First-Year students by permission). Priority will be given to multilingual students through SPAC, including international students and students for whom English was not the primary language spoken at home. International students must have completed or tested out of ENG 115.

**New Course**

**FREN 302, Discussing Difference: Diversity in Postcolonial France (1 course, PPD)**

This course will proceed thematically through an array of current topics of tension in postcolonial France and will be organized in three units on sexual orientation and gender identity, race/ethnicity, and linguistic identity and diversity. Over the course of the semester, you will engage with introductory works in French (books, media, film, documentary, social media, among others) to gain a better understanding of France's diversity as well as begin to understand the cultural and political dynamics that could help to explain current events.