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<tr>
<td>1.</td>
<td><strong>Call to Order – 4 p.m. Union Building Ballroom</strong></td>
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<td>2.</td>
<td><strong>Verification of Spring Semester Quorum</strong></td>
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<td>The quorum was reached at 4:12 pm.</td>
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<td>3.</td>
<td><strong>Approval of Minutes from the March 2013 Faculty Meeting</strong></td>
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<td>There were no corrections to the March minutes. The minutes were approved by unanimous consent.</td>
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<td>4.</td>
<td><strong>Faculty Remembrance for John McFarland</strong></td>
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<td>John McFarland, retired Professor of Chemistry and Biochemistry served DePauw as a faculty member from 1961 to 1994. John passed away on January 28th, 2013. A tribute to John, written by Jeff Hansen, Professor of Chemistry and Biochemistry may be found in Appendix A of this agenda. Bridget Gourley, Professor of Chemistry and Biochemistry and Chair of the Faculty, read the remembrance.</td>
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<td></td>
<td><strong>Reports from Coordinating Committees</strong></td>
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<td>Committee rosters are available at: <a href="http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/">http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/</a></td>
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<td>5.</td>
<td><strong>Committee on Academic Policy and Planning – CAPP (Fred Soster)</strong></td>
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<td><strong>A. Motion (to be voted on) that the faculty approve the following motion for the addition of a major in Actuarial Science. Advance notice was given at the March 2013 meeting.</strong></td>
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<td><strong>Motion:</strong></td>
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<td>That the faculty approve the addition of a new major in Actuarial Science in the Department of Mathematics. The required changes to the Course Catalogue can be found in Appendix B of this agenda.</td>
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<td><strong>Rationale:</strong> (provided by the Department of Mathematics)</td>
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<td>DePauw has a long history of preparing some of our students for careers in the financial world. We have prepared students to pursue careers as Actuaries and they have succeeded in these pursuits. With the passage of time, many other liberal arts colleges have reached the same level of preparation that DePauw has maintained for many years. In recent years, staffing changes and subtle changes to the curriculum within the Department of Mathematics have positioned us to do more in this area. We ask the faculty to allow us to reassert our leadership in preparing liberal arts students to become actuaries by offering a major in Actuarial Science.</td>
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<td>The courses that will be required for this major already exist in the curriculum and students have been pursuing this course of study for many years. The Department of Economics has endorsed this major and courses in economics that are required for the Actuarial Science major are offered regularly. The creation of this major will allow it to be listed on the DePauw transcript, which will more clearly indicate the major course of study. This will give DePauw students an advantage when applying for internships, jobs, and graduate programs. We ask the faculty to give our students a more favorable position from which to compete in the financial world.</td>
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</table>
Comments from Fred Soster
CAPP voted unanimously to bring this motion to the faculty for a vote. All of the courses that will be required to complete this major have already been approved by the faculty, currently exist, and are taught on a regular basis. Students at DePauw have been pursuing this course of study to become actuaries for many years now. The main impact of approval of this new major is that the student transcript will more accurately reflect that the major is in Actuarial Science. Presently the student’s transcript has the major listed as either Mathematics or Economics, and some students encounter problems when applying for internships, graduate programs, or jobs in actuarial science.

Comments from Mark Kannowski, Chair of Mathematics Department
We have been considering this major for the last two years. We have been producing actuaries longer than I have been here. We have spent time discussing this issue and looking at what others have done, and we have kept our intentions true to the liberal arts mission of DePauw.

Comment from Bridget Gourley
Are there any clarifying questions?

Question from a faculty member
Can you major in Actuarial Science and become something other than an actuary?

Response from Mark Kannowski
Yes

Question from Ken Kirkpatrick, Registrar
Is there any chance that a senior scheduled to graduate in May will have already completed this major and would ask to switch from a Math or Economics major to this new major?

Response from Mark Kannowski
I’m not sure; maybe we should check with the registrar’s office! A student who is completing a Math or Economics major may have enough classes in these two areas to complete the new major. But a student cannot major in both Math and Actuarial Science so they would have to give up their Math major to major in Actuarial Science.

Question from a faculty member
How would the senior capstone experience be distinct for an Actuarial major vs. a Math major?

Response from Mark Kannowski
We ask our students to complete a capstone experience that is specific to the “flavor of math” that the students have specialized in. So the capstone experience in the future will be tailored specifically to a student’s interest in Actuarial Science or Math.

Question from a faculty member
Are other liberal arts colleges doing this? How will this fit within the liberal arts curriculum and not be vocational training?

Response from Mark Kannowski
The preparation that we do will give students a broad education, with more in Math and Economics than there would be in the technical actuarial side of this. When students graduate from DePauw with an Actuarial Science major, the students will not be at the same level of actuarial background compared to a student graduating from Purdue where the education is more technical. Our students would have a broader education
in coursework, such as Women’s Studies, Biology, Psychology, etc.

**Question from a faculty member**
What is an actuary?

**Response from Mark Kannowski**
An actuary assesses risk, such as financial risk, or for insurance purposes, and uses mathematical models to address these problems.

**Question from a faculty member**
Is it true that a student cannot major in Actuarial Science and minor in Math?

**Response from Mark Kannowski**
Yes, correct. There is too much overlap between Math and Actuarial Science. A student majoring in Actuarial Science and minoring in Math is simply “resume padding.” In the same way, a student cannot major in Math and minor in Math. Actuarial Science will be a major within the Math Department.

**Comments from Bridget Gourley**
In the same way, we have Biochemistry majors and Chemistry majors in my department. Students cannot major in both Biochemistry and Chemistry. There’s too much overlap in the courses.

**Question from a faculty member**
Are there enough other discrete courses in Math that would be specific to Actuarial Science?

**Response from Mark Kannowski**
The overlap in coursework will be primarily in the foundational area, specifically two semesters of calculus and two specific courses at the sophomore level.

**Question from a faculty member**
What is the anticipated change in demand that the department is expecting? Do you expect that more students would want to come to DePauw because this will be offered?

**Response from Mark Kannowski**
I don’t think so. I don’t see this as a great attraction to external students. But when we go to the admitted student open house, out of three students that appear at our table over the last three years, at least one is interested in Actuarial Science. I see this as probably shifting. I think most of these students are currently majoring in Math. Now they will probably shift to an Actuarial Science major.

**Question from a faculty member**
Are Math majors taking these economics classes handicapped in the job market because their major is Math, not Actuarial Science?

**Response from Mark Kannowski**
The students are not handicapped, but there is a higher hurdle for them to get an interview or an internship. The change in resume wording may facilitate the students’ opportunities to get an interview or internship. Employers may be unsure that our students are prepared or qualified. A lot of this can be dealt with by putting this on the transcript.

**Question from a faculty member**
Is this a major that other good liberal arts colleges have?
Response from Mark Kannowski
Other schools do exactly what we do. They have some courses that help students take exams in this area, such as Hope and Rose-Hulman. They have programs where they can take courses and exams, but Actuarial Science is not a major. There are other places that offer an Actuarial Science major, such as Butler. We’re not the same as Butler, but we compete with Butler for students. Drake University also offers an Actuarial Science major. Certainly these are not bad company. Do we have any sister schools in the GLCA that offer this? Probably not. But I think this is a place where we can move forward on this. We have the staffing, classes, and opportunity to lead the way on this.

Question from a faculty member
Did you consider a Math major with an emphasis on Actuarial Science?

Response from Mark Kannowski
This is what our current language says, as indicated by the strikethrough language on the agenda. In terms of our preparation for students and what our students have done going on from here, in recent years, graduate programs have become stronger in Actuarial Science. Our students can pursue advanced degrees in financial mathematics and financial engineering.

Comments from Howard Brooks, Chair of Physics and Astronomy Department
We have agreements with two schools, Washington University and Columbia University. Columbia has a very elaborate program in operations research. Students have to prove themselves in their first semester, then the students can go forward in the engineering programs. A student wrote me Dec 25th of her senior year saying she wanted to go to engineering school. This would make it easier.

There were no other questions or comments about the motion. There was a call for a secret ballot. The vote was taken. The results of the vote were 64 yes, 20 no, and 3 abstain. The motion carried.

B. CAPP gives advance notice of intent to have the faculty vote on the following motion at the May 2013 Faculty Meeting.

Motion:
That the faculty approve the following changes to the major and minor in Kinesiology: (1) collapse the Sports Medicine emphasis and the Sports and Exercise Science emphasis into a single Kinesiology major; (2) revision of the Kinesiology minor; and (3) elimination of the coaching minor. The required changes to the Course Catalogue can be found in Appendix C of this agenda.

Rationale: (provided by the Department of Kinesiology)
The Department of Kinesiology requests that the faculty approve the following revisions to the Kinesiology curriculum: the collapse of the Sports Medicine emphasis and Sports and Exercise Science emphasis into a single Kinesiology major, revision of the Kinesiology minor, and elimination of the Coaching minor. The changes follow an intentional shift over the past 13 years toward a science-based curriculum. Prior to 2002, Kinesiology primarily participated in teacher preparation and Athletic Training. In 2002, three emphases were created to satisfy accreditation requirements in Athletic Training. In 2011, the Athletic Training Education Program (ATEP) closed leaving the remaining two emphases. Since teacher preparation and ATEP are no longer the focus of the curriculum, the need for multiple emphases no longer exists. Collapsing the emphases into a single major and revision of the minor completes the shift to a science-based curriculum while streamlining and clarifying the requirements for the major and minor. The Coaching minor is no longer needed with the shift away from teacher preparation. The revised curriculum provides a set of core courses that the Department of Kinesiology feels are necessary for all students pursuing an education in Kinesiology and allows
for more in depth discovery in areas of the students choosing at the upper levels.

Comment from Bridget Gourley
Are there any clarifying questions about the motion at this time?

Question from a faculty member
I thought Kinesiology had already done a collapsing of the majors.

Response from Fred Soster
No, because Kinesiology presented a proposal to CAPP and CAPP proceeded to consider the proposal. Now we are bringing the proposal to the faculty for a vote.

Comment from President Casey
We used to have the Athletic Training Education Program (ATEP). We no longer have ATEP but we didn’t change the major.

Comment from Fred Soster
Yes, this has been a tangled web over the last 10 years.

Comments from Pat Babington, chair of Kinesiology Department
Before 2000, ATEP was part of Sports Medicine. Around 2000, the accrediting body said that ATEP had to be separate, so we split Sports Medicine into two emphases, Sports Medicine and Sports and Exercise Science. At that time, it went to CAPP and in academic year 2001-02, CAPP said we should keep Sports Medicine, so we had three emphases. In 2008-09, accreditation changed again for athletic training and said that this had to become a major. We said no and decided to get rid of it, but we kept the other two emphases. The ATEP didn’t close down until 2011. We had to keep those courses until the students graduated. Now we’re condensing the two emphases down to one major.

Comments from Marie Pickerell, member of Kinesiology Department
Just to give my personal perspective, the field of Kinesiology, which also goes by the name Exercise Science, covers many subdisciplines, including athletic training, biomechanics, exercise physiology, motor development, and sport psychology. We have three full-time tenured faculty members in the Kinesiology department. There’s no way we can offer a broad curriculum in all of these areas so we have decided not to specialize. So what we’re trying to do is offer students a single foundational major which provides a broad-based entry point into bigger areas at the graduate level, so students coming out of our department can go into various graduate school programs or allied medical programs. If we have all these subareas, it doesn’t work well.

There were no other questions about the motion.

Announcements –

1. As I indicated at the last faculty meeting, CAPP will begin working soon on the composition of this year’s RAS. As of today, I have received one nomination. We need to appoint seven representatives this year, so ideally we would like to have numerous nominations from every division and at least one nomination from every academic department. This year’s meeting dates are Wednesday, May 22, Thursday, May 23, Friday, May 24, and Tuesday, May 28, the week after commencement and the day after Memorial Day. Please consider nominating a colleague (with their permission) or a self-nomination. Nominations should be sent to fsoster@depauw.edu by Friday, April 12, 4:00 p.m.

There were no other questions for CAPP.
6. **Management of Academic Operations – MAO (Brian Howard)**

MAO has decided to withdraw part of the original motion announced in March, specifically the scheduling of exams outside of class. MAO will work further to develop a more comprehensive policy on scheduling class-related events, including exams, outside of the regular meeting time. In consultation with SLAAC, we also hope to update current policies to more clearly distinguish extra- and co-curricular activities. Until these policies are developed, the VPAA or Dean of Academic Life can send out the guidelines for scheduling exams outside of class as a statement of current best practice.

A. Motion (to be voted on) to amend the policies on Examinations in Courses, as found in both the Academic Handbook and the Student Handbook. Text to be deleted is shown in strike-through; text to be added is underlined. Advance notice of a more comprehensive change was given at the March 2013 faculty meeting. MAO is only bringing forward a portion of the original proposal.

**Examinations in Courses**
Instructors schedule all but the final examination in their courses. No hour examinations may be given the last five class days of the semester during the final week of class meetings except for laboratory portions of final exams. Only assignments that substitute for a final exam should be given a due date during finals week. In addition, assignments and prompts for papers and projects due in the last five days of class during the final week of class meetings should be provided well in advance (at least two weeks prior to the due date).

**Comment from a faculty member**
The “final week” wording is confusing because this could be interpreted as the penultimate week since this would be the last full week of classes.

**Response from Brian Howard**
In that sense it’s no worse than the “last five class days.” We meant the “last calendar week,” Sunday through Saturday, or Saturday through Friday. We decided that this was more clear.

**Comment from a faculty member**
I offer a friendly amendment that we insert the phrase “calendar week” to the motion.

**Comments from David Harvey, VPAA**
The policy has not always been understood as meaning the last week of a semester. Early in my career at DePauw, I scheduled an exam for the Friday of the penultimate week and was informed that this was not allowed by the policy as it was the last Friday class day of the semester.

**Comments from a faculty member**
The phrase “calendar week” seems good to me. Also, if a prompt falls in the forest, and a student doesn’t hear it, did it make a noise? If the intention of the motion is to require a written prompt, it might be better to spell that out.

**Comment from Brian Howard**
We want to leave it open exactly how the prompt gets out there.

**Comments from a faculty member**
I’m not speaking about the “prompt” portion, but about the “final week” vs. “final 5 days” of the semester. I think that the “last 5 days of the semester” is more clear. I’m in favor of the original wording, not the change.
Question from a faculty member
By “prompt,” do we mean instruction of assignment?

Response from Brian Howard
“Prompt” means not just write a paper, but write a paper on some specific topic, because you can say on the syllabus that there’s a paper due but not what the paper will be about. I think “prompt” worked better for the committee.

Comment from a faculty member
Maybe we should send the motion back to the committee to nail the wording down before faculty votes.

Bridget Gourley
Are we ready for the vote, to send this back to the committee?

The vote was taken and the motion carried. The motion was sent back to the committee.

Question from a faculty member
Does MAO need to announce “intent to vote” again and wait another month? Or can this go forward with a vote next month?

Response from Bridget Gourley
As long as there’s no substantive change, we can allow it go forward with a vote next month. The faculty should anticipate we voting on this issue if MAO’s changes solely clarify language. If in revisiting the issue MAO decided to change the scope of their motion then advance notice would be required again.

B. Motion (to be voted on) that the faculty approve the following new courses:

**ECON 415: Labor Economics (1 credit)**
This course is concerned with a group of topics on microeconomic aspects of the labor market and a few selected topics on the macroeconomic issues of labor. Building on the models developed in Intermediate Microeconomics, it develops more sophisticated models by incorporating more realistic assumptions in models. It covers topics such as the supply of labor, labor force participation, the demand for labor, reasons for disparity in wages, non-traditional labor models, labor unions and collective bargaining, government regulation of labor markets and labor unions, and macroeconomic causes of cyclical unemployment. Economic aspects of labor unions, bargaining theories of wages, minimum wage legislation, labor supply incentives of various welfare programs, occupational licensure, labor mobility, migration, and discrimination theories are discussed and examined. Students also get an experience in conducting empirical research on a topic of their choice. Prerequisites: Econ 294, Econ 350.

**ECON 465: Health Economics (1 credit)**
The purpose of this course is to introduce economic analysis of health and health care within the context of the United States. The course provides an overview of the existing institutions and policies in the United States health care system and examines both the supply-side and the demand-side of health care. Standard microeconomic tools, such as models of imperfect competition, are used to analyze how the current structure influences the allocation and distribution of health services. The course also examines topics such as medical malpractice, Medicare, Medicaid, the cost of prescription drugs, and markets for human organs. The course evaluates the impact of existing policies and proposed reforms on the economically disadvantaged. It considers the appropriate role of government in health care after taking into account the potential of both the market failure and the government failure. The course looks at the latest health care reforms and the advantages and disadvantages of having universal health care of some type in the US. This course also
compares the current American health care system with those of other countries such as Canada, the UK, Germany, and France. Students also write a semester-long empirical paper on a health economics topic of their choice. Prerequisites: Econ 294, Econ 350.

There were no questions or comments on the motion. The vote was taken and the motion carried.

C. Motion (to be voted on) that the faculty approve the following new course:

**PHIL 001: Ethics Debate Teams (0 credit)**
Participation in Ethics Bowl or Bioethics Bowl competitions.

There were no questions or comments on the motion. The vote was taken and the motion carried.

D. Motion (to be voted on) that the faculty approve the changes to the requirements for the Communication and Theatre majors found in Appendix D. In each case, the affected language is in the section describing the Senior Requirement and Capstone Experience.

**Rationale:**
The department wanted to require certain types of department courses before students take senior seminar or before they attempt an independent thesis or artistic project. The shorter previous list of recommended courses (COMM 314, COMM 322, COMM 334) has been expanded to provide more options for the major to fulfill this new requirement. This “seminar prep” requirement is a pre-requisite for placement in Senior Seminar.

Additionally, the department wanted to raise the bar for performance in the capstone experience. The department feels the new C- (1.67) passing grade for capstone experiences indicates the increased expectations for the conclusion of the major’s academic career.

There were no questions or comments on the motion. The vote was taken and the motion carried.

E. MAO announces its endorsement of the changes to the course requirements for Management Fellows found in Appendix E.

F. MAO announces the following changes in title, course number, prerequisites, distribution area and/or description.

**HIST 256: African Cultures:** Change of distribution area from AH to SS

**ARTH 310: Painting & Presence: Image Theory in Medieval Art:**
*Title changed* from “Painting, Piety and Power: Northern Renaissance Art”
*Description changed* to:
This course examines the changes and controversies that informed the theory of the late medieval image (1400-1550) in altarpieces and devotional panels, and books of hours. In manifesting the presence of the divine, painting existed at the boundaries of the material and the immaterial, the earthly and the divine, the two-dimensional and three-dimensional, the visible and the invisible. How were these boundaries negotiated by the makers of images? And by their viewers? Study of original sources that theorize image making in conjunction with contemporary art historical scholarship will shape our discussions of how images come to be and how they come to mean. In focusing on the late medieval art of Jan van Eyck, Rogier van der Weyden, Robert Campin and their contemporaries, we will seek to understand the impact of new materials and techniques (oil painting, multiple point perspective), as well as new iconography (The Seven Joys of Mary, the
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<th>7.</th>
<th>Committee on Faculty – COF (Nachimuthu Manickam)</th>
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<tr>
<td>A.</td>
<td>COF’s report consists of an offer to answer questions.</td>
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Written Announcements –
MAO had no written announcements.

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<th>8.</th>
<th>Student Life and Academic Atmosphere Committee – SLAAC (David Alvarez)</th>
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<tr>
<td>A.</td>
<td>SLAAC gives advance notice of its intent to ask the faculty to vote on the following changes to Section VIII. Coordinating Committees D. Student Life and Academic Atmosphere Committee of the By-laws and Standing Rules of the Faculty at the May 2013 Faculty Meeting. Text to be inserted is in bold.</td>
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Student Life & Academic Atmosphere Committee (SLAAC)

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 Academic Integrity Policy 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.

Membership. Voting members: the President of the University; the Vice President for Academic Affairs (or his or her representative); the Vice President for Student Life (or his or her representative); the Director of International Student Services; six elected faculty members (one elected from each division and two elected at-large), of which no more than two may be from one division and no more than one from each department; the student body president (or his or her representative) and one other student to be designated by student congress. Ex-officio members (without vote): the Dean of Students, the Dean of the School of Music, and two other students to be designated by the Student Congress by virtue of the office which they hold.
Rationale:
Given the faculty's approval of the realignment of the Winter Term Subcommittee, the International Education Committee, and the Hartman Steering Committee into the Committee on Experiential Learning, SLAAC has voted to modify the description of its charge and its membership to explicitly include international student life.

Comments from David Alvarez
SLAAC is making changes regarding the charge and membership of SLAAC. Given the realignment of other committees, SLAAC voted to modify its charge and include the Director of International Student Services as a member. The Director is currently Loutfi Jirari.

Written Announcements –
SLAAC had no general written announcements.

Question from Bridget Gourley
Does SLAAC have any other announcements?

Response from David Alvarez
Yes, SLAAC wishes to express its joy in spring!

There were no questions for SLAAC.

9. Faculty Governance Steering Committee – FGSC (Bridget Gourley)

A. FGSC’s report consists of an offer to answer questions.

Written Announcements –
FGSC members having been busy with the work of their respective committees.

There were no questions for FGSC.

Reports from other Committees
Committee rosters are available at:
http://www.depauw.edu/offices acad Affairs/faculty Governance/committees and-contacts/

10. Faculty Development Committee – FDC (Sherry Mou)

A. FDC’s report is an offer to answer questions.

Written Announcements –
1. FDC will be reviewing Summer Stipend applications beginning April 9.
2. The sabbatical lunch (for faculty members eligible to take sabbaticals in AY 2014-2015 and pre-tenure leaves for AY 2014-15 or AY 2015-2016) will take place the day after the faculty meeting on April 9th, in the Union Building 231/232 from 11:30-12:30 pm. Interested colleagues should RSVP to Terry Bruner by noon on Friday, April 5.

There were no questions for FDC.
11. Committee on Administration – COA (Kent Menzel)

A. Update on work related to the 3-2 workload

COA continues to work on the question of the 3-2 workload. We have taken the results from our initial survey from last fall, and have used those results to create a second follow-up survey that will allow us to go beyond identifying advantages and concerns perceived by the faculty. According to Bill Tobin, this survey is now in our email in-boxes. We look forward to your responses to help guide our discussion of these issues.

Comments from a faculty member
I want to encourage people to find time to read David Harvey’s report. There is a long and extremely thoughtful and data-rich section addressing the 3-2 issue. I found it to be very informative.

Comment from Kent Menzel
This memo came from President Casey’s office.

Comment from President Casey
Its provenance was that David Harvey wrote the report to me.

Question from a faculty member
Many of us filled out the first survey about the 3-2 workload. In filling out this first survey, I felt like I had already answered these questions. Now we’re being asked to fill out another survey. What do we need to know to move us in one direction or another? What questions will be on the survey that will help us move forward?

Response from Kent Menzel
The one issue that I sense the committee is looking for is to understand a clear sense of priority in the advantages and concerns of the 3-2 workload, and how would we use our time given the change in our teaching load. If we give advice to the administration, we want to have an eye to justifying any recommendation we make. This new survey will help us make the argument for the recommendation and will provide us with one more piece of data that will help us move forward on this issue.

Comments from Meryl Altman, member of COA
The new survey asks for some different, more specific, information. It’s one thing to be in favor of the 3-2 workload in the abstract; but since the tooth fairy seems unlikely to give another Holton gift that would make 3-2 possible without giving up something else, a lot of other things would have to change to get us to 3-2 without an additional cost to the institution (which was the charge to the committee and to the VPAA). I’m not sure there’s good information yet about how the faculty might view the tradeoffs proposed in David Harvey’s report. The answers to those specific questions on the new survey will be very helpful going forward.

Comments from Kent Menzel
Yes, and it’s important to revisit the Harvey report. This helps us understand the tradeoffs, options, advantages, and concerns.

Comment from Jeane Pope, member of COA
The Harvey report was e-mailed to the faculty on February 13th from President Casey.

Comment from a faculty member
Several of us haven’t received the new survey yet.
Response from Kent Menzel
Sometimes it takes a while for the “send all” to make its way through the system

Comment from Bridget Gourley
Let us know if you don’t receive it so that I can investigate.

Comments from Kent Menzel
If you have chosen to opt out of a previous survey, then DePauw’s survey system may record this permanently and it’s possible that you never receive another survey. But this has only affected three members of the faculty. We will make sure there’s no conspiracy. This was just a glitch.

B. Update on work related to possibilities regard long-term health care insurance

Comments from Kent Menzel
COA is examining the details of long-term health care insurance as a possible offering in our benefits package. This would be a benefit available to faculty but not supported by the university. This would provide insurance coverage for long-term disability, either through nursing care or in-home care. We are looking into what the expense will be. We may be able to participate in this. This would be an option in the future.

Question from a faculty member
Why is COA looking into long-term care insurance?

Response from Kent Menzel
Because this is the type of insurance that we don't normally look into. If we go for this offering as a group, we would have lower costs than if anyone went forward as an individual.

Question from a faculty member
I think the long-term care insurance is a good idea. Will this be an option for everyone who wants it?

Response from Kent Menzel
Yes, this would be an option and would be available to anyone, but by selection only. You may or may not choose to participate.

Question from Bridget Gourley
So if I chose to participate, then my premium would be less expensive than if I looked into this type of insurance on my own?

Response from Kent Menzel
Yes, your cost would be lower by participating in the group plan.

Question from a faculty member
Does anyone get to join or do you have to qualify?

Response from Kent Menzel
We are looking into this. There are varying levels depending on the cost of the plan.

Comments from Amy Haug, Director of Human Resources
The long term care insurance will be very similar to voluntary supplemental life insurance. One of the benefits is a modified guaranteed issue. There are several qualifying questions about a person’s health. This insurance could be used for in-home care or for care in an approved facility.
Comments from a faculty member
Please find an option available to everyone. I have concerns regarding some people not qualifying for the coverage. I wouldn’t support a health program that has these qualifying characteristics.

Response from Kent Menzel
We will look for a plan like this, but this could make costs prohibitive and no one would get coverage. We haven’t made any recommendations about this type of a plan yet.

C. Report from 403b oversight committee.

Amy Haug, Lindsay Stegman, and Peter Graham provided an update from the 403b oversight committee and announcements about upcoming events. This committee was formed by participants (employees/retirees) to review and research the current services provided by the investment providers. During 2012, the committee met several times to develop an understanding of each vendor’s product and services offered with the DePauw plan. The process was started for reviewing all the funds offered by each vendor and the annual fee disclosure that was sent last summer.

In addition the Committee helped with the merger of the 403b plan with the Defined Contribution plan so now the University has one plan going forward. Prior to considering and discussing specific proposals for servicing the Plan, the 403b Oversight Committee is hosting "403b Information Sessions" during which the Committee will share information collected and recommendations as a result of their efforts.

Schedule of information sessions for all faculty and staff
#1 Tues. April 16th 11:40-12:25 pm Peeler Art Center Auditorium (grab-n-go lunch provided)
#2 Tues. April 16th 2:45 -3:30 pm Peeler Art Center Auditorium
#3 Wed. April 17th 11:40-12:25 pm Julian Auditorium 147 (grab-n-go lunch provided)
#4 Wed. April 17th 3:00 -3:45 pm Olin Auditorium 123
#5 Tues. April 23rd 8:00 -8:45 am Pulliam CCM: Watson Forum
#6 Thurs. April 25th 11:40-12:25 pm Peeler Art Center Auditorium (grab-n-go lunch provided)

Comments from Amy Haug
I’m taking Pat Bacon’s place on the 403b oversight committee.

Comments from Lindsay Stegman
I’m one of two staff members on the 403b oversight committee. I’m the Director of Annual Giving in Advancement office. Tony Robertson is the other staff member on the committee. This committee explores different retirement plan options.

Comments from Peter Graham
The reasons for these information sessions is to talk about changes in administration of the program that will result in saving a lot of money (millions of dollars collectively), how the process is being simplified and streamlined, and the increases in our choices for investments.

Written Announcements –
COA had no general written announcements.

There were no other questions for COA.
Motion: That the faculty approve the reconfiguration of the function and membership of the Athletic Board. The exact can be found in Appendix F of this agenda.

Rationale:
The Athletic Board has been fairly inactive for the past few years, due largely to a lack of focus concerning the function of the Athletic Board, and the unwieldy nature of its membership. The new language and smaller membership seeks to create a Board that is more easily convened, flexible, and therefore more able to respond effectively to the needs of student athletes.

Four of the six voting members are faculty. Two of those faculty are elected directly as at-large members to the Athletic Board. The two FARs (see below) now come under faculty control, as their appointments must be approved by the Chair of the Faculty. The other voting members of the reformed Athletic Board include a coach (the SAAC advisor, see below), and a student (appointed by SAAC, see below). This new structure accomplishes three goals: 1 – smaller and easier to convene so as to respond more effectively; 2 – bringing FARs directly into the work of the Athletic Board, avoiding duplication of efforts; and 3 – maintaining faculty members as a majority of voting members. Because the work of the Athletic Board is advisory (as opposed to policy-setting), it was concluded that an odd number (for breaking tie votes) was not needed. For instance, it would still give the Athletic Director and other administrators useful advice to know that a vote was 3-3 on a given matter.

The role of the Faculty Athletic Representatives (FAR) has also been difficult to define, so this language clarifies the role of our FARs in relation to the NCAA and NCAC (our athletic conference), and connects the role of the FARs more directly with the Athletic Board. The NCAA requires one FAR; NCAC requires one female and one male FAR. FARs fill required roles in both the NCAA and NCAC, and the FARs are required to participate in meetings for both organizations. In the past, the FAR was usually one person who served for many years; most faculty were unaware of the position of FAR, nor need for same. Recently, female and male FARs have served, attending conference and NCAA meetings, and conferring with the Athletic Director at the AD’s request. This position had been appointed by the AD, with the approval of the VP for Student Life, and the President. Our new system puts faculty directly into this appointment process, by requiring the Chair of the Faculty to approve AD appointments for FAR. We also make it the responsibility of the Athletic Board to publicize and explain the role of the FAR when new terms come up, and give interested faculty members a chance to nominate themselves for this position. Geoff Klinger served as FAR for several years recently. Our current FARs are Pam Propsom and Tim Good, appointed under the current system (AD, VPSL, President).

The Student Athlete Advisory Committee (SAAC) is made up of varsity athletes, and represents that segment of the student body. As such, we seek a more direct connection between SAAC and the Athletic Board. This is why the student member of the Board will now be appointed by SAAC (though does not need to be a member of SAAC), and why the Advisor for SAAC (who is a varsity coach) now sits as a voting member on the Board.

DePauw Student Government (DSG) has been consulted in this process, and approves of the new organization. DSG is moving toward more effective communication between its various constituencies; hence, the requirement that the student representative, although appointed by SAAC, report regularly to DSG.
The current Athletic Board believes that the previous function of the Board was useful at one time, but does not reflect our current realities. The previous language was too broad, and encompassed activities better left to professional administrators, such as determining schedules and Athletic awards. The new language focuses the faculty role in Athletics on the student experience, especially as it relates to academics.

Comments from Tim Good
The Athletic Board is relatively inactive. As we came together with Stevie Baker-Watson, we came up with ideas about how to reconfigure this committee. This will become a streamlined assignment and board.

There were no clarifying questions or comments about the motion. The vote was taken and the motion carried.

Written Announcements –
The AB had no written announcements.

There were no questions for the Athletic Board.

13. Ad-hoc Committee surrounding what it means to be a faculty member – (Sheryl Tremblay)

A. The committee’s report consists of an offer to answer questions.

Written Announcements –
Please attend the last scheduled wine and cheese discussions, 4-6 pm in Social Center B at the Inn at DePauw. Thursday, April 11: Autonomy and community: both are important, yet there is sometimes a tension between the two. How do, or can, we find a satisfying balance?

There were no questions for the committee.

14. Library Advisory Committee – LAC (Jonathan Nichols-Pethick)

A. Report on progress regarding Open Access policies. Useful definitions and frequently asked questions related to this report can be found in Appendix G.

The Library Advisory Committee has begun discussions this semester about the possibility of crafting an Open Access policy for the university. In the course of our meetings together, as well as in more informal conversations with colleagues across campus, we have come to realize that there is not a shared understanding of what the Open Access movement in general is, or what a specific Open Access policy at DePauw would mean for our faculty in terms of the practices and expectations of both publishing and access.

In an effort to create some common ground from which to launch a broader campus-wide discussion, we offer here working definitions of both the philosophy behind the Open Access movement generally and what typical policies typically entail. We have also provided responses to some frequently asked questions about Open Access. These definitions and responses can be found in Appendix G of your agenda.

At this time we are more than willing to answer questions you might have about why we are pursuing this, what we have done so far, and what we hope to accomplish in the coming months. Perhaps more importantly, we would like to ask you to provide guidance to us about how you would like us to proceed: what questions and concerns would you like us to pursue?

Before moving to questions, however, I’d like to point to two events that might be of interest to those of you
concerned about Open Access. The first is a demo of BePress, a digital commons software for managing institutional repositories. Our thinking here is that as we begin these conversations about Open Access, it would be useful to see what an institutional repository for faculty scholarship might look like and how it would work. This demo will take place tomorrow, April 9 at 11:00 a.m. in Peeler Auditorium. You’re all invited. The other event will be a more philosophical discussion about Open Access that will take place at the Prindle Institute sometime at the end of April or the beginning of May. Please keep an eye out for that and join us if you can.

Written Announcements –
The LAC had no written announcements.

There were no questions for the Library Advisory Committee.

Additional Business

15. Remarks from the President (Brian Casey)

I would like to open up by affirming Meryl Altman’s comment and ask that you all considering rereading David Harvey’s report on DePauw’s academic life. These reports follow from the essential questions left from the Summer Working Group of 2009 and the Working Group of 2010-11. Vice President Harvey took those questions and starting writing a series of memos to me about ways to think about these essential issues about faculty life and the potential tradeoffs we face as we think about the future of DePauw. These reports are sensitive and address thoroughly the issues that the faculty will be dealing with in the next few years. Recognizing their importance I asked that they be sent to each of the VPAA candidates during the VPAA search process.

VPAA Search Process

Now I want to thank the Vice President for Academic Affairs Search Committee for their extraordinary help and guidance this year. This committee has met numerous times at my house, in Indianapolis, and at other times on the campus.

I have never worked with a committee this impassioned, committed, and determined. Wayne Glausser has been a perfect chair, and I would like to add a true colleague and confidant as we have worked to make this appointment.

I also want to truly thank Bridget Gourley who helped shape the process through which we appointed the faculty committee.

Admissions

Second, we are in the heart of the Admissions season so I would like to thank the incredible number of faculty who have heeded the call of the Admission office to participate in a number of admitted student events and to speak with admitted students.

The admitted student open house will take place this weekend. We know from past experience that the opportunity to meet with and engage with a DePauw faculty member is a powerful attractant to applicants, so I hope you can take a moment to meet with prospective students as they come to campus.

Now I have a couple of general announcements.
The 403 (b) Committee.

A little over a year ago we formed a 403(b) oversight committee. Forming such committees is a new thing at non-profits, but it is emerging as the best practice. The committee is formed of plan participants (which here includes faculty, staff and emeriti faculty). Faculty members on this committee include Gary Lemon, Mark Kannowski, and Peter Graham. This committee has reviewed our plan. Their assessment of our plans indicate that we might have high administrative fees as we have quite a number of administrative options. I want to point out that if we make any changes, any savings will rebound to the staff and faculty and not to the University’s operating budget.

I would ask that you please attend these meetings.

Dining Services Change

I want to thank the Faculty, Staff and Student Committee for their help with the process of reviewing and selecting our dining service provider. This has been a long and deliberative process and we wanted to make sure that we involved as many people as we could to this important decision. I would like to thank the committee for their recommendation that we switch to Bon Appétit.

Our priorities, when selecting a service provider, were, first, to see if we could enhance the quality of the student experience and, second, to see if we could have healthier food options for our students. We spoke to a variety of liberal arts colleges that have or who have recently switched to Bon Appétit – Carleton, St Olaf, Denison, Wabash – and all report deep satisfaction with Bon Appétit.

Fossil Fuel Divestment

I have received a letter from a student group asking about the University’s endowment and the investments that we may have, through the endowment and its managed funds in those who produce and those who consume fossil fuels.

Oversight of the endowment is one of the critical stewardship functions of the Board so I have alerted the Board about this letter and the Board will take this up at their next meeting. I want to report that DePauw, as with all GLCA institutions, is guided by the Uniform Prudent Management of Institutional Funds Act, which may provide some guidance for us.

This topic has come up at some of our peer institutions so I will see where they are, and how they might be considering this issue. We would have to explore the potential impact of any such move on investment returns, the effectiveness of any such divestiture, the ways in which one can draw the line between those entities who are involved in the consumption of fossil fuels versus their production, and what other options DePauw and its peer institutions might have. I will forward the letter to the Board Committee. I will also be glad to have any other materials related to this issue come to the Investment Committee.

Sustainability Report to BOT

Also coming to the board will be the Report of the Sustainability Committee. I have not seen the report but I understand it offers five central recommendations. Brad Kelsheimer has met with representatives of this group to begin modeling out the impact of these recommendations. I look forward to this report and I am happy to be able to offer it to the Board.
**Lilly Endowment Proposal Request**

Although I have spoken to a number of faculty members about this, I want to alert the faculty that the Lilly Endowment has asked Indiana institutions to develop collaborative proposals to help produce students prepared to engage in the new knowledge economy. We have a draft proposal into the Endowment in which we would consider developing Winter Term programming with faculty and staff from the Kelley School of Business at Indiana University. These courses would focus on financial literacy and financial skills during that three week period. We would try to connect those courses to summer internships.

I spoke with the chair of the Economics department about this last week. Should we receive support from the Lilly Endowment for this Winter Term Program we would have the 2013-14 academic year to consider how best to shape this program for our students.

*Then followed questions for President Casey:*

**Question from a faculty member**
Would you share the divestment letter?

**Response from President Casey**
Yes. And I would like to point out that it’s a very thoughtful letter. Next month, I’ll report back on what the GLCA says. This will take time to think about what the issues really are and what this really means. I’m looking forward to these conversations.

**Question from another faculty member**
I would like to ask about the distinction between those who produce fossil fuels versus those who consume fossil fuels. This includes me.

**Response from President Casey**
What I meant by that is that, when you look at various corporate structures, there are so many complex entities that operate on both the sides of coal production and consumption. Distribution is another complex issue. So to say you want to divest from producers only, you might actually have a challenging time unraveling efforts related to production from efforts and activities associated with consumption – and, yes, we are all consumers of coal in some form or another here at DePauw.

**Question from a faculty member**
I’m speaking on behalf of Asbury Hall colleagues. Where are we in the plan to remodel the building, to bring it up to compliance with ADA and putting in an elevator?

**Response from President Casey**
Looking at the three most important capital projects on the campus – a library renovation, an Olin expansion, and Asbury – I have to say that it is unlikely for us to find external funds in the very near future. Roy O. West, Olin and Asbury are already named, so there are no naming opportunities. So these projects will have to be addressed through operating budget sources or debt issuance. Fortunately, for the first time I’ve been in this position, we’re putting together an operating budget that has more than 100K allocated for general maintenance. We recognize that Asbury hasn’t received funds for above-crisis maintenance for a while. My colleagues in Olin are experiencing similar distress.

**Follow-up comments from faculty member**
Olin and the library have elevators. Asbury really needs an elevator. I know we’re technically under the line with ADA, but this has very real implications for students taking classes in Asbury.
### Response from President Casey

Yes, thank you. I take your point.

There were no other questions for Brian Casey.

### 16. Remarks from the VPAA (David Harvey)

First, as a reminder, proposals for new tenure-track position are due in Academic Affairs by Monday, April 22. RAS will begin its meetings on Wednesday, May 22.

At the moment, and after some inquiries by Ken Kirkpartick and Mike Sinowitz, we have 19 W-courses currently listed in the schedule of classes for this fall. This is five fewer sections than we offered last fall, when we listed 24 sections. Last year we offered 50 W-courses between the two semesters, which was a bit under the average over the last decade. As we have in the past, we will look closely at the demand analysis and ask departments to make adjustments, where possible, by substituting a W-course for a class that has low demand or by adding a W to an existing class with low demand.

Earlier today Pedar Foss sent to the faculty an email with information regarding the Americans with Disabilities Act as it affects DePauw’s academic program. I encourage you to review the information in the email and on the Student Disability Service’s website. If you have questions or concerns, please be in touch with Pam Roberts, who is the Coordinator for Student Disability Services.

### Question from a faculty member

Would you consider encouraging or directing the registrar’s office to come up with more specific guidelines for departments to distribute their courses across time banks? This isn’t about the issue of 8 a.m. classes. I have a couple of students who are biology majors and wanted to take psychology classes. Psychology is offering a lot of T/Th classes that our students cannot take. It’s almost impossible for students to take two science classes and a psychology class. Most of the sciences go with MWF and we pair lab times with lecture times. If any department offers classes mostly on T/Th, then they are mostly excluding science majors from their classes.

### Response from David Harvey

I encourage faculty members who identify a problem such as this to bring it to the attention of MAO. Yes, problems with registration do occur, but there is no simple fix that can address all problems. Given the number of available time banks, the overall distribution of courses is relatively well balanced.

### Follow-up question from faculty member

Why not give chairs a simple set of guidelines, such as “x” number of classes should be offered three days a week?

### Response from David Harvey

There is no simple set of guidelines that can solve all problems. What’s important is to identify specific problems and work with departments to address those problems.

There were no other questions for David Harvey.

### 17. Remarks from Dean of the Faculty (Terri Bonebright)

The Methodist Exemplary Teaching Award is sponsored by the United Methodist Church with funds supplemented by a generous gift from George and Virginia Crane specifically for this purpose. The award is
First I want to thank those of you who sent in nominations for this award. It is heartwarming to see the many wonderful things our colleagues are doing to support teaching and our students across the many departments, programs and disciplines at our university. From these nominations, it is clear that there are a large number of faculty members who are deserving of recognition for their work with students, which makes the decision for this award a difficult one. This year we are recognizing two colleagues. I would like to say a few words about each of these colleagues using information from the nominating letters and from student comments.

Two brief stories from students provide a clear picture of the first winners’ interactions with students:

One student states: “One day when we met in her office to discuss my latest low score, I was distraught. She reassured me, but then she did more than that; she went above and beyond the call. She met one-on-one with me for months on end, tutoring me, guiding my efforts, and helping me understand every linguistic nuance. She was always kind, and always sincere, and her efforts never waned. Little by little my proficiency increased, but so did my understanding of what it means to be a great, and caring, professor.”

Another student explained: “When I showed up in the Literature class as a Freshman, she never discouraged me from taking the class. Instead, she encouraged me and gave me the challenge I needed to nurture my skills. Then she was my advisor and her office was always open whenever I had a question and needed to talk. But she was more than that. I will never forget that she came to my Senior Recital. It meant so much to me to see her there and to have her support outside the world of language studies.”

The first recipient of the United Methodist Exemplary Teaching Award goes to Francoise Coulont-Henderson.

The second winner of the Exemplary Teaching Award this year is described by students who have taken her courses as “amazing.” As an aggregate, they say she is very knowledgeable in her topical area, challenging but approachable, makes dense material accessible to students, and that she genuinely seems to care about students’ scholarly abilities.

One specific comment worth noting comes from a student who stated: “I feel that this class was important to my life so much so that I recommended that others take the course. I actually do not feel the DePauw experience is the same without taking this course.”

A colleague from another department comments that: “I have known of her excellent teaching and commitment to students through some common students. Her dedication to student growth (personal and professional) is exceptional. During last spring, we actually had a common student who was struggling post a trip abroad, and I personally saw her spend hours with this student in her office to ensure that he passed his courses that semester. He actually did very well in my class, and I would assign credit for that to her working with him. I also have been told often by students about how her passion for social justice is contagious, and that after taking her courses they become more conscious about the structural inequities and problems that exist in their own societies, and are motivated to work to right those wrongs. The fact that she can get students that passionate, while pitching her courses at a high intellectual level speaks to her brilliance as a teacher.

Please join me in congratulating the second winner of the Exemplary Teaching Award this year, Mona Bhan.
18. **Old Business**
There is no old business to come before the faculty.

19. **New Business**
There is no new business to come before the faculty.

20. **Announcements**

A. Faculty and Staff Campaign (Michele Villinski and Erik Wielenberg)

This year's Faculty & Staff Campaign kicks off this week! Be on the lookout for an informational brochure and your contribution envelope. The executive committee will be hosting a celebratory ice cream social in May. Stay tuned for details and please join us when the time comes.

Remember that our goal this year is 40 percent participation, and we have an anonymous challenge gift to help us get there. Every contribution counts: big or small, license plate or payroll deduction -- any contribution given between July 1, 2012 and June 30, 2013.

If you have questions or concerns, contact Erik Wielenberg, Michele Villinski, or Erica Riley in the Advancement Office.

There were no questions for Michele or Erik.

21. **Adjournment**

We are adjourned.
Appendix A: In Memory of John McFarland (1928-2013)
Written by Jeff Hansen

John McFarland died on Monday, January 28 at the age of 89. Born in Tennessee in 1923, John served in the Army Air Corps during World War II. After the war John came to DePauw where he received a bachelors degree in chemistry in 1949. John earned the Ph.D. degree in Organic Chemistry from Vanderbilt in 1953, was a post-doctoral fellow at M.I.T. until 1955, then worked for the DuPont Company as a research chemist until returning to DePauw as a member of the faculty in 1961.

John McFarland was sneaky smart. He had a simplicity about him that if you weren’t careful might fool you into not recognizing his intelligence. But to those who knew him best he was the smartest man they ever knew. The U.S. Army recognized his intelligence and assigned him to their technical corps during World War II. There he served as a cryptographer helping to break enemy codes. The DuPont Company also realized how smart he was. He worked there for about six years before joining the DePauw faculty. After his first year at DePauw Dupont offered him twice his DePauw salary to return to the company. John was where he wanted to be though and he turned them down. I’m not sure his students recognized his genius. His simplicity was a strength as a teacher. For his student it meant that organic chemistry had a chance of making sense. His intelligence meant he always had an answer to their questions and was always ready to help his students dig into the depths of organic chemistry.

John McFarland served his alma mater with distinction until his retirement in 1994. While a member of the faculty, he published 21 articles in scholarly publications such as the Journal of Heterocyclic Chemistry, the International Journal of Sulfur Chemistry, and the prestigious Journal of Organic Chemistry. He maintained an active research program in collaboration with DePauw students throughout his career. The last of his articles was published in 1995 with three DePauw students as co-authors. John was a caring teacher. I still remember well a note he wrote on the back of one of my exams when I took his organic chemistry course during my sophomore year. He suggested I consider doing research in the department. That simple message of affirmation and encouragement had a significant effect on me. That was the sort of teacher he was – quiet but supportive and encouraging. John also served the university in many other capacities including Pre-med advisor, Assistant Dean, and Chair of the Chemistry Department.

John also served his community. He was active in Habitat for Humanity and Kiwanis. He was a member of Gobin Memorial United Methodist church. For many years he served as a pastor for small Methodist churches in the area including at Bainbridge and Fillmore.

Bridget Gourley shared that John and his wife Nancy were particularly welcoming when she joined the University community. John was particular proud of the department and its students. Many alumni, several who will admit to struggling with organic chemistry, John’s expertise remember his mentorship fondly.

In the words of Bryan Hanson, John was “one of the kindest and gentlest fellows I’ve ever met.” While I’m sure his students often tested the limits of his patience, you could never tell it. He was a consistent source of calm. I can’t remember seeing him without a smile.
Appendix B. Actual Changes to the University Catalogue required for the new major in Actuarial Science
(Text to be deleted is shown in strike-through; text to be inserted is shown in bold.)

Actuarial Science
Actuaries are responsible for determining rates and premiums on insurance policies (e.g. life, health, home and auto) and forecasting future events affecting the soundness of insurance programs. Some actuaries work with consulting firms as advisors to corporations regarding human resource and pension benefits. Government agencies, such as the Social Security Administration or insurance regulatory boards, also employ actuaries. Actuaries can specialize in life and health insurance, in property and casualty insurance, or in pension benefit programs. The department of mathematics encourages the development of skills in analytical thinking and problem solving that prepare our students for life beyond DePauw. Actuarial Science is a collection of mathematical and statistical techniques that make it possible to calculate the monetary value of uncertain future events. Actuaries apply these principles and techniques to solve problems in finance, insurance and related fields. Actuaries are involved with every aspect of the insurance industry and must possess strong mathematical skills and a solid business background to apply their technical knowledge.

REQUIREMENTS FOR A MAJOR

Actuarial Science
Total Courses Required: 10 Courses
Core Courses: MATH 151, MATH 152, ECON 100
Other Required Courses:
- One mathematics course at the 200 level (MATH 223, MATH 247, MATH 251, or MATH 270)
- MATH 331-MATH 332
- MATH 441-MATH 442
- Either ECON 294 or ECON 295
Elective: One elective from the following courses: MATH 336, ECON 393, or ECON 450
Senior Requirement and Capstone Experience: The senior requirement consists of MATH 495
Additional Information:
- MATH 332 and MATH 442 are one-half credit courses and will be offered in the same semester as MATH 331 and MATH 441 respectively.
- A student may not major in both Actuarial Science and in Mathematics.
- A student may not major in Actuarial Science and minor in Mathematics.

Mathematics
The study of mathematics encourages the development of skills in analytical thinking and problem solving that have wide applicability. Students who graduate with a major in the department have continued their educations in fields as disparate as mathematics, computer science, physics, operations research, law, business, music, religion, dentistry and medicine; others have accepted employment in a wide variety of occupations. The department has a long tradition of successfully preparing students for the actuarial profession. A major and minor is offered in Mathematics. The basic sequence of courses for Mathematics majors is MATH 151, 152, 223, 251 and 270. Advanced placement and credit can be granted for satisfactory performance on national or departmental examinations.

REQUIREMENTS FOR A MAJOR

Mathematics
Total Courses Required: Ten
Core Courses: MATH 151, MATH 152, MATH 223, MATH 251, MATH 270, MATH 495
Other Required Courses:
Students planning graduate work in mathematics should include MATH 361 and MATH 371. Students concentrating in actuarial mathematics should include MATH 331 and MATH 442.

Number 300 and 400 level courses: Four not include MATH 495
Senior Requirement and Capstone Experience: MATH 495

REQUIREMENTS FOR A MINOR

Mathematics
Total Courses Required: Five
Core Courses: MATH 151, MATH 152, MATH 223, MATH 270,
Other Required Courses: None
Number 300 and 400 level courses: One
Senior Requirement and Capstone Experience: MATH 495
### Appendix C. Actual Changes to the University Catalogue required for the changes to majors and minors in Kinesiology

(Text to be deleted is shown in strike-through; text to be inserted is shown in **bold**.)

**Kinesiology**

The Department of Kinesiology provides Physical Activity Courses (PE) and study toward the Bachelor of Arts degree with a major in Kinesiology (KINS). The major is designed to provide the undergraduate student with a strong liberal arts background and prepares the student in the discipline of kinesiology. Kinesiology is the scientific study of human movement and includes such sub-disciplines as biomechanics, physiology of work and exercise, motor control/motor learning, athletic training, sport pedagogy, i.e., teaching and learning of sport skills and strategies, sociology/psychology of sports and exercise, and philosophy of human movement. The department’s educational goals encompass both the breadth and depth of knowledge of human movement. Courses address such questions as how and why the body moves, how simple and complex motor skills are acquired and developed over a life span, how the effects of physical activity may be immediate and lasting, and how and why injuries occur in the physically active. Students who major in Kinesiology have a variety of career opportunities, including further study in areas of kinesiology, e.g., physiology, biomechanics, psychology of exercise and sport, motor control/motor learning; further study toward a professional degree, e.g., medical school, osteopathic medicine, physical therapy, physician's assistant; athletic training; researcher at a private or public university, government agency or private organization, such as Gatorade Sport Science Institute or Nike; teacher of physical education; coach, including strength coach of a school or university; exercise technologist in a hospital or clinical setting; program director and exercise leader in corporate wellness programs; personal trainer in private business or in association with health and fitness clubs; instructor in health and fitness clubs, including YMCA's, resort centers, etc.; corporate sport leadership; sports marketing/event planner.

**REQUIREMENTS FOR A MAJOR**

**Kinesiology (Sports and Exercise Science)**

**Total Courses Required:** Nine

**Core Courses:**

- **KINS 100, KINS 201**
- Two courses from KINS 231, 232, 354
- **KINS 254, KINS 353, KINS 309 (formerly 409), KINS 450, KINS 451**
- Either **KINS 401 or KINS 290**

**Other Required Courses:** **PSY 214, MATH 141 or MATH 240** is a prerequisite for **KINS 450**.

**Number 300 and 400 Level Courses:** Three and one-half

**Senior Requirement and Capstone Experience:** The senior requirement consists of the completion of **KINS 450**, **Senior Seminar (fall semester senior year)** and **KINS 451, Senior Thesis (spring semester senior year)**. Each senior designs and proposes a research study during KINS 450. During KINS 451 the research is carried out through data collection and analysis. Results are presented in a formal setting. Students are mentored throughout the process by a faculty member.

**Additional Information:** Students seeking teacher certification should take **KINS 401**.

**Kinesiology (Sports Medicine)**

**Total Courses Required:** Nine

**Core Courses:** **KINS 100, KINS 262, KINS 353, KINS 354, KINS 363, KINS 366, KINS 367, KINS 369, KINS 309 (formerly 409), KINS 450, KINS 451**

**Other Required Courses:** **BIO 203** is a prerequisite for **KINS 366 and KINS 367**. **PSY 214, MATH 141, or MATH 240** is a prerequisite for **KINS 450**. **KINS 254 or BIO 335 (with permission)** is a prerequisite for **KINS 353**.
Number 300 and 400 Level Courses: Six and one-half

Senior Requirement and Capstone Experience: The senior requirement consists of the completion of KINS 450, Senior Seminar (fall semester senior year) and KINS 451, Senior Thesis (spring semester senior year). Each senior designs and proposes a research study during KINS 450. During KINS 451 the research is carried out through data collection and analysis. Results are presented in a formal setting. Students are mentored throughout the process by a faculty member.

Additional Information: Students completing the Sports Medicine emphasis are encouraged to meet graduate or professional program course prerequisites in a health science area such as physical therapy, occupational therapy, physician’s assistant, nursing, wellness, nutrition, athletic training, health care administration or pre-med.

Kinesiology

Total Courses Required: Nine
Core Courses: KINS 100, KINS 254, KINS 353, KINS 309 (formerly 409), KINS 450, KINS 451
Other Required Courses:
  • Two course from KINS 350, KINS 354, KINS 410, KINS 420
  • Two courses (one must be 300 or 400 level) from KINS 230, KINS 260, KINS 269, KINS 363, KINS 366, KINS 406
  • BIO 203
  • PSY 214, MATH 141, or MATH 240

Number 300 and 400 Level Courses: Six

Senior Requirement and Capstone Experience: The senior requirement consists of the completion of KINS 450, Senior Seminar (fall semester senior year) and KINS 451, Senior Thesis (spring semester senior year). Each senior designs and proposes a research study during KINS 450. During KINS 451 the research is carried out through data collection and analysis. Results are presented in a formal setting. A faculty member mentors students throughout the process.

REQUIREMENTS FOR A MINOR

Coaching

Total Courses Required: Four and one-half
Core Courses: KINS 110, KINS 406
Other Required Courses:
  • One from KINS 211, 212 or 242.
  • KINS 353 or KINS 409.
  • BIO 203 is a prerequisite for KINS 409.
  • KINS 290 is encouraged.

Number 300 and 400 Level Courses: Two

Kinesiology

Total Courses Required: Five
Core Courses: KINS 100, KINS 230, KINS 254, KINS 353, KINS 309
Other Required Courses: None
Number 300 and 400 Level Courses: Two
Communication Major, Senior Requirement and Capstone Experience:
The senior capstone experience in Communication and Theatre is where majors intentionally integrate, interpret, and create knowledge in their chosen area of focus through scholarly or artistic exploration and expression. This is both the challenge and the reward of their years spent in the intellectual life of the department and discipline. Capstone experiences also prepare students for the intellectual, ethical, interpersonal, and professional challenges that lie ahead after graduation, whether or not they go on to formal graduate study. These capstone experience options are described in detail below.

Most seniors will complete their capstone experience through a department Senior Seminar experience. In Communication and Theatre the Senior Seminar is the culmination of the students’ discipline specific studies. The seminar challenges majors to integrate their learning in and understanding of the diverse sub-divisions of Communication and Theatre even as they may complete a very specialized and discrete thesis or artistic project. Seminar’s ultimate goal is to challenge majors to produce a substantial scholarly or artistic work that reflects their learning in the major as supported by their broad liberal arts coursework.

Seniors who meet the stated academic eligibility requirements may apply for the opportunity to conduct a departmental or interdisciplinary independent senior capstone thesis or artistic project by contacting a department faculty member of their choice and completing the necessary application materials. Details of the requirements and proposal procedures and application forms are located on the Communication and Theatre Department website.

As the capstone experience to the specific study of Communication and Theatre within the liberal arts, the senior seminar or project will entail original research or a creative project. Seminar topics are broadly defined so that students with specific interests within the major (media studies, interpersonal communication and rhetoric, and theatre) may integrate those interests successfully in the completion of an original research or creative project. Seminars are writing and speaking intensive. Recent topics include Gender, Social Movements, Critical Theory and Performance, Utopias, Representations of America, Social Construction and Identity, The Rhetoric of Inquiry, Communication Ethics, Violence: Language and Media, and Communication and Public Memory. In preparation for these options, all students are encouraged to take one of the following 300 level courses prior to enrolling in senior seminar: COMM 314 Theatrical Theory and Criticism, COMM 315 Topics in Theatre History and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 323 History of Public Discourse, COMM 326 Communication in Organizations, COMM 327 Communication and Cultural Identity, COMM 334 Media Criticism or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who’ve completed one of the recommended seminar preparation courses within the major; 3. The existing university registration sequence.

The senior requirement can be met by successful completion of COMM 450 (Senior Seminar) or by taking COMM 350 (Communication Research Methods) followed by a senior project in COMM 491 (1/2 course credit). Coursework completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.

Majors will fulfill this Senior Capstone requirement through the successful completion of a department Senior Seminar course or through an independent Senior Capstone Thesis or Artistic Project with a minimum grade of C- (1.67).
The senior capstone experience in Communication and Theatre is where majors intentionally integrate, interpret, and create knowledge in their chosen area of focus through scholarly or artistic exploration and expression. This is both the challenge and the reward of their years spent in the intellectual life of the department and discipline. Capstone experiences also prepare students for the intellectual, ethical, interpersonal, and professional challenges that lie ahead after graduation, whether or not they go on to formal graduate study. These capstone experience options are described in detail below.

Most seniors will complete their capstone experience through a department Senior Seminar experience. In Communication and Theatre the Senior Seminar is the culmination of the students' discipline-specific studies. The seminar challenges majors to integrate their learning in and understanding of the diverse sub-divisions of Communication and Theatre even as they may complete a very specialized and discrete thesis or artistic project. Seminar’s ultimate goal is to challenge majors to produce a substantial scholarly or artistic work that reflects their learning in the major as supported by their broad liberal arts coursework. Seniors majoring in theatre will be required to complete a theatre-related project as part of their senior seminar.

Seniors who meet the stated academic eligibility requirements may apply for the opportunity to conduct a departmental or interdisciplinary independent senior capstone thesis or artistic project by contacting a department faculty member of their choice and completing the necessary application materials. Details of the requirements and proposal procedures and application forms are located on the Communication and Theatre Department website.

As the capstone experience to the specific study of Communication and Theatre within the liberal arts, the senior seminar or project will entail original research or a creative project. Seminar topics are broadly defined so that students with specific interests within the major (media studies, interpersonal communication and rhetoric, and theatre) may integrate those interests successfully in the completion of an original research or creative project. Seminars are writing and speaking intensive. Recent topics include Gender, Social Movements, Critical Theory and Performance, Utopias, Representations of America, Social Construction and Identity, The Rhetoric of Inquiry, Communication Ethics, Violence: Language and Media, and Communication and Public Memory. In preparation for these options, all students are encouraged to take one of the following 300-level courses prior to enrolling in senior seminar required to take a 300-level course designed to prepare students for senior seminar prior to enrolling in senior seminar. All theatre majors are required to complete COMM 314 Theatrical Theory and Criticism as a requirement for the major, but a student may complete preparation for seminar in any of the following courses: COMM 314 Theatrical Theory and Criticism, COMM 315 Topics in Theatre History and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 323 History of Public Discourse, COMM 326 Communication in Organizations, COMM 327 Communication and Cultural Identity, COMM 334 Media Criticism or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who've completed one of the recommended seminar preparation courses within the major; 3. The existing university registration sequence. Majors in Theatre must complete the senior seminar requirement by taking COMM 450 (Senior Seminar). Seniors majoring in theatre will be required to complete a theatre-related project as part of their senior seminar. With the approval of the seminar instructor, this requirement can be fulfilled in any senior seminar in the department. Course work completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.

Majors will fulfill this Senior Capstone requirement through the successful completion of a department Senior Seminar course or through an independent Senior Capstone Thesis or Artistic Project with a minimum grade of C- (1.67).
Appendix E. MAO endorsed changes to the course requirements for Management Fellows
Text to be deleted is shown in strike-through; text to be added is underlined.

Course Requirements — All Management Fellows must complete course requirements in the major of their choice and the Management Fellows core curriculum.

Students must take all courses required for the Management Fellows Program on campus for letter grades (not Pass/Fail).

In the internship semester, students take Management Fellows Reading/Business Writings (HONR 310) by correspondence for one course credit while also receiving two course credits for the internship (HONR 320). A grade of “S” (satisfactory) or “U” (unsatisfactory) will be given for the internship. Any student receiving a grade of “U” will not receive academic credit for the internship.

All Management Fellows must complete ECON 100 and ECON 220 by the end of their third semester at DePauw. By the end of their fourth semester students must complete group B, group C, and Econ 350. This means all course requirements must be met by the end of the junior year, excluding the Business Ethics course, and HONR 400.

To remain a Management Fellow in good standing, a student must meet all requirements listed in the current Management Fellows Handbook.

Only under extraordinary circumstances will courses be approved that are intended to take the place of ECON 100, 220, 280, 294, 295 or 393.

Management Fellows Core Curriculum

GROUP A Eight required course credits
ECON 100 Introduction to Economics
ECON 220 (formerly ECON 150) Financial Accounting
ECON 350 Quantitative Analysis
PHIL 233 Ethics and Business*
HONR 310 Management Readings/Business Writing**
HONR 320 Internship***
HONR 400 Management Fellows Senior Seminar

GROUP B One of the following:
ECON 294 Intermediate Microeconomics
ECON 295 Intermediate Macroeconomics

GROUP C One of the following:
ECON 280 Managerial Accounting
ECON 393 Managerial Finance

GROUP C One course from the following or any other course that has a major intercultural/global understanding****
ANTH 151 Human Cultures
ANTH 251 Latin American & Caribbean Cultures
ARTH 132 Introduction to Art History Renaissance to Modern
ARTH 134 Art of India
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 227</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>CFT 100</td>
<td>Introduction to Conflict Studies</td>
</tr>
<tr>
<td>ECON 320</td>
<td>Development Economics</td>
</tr>
<tr>
<td>HIST 108</td>
<td>Modern China and Japan</td>
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<tr>
<td>HIST 110</td>
<td>Modern Africa</td>
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<tr>
<td>HIST 112</td>
<td>European Civilization II 1789-present</td>
</tr>
<tr>
<td>HIST 116</td>
<td>Modern Latin America</td>
</tr>
<tr>
<td>HIST 122</td>
<td>Modern Middle East</td>
</tr>
<tr>
<td>POLS 170</td>
<td>International Politics</td>
</tr>
<tr>
<td>POLS 253</td>
<td>China and India in the 21st Century</td>
</tr>
<tr>
<td>POLS 254</td>
<td>Government and Politics of Western Europe</td>
</tr>
</tbody>
</table>

* Acceptable substitutes: PHIL 230—Ethical Theory, PHIL 309—Topics: Ethics & Economics

** Taken by correspondence during the internship semester with a DePauw faculty member.

*** Counts as two course credits.

**** Other courses will be considered on a case by case basis in consultation with the director.
Appendix F. By-law language for AB’s proposed change to the charge and membership of the committee  
(Text to be deleted is shown in strike-through; text to be added is underlined.)

(Athletic Board

1. Function. The primary concern of the Athletic Board is the quality of the academic and athletic experience of the student-athlete. Hence, it makes recommendations on athletic department policies regarding the student-athlete’s academic experience as well as rules and guidelines mandated by the NCAA and our athletic conference, and how these affect the student academic experience.

2. Membership. Voting Members (6): four faculty members, two of whom will be Faculty Athletic Representatives (FARs, below) and two other faculty elected at large (staggered three-year terms); the Advisor for the Student-Athlete Advisory Committee (SAAC); one student appointed by SAAC.

3. Ex-officio members (without vote): the Director of Athletics; the Director of Alumni Relations; the Vice President for Academic Affairs, or delegate.

4. Reporting Structure: The Chair of the AB will report to SLAAC, the VPAA, and the Athletic Director. The student appointed by SAAC will report to DePauw Student Government (DSG).

5. Faculty Athletic Representatives (FAR): The current athletic conference requires each institution have one male and one female Faculty Athletic Representative (FAR), who also have duties specified by the NCAA. The goal is to promote community between athletics and academics through education and communication. FAR responsibilities are to attend athletic conference and NCAA meetings; promote communication between students, faculty and coaches so that the student athlete experience can have the optimal academic and athletic impact; be a liaison for students, faculty, coaches and athletic directors with regard to conflicts between academic and athletics; participate in NCAA governance activities; assist in processing NCAA bylaw violations; assist with NCAA membership requirements; and manage NCAA surveys and postgraduate scholarships. Each new FAR is appointed to a five-year term by the Athletic Director, with confirmation from the Chair of the Faculty and the President. Faculty will be notified in advance by the Athletic Board and the Chair of the Faculty when a new FAR term comes up. FARs are appointed to staggered five-year terms, and can serve consecutive terms; there are no term limits.

Old Language to be replaced:

1. Function. This committee shall determine policies related to intercollegiate athletics including schedules and athletic awards, though basic policies are subject to ratification by the faculty. It shall report periodically to the Student Life and Academic Atmosphere Committee.

2. Membership. Voting members: the Vice President for Academic Affairs; six elected faculty members (one elected from each division and two elected at large), of which no more than two may be from one division and no more than one from each department; and two students, one of whom shall have participated in intercollegiate athletics.

Ex-officio members (without vote): the Director of Athletics, the Director of Alumni Relations, one alumnus/alumna elected by the Board of Directors of the Alumni Association for a term of three years, a coach of a men’s intercollegiate athletic team, and a coach of a women's intercollegiate athletic team.
Appendix G. From the Library Advisory Committee

What is Open Access?
Open access (OA) is the practice of providing unrestricted access via the Internet to peer-reviewed scholarly journal articles. OA is also increasingly being provided to theses, scholarly monographs and book chapters.

*Open Access -- BBB Definition (Budapest, Bethesda, Berlin)*
via Peter Suber, Director of the Harvard Open Access Project
By "open access" to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited.

For a work to be “open access,” the copyright holder must consent in advance to let users “copy, use, distribute, transmit and display the work publicly and to make and distribute derivative works, in any digital medium for any responsible purpose, subject to proper attribution of authorship”.

What is an open access policy?
An open access policy at DePauw would be designed to maximize authors’ rights to the distribution and use of their own work, and maximize access to scholarship (currently held behind increasingly expensive pay-walls controlled by publishers). Such a policy would have several components. First, the mechanism for securing open access rights from a publisher would be an “author’s addendum” that modifies and supplements publication agreement contracts between authors and publishers. This addendum stipulates the terms of the author’s retention of rights to the published work as well as the existence of prior license grants. This prior license is the second component of the open access policy; it is the mechanism that would give DePauw the right to make all articles authored by faculty openly accessible via an institutional repository. A third component of an open access policy would be an opt-out option (in the form of an addendum waiver) that allows flexibility for authors to publish in journals that do not wish to grant the terms of the author’s addendum.

Some Frequently Asked Questions About Open Access policies:

*Would an Open Access policy mean that my work would not be peer reviewed?*
No. Open Access policies do not affect your ability to submit your article for publication to any journal you wish. Peer-review is still determined by the practices of individual journals and is not affected by a prior license held by an institution.

*Would this mean I could only publish in Open Access journals, and not the important journals in my field?*
No. An Open Access policy does not delimit the types of journals authors can seek for publication. Typically, Open Access policies do encourage faculty members to consider Open Access journals when deciding where to submit their scholarly work for publication. However, if publication of scholarly work will occur in a non-Open Access journal, faculty members are encouraged to work with the publisher to retain a limited copyright of the scholarly work through an author’s addendum to the standard publishing contract.

*Would the “prior license” mean that DePauw now owns the rights to my work?*
No. An Open Access Policy typically grants a limited nonexclusive license to the university. Authors still retain ownership and complete control of the copyright in their writings, subject only to this prior license. Authors
can exercise their copyrights in any way they see fit, including transferring them to a publisher if they so desire. However, in this case, universities typically retain their limited license to archive and distribute the article from the repository.

*Would Open Access apply to all types of published work?*  
No. Many of the written products of faculty effort are not encompassed under the notion of scholarly article that is the concern of Open Access policies: books, popular articles, commissioned articles, fiction and poetry, encyclopedia entries, ephemeral writings, lecture notes, lecture videos, or other copyrighted works. This is not to denigrate such writings. Rather, they are generated as part of separate publishing or distribution mechanisms that function in different ways and whose shortcomings, if any, Open Access policies do not and are not meant to address.