

DePauw University Faculty Meeting Minutes
September 10th, 2012

1. Call to Order – 4 p.m. Union Building Ballroom (Bridget Gourley, Chair of Faculty)

Chair Bridget Gourley welcomed everyone to the first faculty meeting of the school year. Jim Mills has signaled me that we reached our quorum of 84 members so we may now officially conduct business that requires a vote.

As we begin the meeting, please check that you've silenced your cell phones. This is something that is easy to forget to do, hence the reminder. Also, if you speak during the meeting today please introduce yourself, it helps those new to our community meet their colleagues and the rest of us review our name recognition. Lastly, the acoustics is such that it works much better if you speak using a microphone. Give us a moment to pass you a microphone and note it may take a moment for Clay to turn up the volume.

2. Announcement of Fall Semester Quorum by VPAA (David Harvey)

The quorum for the faculty meeting is defined as 40 percent of those faculty members eligible to vote and not on a leave of absence. This fall, there are 242 faculty members eligible to vote. After adjusting for those on leave, there are 210 faculty members giving a quorum of 84 for the fall semester.

3. Verification of Quorum

The voting status of faculty is attached to the end of the minutes for reference.

4. Approval of Minutes from the May 2012 Faculty Meeting (Bridget Gourley)

I have to apologize to you. In my mind, I sent the minutes from the May 2012 faculty meeting. However, in going back through my e-mail in preparation for this meeting I see that I didn't. I decided against sending them to you this afternoon and creating panic and frustration that you had such a short time to read them before being asked to approve them. I must admit I'm surprised that none of you emailed me asking for them. ☺ Anyway, we will postpone approving these minutes until our next meeting in October when you will have had time to review them.

5. Moment of Silence to Honor David Herrold (Bridget Gourley)

David Herrold, Professor Emeritus of Art served DePauw from 1972 to 2008. David passed away on May 31st, 2012. A tribute to David may be found in Appendix A of these minutes. I hope you will take time to remember David by reviewing Catherine Fruhan's remembrance attached as Appendix A. I was fortunate enough to teach with David and work with him as we faculty gathered collectively to develop our expertise for the core Winter Term topics in various years. David had delightfully direct ways of helping me as a young faculty member keep perspective about our students.

Reports from Coordinating Committees (Bridget Gourley)

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

As we move into reports from committees let me share that I asked all committee chairs of committees that regularly report to us, to be prepared to come forward and share a bit about their agenda for the coming year, or at least as they can best project so far. I hope this helps everyone feel better informed about conversations

happening on campus so you can more actively participate.

6. Committee on Academic Policy and Planning – CAPP (Fred Soster)

A. Overview of committee charge, planned business for the year and announcement of committee members.

CAPP is responsible for general and long-range policies and planning for the academic program. This year the committee members are Nicole Brockmann (Division 1), Alex Puga (Division 2), myself (Division 3), Nahyan Fancy (Division 4), Marnie McInnes and Tim Good (at-large representatives), Mark McCoy (non-voting representative of School of Music), Brian Casey and David Harvey (administrative members), and Carroll Bible and Natasha Oliver (students).

Please feel free to contact any of us with questions, concerns, or items for the agenda. This year we will:

- 1.) Continue working on winter term with a focus on the on-campus portion. We intend to work closely with the new Dean of CGPOPS, Raj Bellani.
- 2.) Provide oversight as we continue to implement the new writing program.
- 3.) Work on providing a better set of documents and instructions for the Resource Allocation Subcommittee.
- 4.) Look at the potential of counting dual subject departments as sub-departments for the general education requirements.

We will not be looking at the Q or S competencies this year because both directors have indicated they want more time to do a complete assessment of those programs before proposing changes.

Written Announcements –

CAPP has no written announcements.

There were no questions for CAPP.

7. Management of Academic Operations – MAO (Brian Howard)

A. Overview of committee charge, planned business for the year and announcement of committee members.

MAO is the committee "responsible for policies and actions of the faculty relating to the daily operation of academic programs, and it shall have the responsibility for making recommendations to the faculty concerning the institution and implementation of these policies and details."

These responsibilities include changes to courses, major and minor requirements, scheduling, the calendar, academic advising, and the libraries and academic technology. This year we have nothing major coming up on our agenda, although we will be consulting with the Registrar on possible changes to the course registration system.

Our members this year are Tiffany Hebb from Division 1, Cheira Belguellaoui from Division 2, Tom Ball from Division 3, Jeff Dunn from Division 4, Jennifer Adams and myself are the at-large faculty members, and Mark Fadel and Nicholas Hebebrand are the student representatives. We are joined by Ken Kirkpatrick, Mark McCoy, Pedar Foss, and, if he wishes, Brian Casey.

Feel free to contact me, bhoward@depauw.edu, or any of our other members if you have any questions.

Finally, I draw your attention to the written announcement. We already have some names to consider, but please let us know if you would like to be considered for the Advising Committee, especially if you are in

Divisions 3 or 4.

Written Announcements –

MAO invites expressions of interest for service on the Advising Committee. Nominations, with the permission of the nominee, and self-nominations may be forwarded to the chair of MAO.

Question from a faculty member

Would MAO be willing to make a slight time bank alteration? We start our first class on MWF at 8:10 a.m. This gives us 60 minutes for the lunch hour. It's hard to squeeze meetings or speakers into a 60 minute time period at lunch, especially given that people with classes that end at 11:30 arrive late and those with 12:30 classes leave early. Starting at 8:10 a.m. has never made sense to me. Starting at 8 a.m. would make more sense and make the lunch period more useful.

Response from Brian Howard

We discussed this issue last year and we didn't make any headway. We will discuss this again this year.

Question from another faculty member

Can you comment on what MAO thought about this issue? Why not move to a starting time of 8 a.m.?

Response from Ken Kirkpatrick, Registrar

The original reason for the 8:10 a.m. starting time was to give parents with smaller children time to drop off children at school and have time to make it to class. There was a proposal to make this change last year. We got a mixed reaction from the faculty. We sent this proposed change out to students. Students overwhelmingly said they didn't want to start at 8 a.m., so we dropped it. We will reconsider this issue this year.

8. Committee on Faculty – COF (Nachimuthu Manickam)

A. Overview of committee charge, planned business for the year and announcement of committee members.

We have a very busy schedule this year. We are doing 38 personnel reviews and 8 chair reviews. We will be meeting during Winter Term.

COF is responsible for personnel decisions. This year's members of COF are Susan Anthony (Division 1), Susan Hahn (Division 2), myself (Division 3), Dan Wachter (Division 4), and Howard Brooks, Clarissa Peterson, Pat Babington, Matthew Balensuela, and Lori Miles (at large-representatives).

Written Announcements –

1. COF appointed Caroline Jetton to fill the 3-year term position on DEC and Rachel Goldberg to serve as the replacement for Naima Shifa during spring 2013.
2. COF has started the chair review process for the departments of: Chemistry & Biochemistry, Classical Studies, History, Kinesiology, Mathematics, Political Science, Psychology, and Sociology & Anthropology. COF hopes to forward their recommendations to the President by the second week of October.

There were no questions for COF.

9. Student Life and Academic Atmosphere Committee – SLAAC (David Alvarez)

A. Overview of committee charge, planned business for the year and announcement of committee members.

SLAAC is responsible for dealing with policies, guidelines, and information on all factors affecting student life and campus-wide academic atmosphere. This is a rather large charge. The committee is eager to hear from faculty, staff, and students about how academic life can be improved. Please do not hesitate to contact the chair or other committee members with comments or concerns or agenda items.

Members of the committee this year are Caroline Smith (Division 1), myself (Division 2), Sharmin Tunguz (Division 3), Smita Rahman (Division 4), and Sherry Mou and Kathryn Millis (at-large representatives) Administrative members of the committee are Brian Casey, Carol Steele (representative of VPAA), Cindy Babington (VP for Student Life). Non-voting members are Dorian Shager (representative of the Dean of Students) and Mark McCoy (representative of the School of Music). The student representative is Sara Scully, president of the student body.

This year, we will be addressing academic integrity. Other agenda items include working with Raj Bellani, Dean of CGPOPS (Civic, Global, and Professional Opportunities).

Written Announcements –

SLAAC has no written announcements.

There were no questions for SLAAC.

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

A. Overview of committee charge, planned business for the year and announcement of committee members.

FGSC is the Faculty Governance Steering Committee and is composed of the chairs of the Committee on Academic Policy and Planning (CAPP), the Management of Academic Operations (MAO) committee, Committee on Faculty (COF), Student Life and Academic Atmosphere Committee (SLAAC), Faculty Development Committee (FDC), Committee on Administration (COA) and Chair of the Faculty. We meet to make sure that we are aware of business that might overlap between our respective committee charges and to serve as a place for some reflective discussion on a variety of issues that might be finding their way through the governance structure. For example, if new committees are being proposed, if committee charges are changing to reflect the dynamic nature of the faculty we try to look at the proposals from a broad perspective. The committee also serves as a sounding board for the Chair of the Faculty more generally, where I can bounce ideas off the committee before or as I work to move them forward. Lastly, we are a place where things that don't have any other obvious home come, for us to try and think about best ways we might engage the faculty more broadly.

So, although I never know exactly what we might be discussing, I anticipate that during the coming year we will be looking at language in the handbook that is out of date or no longer reflects our current practices or needs. The idea is to try and be sure our handbook is reflective of our approach so it can be a better guide to a new VPAA coming on board that won't have institutional memory. Some changes will be proposed as being endorsed by the FGSC. Other changes may make more sense to come from other groups but the FGSC will have reviewed these changes and we'll share that with you. While it's always a matter of perspective, I hope we will all feel that proposed changes reflect moving us to a more streamlined approach to governance so we find the work meaningful rather than burdensome.

Written Announcements –

FGSC has no written announcements.

There were no questions for FGSC.

Reports from other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

11. Faculty Development Committee – FDC (Eugene Gloria)

A. Overview of committee charge, planned business for the year and announcement of committee members.

Members of FDC this year are Valentin Lanzrein (Division 1), myself (Division 2), Tim Cope (Division 3) and Jennifer Everett (Division 4). Sherry Mou and Ophelia Goma are the at-large representatives. Our non-voting members are Jonathan Nichols-Pethick (FDC coordinator) and Terri Bonebright (Dean of Faculty).

The Faculty Development Committee primarily manages the Faculty Development program at the University. The goal of the Faculty Development program is to ensure that DePauw faculty members continue to grow as teachers, scholars, and artists at every stage of their careers. FDC supports:

- Continued scholarly and artistic growth through grants of reassigned time and expense reimbursement
- Collaboration of students and faculty through summer research grants and stipends
- Interaction with the community of scholars and artists outside the University by supporting attendance at conferences and workshops
- Celebration of scholarly/artistic work and teaching innovation through regular Faculty Research Colloquiums, Faculty Forums, postings on the Faculty Development website and special events.

Announcements from Terri Bonebright, Dean of Faculty

I am making a few explanatory comments on the FDC announcements. Most of the changes should make things easier for applicants, for example the removal of the \$500 restriction for scholarly and artistic projects and the higher amount for the reports for professional development funds. You won't need to write a report retroactively if you haven't written a report for a previous award that falls within this monetary range.

For faculty development awards for reassigned time, several years ago we used to ask the department chair to read and approve the proposed project. There were some problems with this and so this was eliminated from the application. However, our new form asks the department chair to send an e-mail saying that he or she has read the application and will work with the applicant to determine the best time to take the reassigned time, taking into account departmental staffing needs. This will help to assure that the department chair has sufficient notice about possible reassigned time but it does not mean that the chair approves the actual project.

If any applicant is reticent to discuss this with their department chair, he or she should contact me directly and I will assist the applicant with the process.

Question from a faculty member

Is it true that you are not asking the department chair to endorse the application?

Response from Terri Bonebright

Correct. We are not asking the department chair to approve the project. We are making this change to help

the chair plan the schedule of classes.

Written Announcements –

1. For PDF applications, FDC has removed the \$500 restriction for preparation of scholarly and artistic projects, and has raised the award amount to \$1000 for a required report.
2. All faculty development forms are now on-line, and all reports will be submitted electronically.
3. The Dean of Faculty and the Faculty Development Coordinator are reviewing the Faculty Development Handbook to make corrections and make the website more efficient and user-friendly.
4. All applications that have reassigned time (Fisher Fellowships, Fisher Course Reassignments, Sabbaticals, Pre-tenure Leaves, and Faculty Fellowships) will require an e-mail from the Department Chair/Dean/Program Director indicating that he/she has read the application and will work with the applicant to determine the best time to take the reassigned time taking into account departmental staffing needs.
5. The Fisher Fellowship, Fisher Course Reassignment, Sabbatical, Pre-tenure Leave, Faculty Fellowship, Summer Stipend, and Student/Faculty Summer Research applications require no more than a 300 word abstract written for a general audience. The abstracts for the awards will be placed on the faculty development website.

There were no other questions for FDC.

12. Committee on Administration – COA (Kent Menzel)

- A. Overview of committee charge, planned business for the year and announcement of committee members.

Our charge is to advise the President on matters of administration and to represent the faculty for the Board of Trustees. This year, we will be looking at faculty workload and options for a 3-2 workload. Committee members this year are myself (Division 1), Meryl Altman (Division 2), Gloria Townsend (Division 3), Maryann Gallagher (Division 4), Jeane Pope, Scott Spiegelberg, and Inge Aures (at-large representatives), and David Harvey (administrative appointment).

Written Announcements –

COA has no written announcements.

There were no questions for COA.

13. Committee on Honorary Degrees – CHD (Michele Villinski)

- A. Update about nomination procedures for honorary degrees and time line for submission.

We have an at-large vacancy on the committee for spring semester 2013. Please consider joining us.

The Committee on Honorary Degrees (Naima Shifa, Mathematics, naimashifa@depauw.edu, Michele Villinski, Economics & Management, mwillinski@depauw.edu, and John Schlotterbeck, History, jschlot@depauw.edu) requests nominees for Honorary Degree recipients at the May 2013 Commencement. Please submit to us—by emailing one or all of us—the names of worthy candidates, accompanied by short biographical sketches and explanation. Nominations may include, but need not be limited to, DePauw alumni. Candidates nominated last year but not selected for an honorary degree may be renominated simply by submitting the name. We will contact you if we need additional supporting information.

We need to receive your suggestions by **noon, Thursday, September 27**. The Committee on Honorary Degrees will meet with the Board of Trustees' Nominations and Trusteeship Committee on October 4 at the fall board

meeting and the faculty will vote on a final slate of candidates at the November faculty meeting.

There were no questions for the Committee on Honorary Degrees.

14. Diversity and Equity Committee – DEC (Cindy Babington and David Harvey)

A. Update about the committee's plans for the coming year.

Announcement from Bridget Gourley

I don't believe the Diversity and Equity Committee has officially met yet this semester but I know President Casey is encouraging them to continue the work they began last spring and has asked for an update from David Harvey and Cindy Babington, Vice President for Student Life, about conversations to facilitate the committee.

Announcement from David Harvey

The Diversity and Equity Committee hasn't met yet this year and doesn't have a chair. I will convene the first meeting shortly.

The Diversity and Equity Committee is a committee of the administration whose function is described in the Handbook this way: In matters regarding diversity, inclusiveness, and equity, the Diversity and Equity Committee advises the administration and the faculty on policy; presents educational sessions for all employees; identifies issues regarding diversity and equity in campus life and refers them to the appropriate University office and/or committee(s) for action; and annually reviews and assesses aspects of the University's efforts to attract and retain a diverse campus community.

This year, the committee has two principal charges.

First, the committee will be asked to prepare a report to share with the administration, faculty, staff, and students that examines the current state of diversity and equity on campus. In preparing this report, the committee will have access to data collected by the Office of Institutional Research and survey data collected through the Office of Multicultural and International Life. The committee's report will help shape institutional conversations about issues affecting diversity and equity in our community.

Second, as needed, the committee will examine incidents of bias affecting students, faculty, and staff and report on these incidents to the administration with suggestions for how the institution can take steps to both prevent similar incidents from arising and to make recommendations on how the institution can better respond to incidents when they occur. Although the committee is not the place where members of our community should report incidents of bias, the membership of the committee includes individuals who are in roles that regularly receive and respond to such incidents.

Question from a faculty member

Can you define diversity as considered by the committee?

Response from David Harvey

There is no official definition of diversity in the committee's charge. Diversity in this context can be defined across any vector of the University.

Follow-up question from faculty member

What kinds of methods will be used to look at diversity across campus?

Response from David Harvey

I'm not a member of the committee so I can't define that for them. It's up to the members of the committee to make these decisions. It's up to the committee members to pursue the data where it takes them.

There were no other questions for DEC.

Written Announcements –

DEC has no written announcements.

15. Vice-President for Academic Affairs Search Committee – VPAA Search (Wayne Glusser)

A. Update about selection of the search committee.

In response to our call at the Faculty Institute, we received nominations of more than 50 different members of the faculty. I'm very grateful to all of you for sending along these nominations and supporting comments.

A week ago, the Faculty Governance Steering Committee met with President Casey and me to sort through the nominees and select a search committee. We were fortunate to have so many excellent candidates to choose from, but in some ways this also made our job harder. Eventually we reached unanimous agreement on our selections. We believe this is a strong and balanced committee that will both evaluate candidates wisely and help us to attract the best candidates to DePauw.

There are 12 members of the VPAA Search Committee (in alphabetical order): Tamara Beauboeuf, Mona Bhan, Sharon Crary, David Gellman, Wayne Glusser, Wade Hazel, Mark McCoy, Lori Miles, Arezoo Nazari (student member), David Newman, Carol Smith, and Michele Villinski.

Our first task is to write a detailed job description that our consultant can use to start generating a pool of appropriate candidates. Before we draft this description, we will read carefully through all the comments recorded in the breakout sessions at the Faculty Institute. In the meantime, if you have further thoughts about the kind of person we should hire as our new VPAA, please send them to me.

I will be reporting on our progress as we go along.

Announcement from Bridget Gourley

Let me note that the summaries from our discussion breakout groups during the Faculty Institute have been posted on the Faculty Governance Moodle site. If you've misplaced my email about accessing the site, I'll be sure the information is included in these minutes and I also invite you to email me and I can forward it along again.

To enroll in the Moodle site, copy the following web address (URL) into your browser <https://moodle.depauw.edu/course/view.php?id=2136>. When prompted enter the following "Enrollment Key" and click "Enroll me in this course." The enrollment key is "Faculty*Governance." You should now be a 'student' in a Moodle course called "Faculty Meeting" and able to navigate to the course and view any the materials posted.

Let me know if you have any questions or technical difficulties getting enrolled.

Written Announcements –

The VPAA Search Committee has no written announcements.

There were no questions for the VPAA Search Committee.

Additional Business

16. Remarks from the President (Brian Casey)

Thank you for participating in the opening day celebration. When we come into sight of the Green Center for the Performing Arts, it is quite the moment when we see the faculty lined up to greet the new students. We get a lot of letters about this day. The letters all mention the moment of seeing the faculty as being a significant part of their welcome to DePauw.

Also, will you please join with me in thanking FGSC members past and immediate past-present who stepped in quickly and added one more task to their to-do list, facilitating and summarizing discussions at the Faculty Institute.

I echo Michele Villinski's call for honorary degree nominations.

The Diversity and Equity Committee has been in place for a long time and has risen and fallen over the years. There has been a series of rather ugly incidents on campus during the last couple of years. We realized we had a body in place to deal with these incidents. We have decided to make this more robust. The charge to DEC is to look at the data, to see how we welcome people to the community through admissions and faculty recruiting, and to look into what specifically happens when an incident occurs. I'm looking forward to having a sense of vigor about the process.

Today's presentation will continue on what we started at the Faculty Institute. At that presentation I spoke briefly about the University's finances, then about the changes made in Admissions, Student Life, Development and in Greencastle. I then spoke about the matters that will be before the Vice President for Academic Affairs.

Brad Kelsheimer will be offering a far more lengthy presentation on the University's finances. In essence this will be – or should be – the presentation that the incoming Vice President for Academic Affairs receives.

The framing of Brad's Presentation is two fold:

- 1) Are we financially healthy?
- 2) Are we managing resources wisely?

Of course the driving question is, how are we moving the institution forward as a selective, national liberal arts college with a premiere School of Music? This will provide the context for the actions the VPAA will take, and the questions he or she will have to answer with this faculty, and with me.

Brad Kelsheimer, Vice President of Finance and Administration

The Powerpoint presentation that accompanied VP Kelsheimer's remarks is available on the faculty governance Moodle site, "Faculty Meeting."

There are several ways to measure financial health, three of which are shared here:

- 1.) Acute management, are we meeting our budget?
- 2.) External assessment, how are we rated by Moody's, an external rating agency?
- 3.) Industry assessment, composite financial index compared to other universities, are we healthy?

Acute management:

We are meeting our budget, albeit at a deficit. The deficit is being covered by the supplemental endowment draw. We are still paying the price for the market downturn in 2008-09. Last year, we pulled \$24 million from the endowment of which \$15 million was for scholarships and the balance unrestricted or restricted for non-scholarship purposes. Our annual operating budget is \$85 million. Our external/audited operating deficit was much higher during academic years 2007-08 and 2008-09, but is now leveling off. Our debt has flattened out. The increase in debt from 2005 to 2009 was not sustainable. We have not drawn any new line of credit. Overall, the acute management shows that we are making progress towards being financially healthy.

External assessment:

The highest rating from Moody's is triple "A" or "Aaa." "B" ratings are speculative. DePauw's rating is "A3," which is at the bottom of the "A" ratings and just above the "Baa" rating. Our investment to debt ratio on our balance sheet suggests that we should be Aa because our credit risk is very low. But there's a demand issue. The yield for DePauw is currently 20 percent. Yield measures the percentage of students who enroll at DePauw out of the total number of students that admitted to DePauw. Our yield and net tuition per student gives us the "A3" rating. The bottom line indicates that there is too big of a gap between net tuition per student and educational expenses per student. The "age of facilities" is a ratio. We are underspending on our facilities by \$6 million per year. We should be investing more in our equipment and physical plant. These factors also contribute to our "A3" rating. Overall, the external assessment shows that there is a "math problem." We can't ignore net tuition and yield issues or we must address the other side of the equation.

Industry assessment:

The composite financial index is a combination of four ratios into one number. On the graph, inside the red box is not good and outside the red box is good. The analysis shows that we have ample and unrestricted resources to invest. But the return on our assets is not adequate to support the current or future strategic direction and our net operating revenues are not sufficient to support what we do at DePauw. Our debt is acceptable and is not too high. Our overall CFI is 4.79. We have made some wise investments, such as in the web site, the campaign, and the feasibility study. Overall, the industry assessment shows that we are "savings rich" but "checkbook poor."

Other issues:

We are looking at the investment return. The market is currently being driven by politics, not fundamentals. Our draw from the endowment has been 6.0 percent, but should be 5.5 percent.

Comparison of our current expenses to 5, 10, and 15 years ago shows that we spend a higher percentage of the total operating budget on instruction today than in prior years. Looking at the last 25 years, the biggest increase in total expenditures occurred from academic years 1996-97 to 2001-02 when expenditures increased 48 percent. In comparison, expenditures increased 29 percent from academic years 2001-02 to 2006-07 and increased only 9 percent from academic years 2006-07 to 2011-12.

There are three areas of expenditure for the physical plant and equipment. Maintenance and repair is funded by our annual operating budget. Renewal and replacement are funded by the annual capital budget. Major projects are funded by external donors and driven by the master plan or by donors.

Overall, we are moving toward financial health. We are maintaining the core of DePauw. Our long-term

approach requires resilience, but for now, we are tracking our sustainable long-range financial model.

Follow-up comments from Brian Casey

The faculty expanded in the 1990s and the faculty development program was built up. Our operating budget increased, thanks to an increase in the number of faculty and an increase in faculty development resources. We began providing more leaves and more sabbaticals. This was the first shift in our operating budget.

We completed five large capital projects: Green Center for Performing Arts, Prindle Institute, Inn at DePauw, Julian Science Center and Harrison. Four of these were academic projects and the fifth project was a hotel. These projects were financed through gifts. This also started our debt.

If I were president in 1992 and I wanted to decrease the student-faculty ratio, I would have done the same thing. This is what has made us into a great liberal arts college. We are not going to deviate from this side of academic operations. But no one was monitoring the revenue side. How do we fit the revenue side with the academic operations? The Board of Trustees recognizes that the size of the academics is significantly larger than the size of our revenue. This is why we asked for the higher endowment draw. Now we're trying to drive the revenue side of the equation. With our new VPAA, we will continue to hold on to the current size of our academic enterprise. We have obtained the 10 to 1 ratio student-faculty ratio. Now we're making progress toward the revenue side of the equation.

Question from a faculty member

What about funding for the presidential climate commitment? Is this figured in? Is there money we will get back from using renewable energy? Has planning for the capital campaign incorporated this factor?

Response from Brad Kelsheimer

I will defer to Christopher Wells for some of this. The budget we have for sustainability isn't large, but could be more in the long-term plan. From a capital perspective, we are committed to building in a sustainable way. I'm not familiar with the issue of investments and sustainability. Are there some ways to deploy capital that will give us returns that will help us meet these expectations?

Follow-up from faculty member

Yes, I see that the master plan includes LEED certification for new buildings. But what about the climate commitment. New buildings would increase our carbon footprint. Is there a plan to invest in a reduction of our carbon footprint?

Response from Christopher Wells, Vice President for Communications and Strategic Initiatives

Some of the research is preliminary about costs to invest in alternative energy. The DePauw sustainability plan calls for a 68 percent drop in carbon emissions by 2020. But this plan explicitly states that we would meet this drop by relying on geothermal energy. This would come in during the second phase of the plan. There's no way to fast-track wholesale removal of carbon negative fuel sources and conventional fuel sources over the next 10 years. We are unlikely to achieve a 68 percent decrease by 2020 without a wholesale investment in alternative fuel sources. This goal was never realistic. We will need to bulk up phase 2 of the plan. At some point, we would need to find money (\$10 to \$75 million) to invest in alternative fuel sources. I don't know where we would come up with \$75 million. But the structure for having these planning discussions is falling into place.

Question from a faculty member

How is the lead-up to the capital campaign going? What is the effect of Marcia Latta's departure likely to be?

Response from Brian Casey

We're in a silent phase. We go out and talk to roughly 60 to 100 of our largest donors. We bring in outside consultants to look at the alumni database and the feasibility of additional donors. The silent phase is going extraordinarily well. Per policy, I – as the president -- don't accept large gifts. Instead, the Board of Trustees accepts large gifts. The board will accept several large gifts in October. I'm very pleased with how things are going. Regarding Marcia's departure, this was an unsustainable position for her.

There were no additional questions for Brian Casey or Brad Kelsheimer.

17. Administrative Committee on Sustainability (Christopher Wells)

A. Introduction of new committee to support sustainability.

The new committee will be an administrative advisory committee. The charge to the committee is in Appendix B of these minutes. This committee will have a real capacity to shape sustainability planning in conversations with the administration and the Board. This will be a working committee, and we will spend time grappling with research, budgets, tradeoffs, and financial realities. Faculty members interested in serving on the committee should send their names to Christopher Wells. FGSC will be consulted in determining the membership of this committee.

Question from a faculty member

Are you looking into how the endowment is invested in heavy-duty carbon issues?

Response from Christopher Wells

Yes, we will be looking into this. This is a completely appropriate topic of conversation for this committee.

Written Announcements –

See Appendix B for committee charge.

There were no additional questions for Christopher Wells.

18. Remarks from the VPAA (David Harvey)

Although more detailed information will be available later in the semester, I will share here some preliminary information on the faculty for the fall 2012 semester. The full-time teaching faculty includes 169 faculty members with tenure, 24 faculty members on the tenure-track, and 32 faculty members in term positions for a total of 225 full-time faculty members. These numbers include faculty members in the College of Liberal Arts and the School of Music, including those on either a paid or an unpaid leave. This total does not include the faculty librarians, of which there are 10. The total number of full-time faculty is 225 this year compared to 223 last year.

When compared to last year, we have more full-time faculty members in term positions (32 vs. an average of 21 in the preceding three years) and fewer faculty members in the tenure stream (193 vs. an average of 199 in the preceding three years). As noted in an email announcing the tenure-track searches we will complete this year, we expect to reverse this trend with this year's tenure-track searches. I anticipate that we will begin next year with 197 to 199 faculty members in the tenure stream.

This fall we have 40 faculty members teaching in part-time positions, not counting librarians, coaches, and administrators with part-time status. This compares to 51 in fall 2011 and 56 in fall 2010.

The University recently received notice of its reaccreditation by North Central through the 2018-19 academic year. As I reported last year, North Central is ending its use of the traditional 10-year self-study process and moving all institutions to one of two programs: AQIP or the new “Open Pathways” program. We have decided to move from AQIP to “Open Pathways.” This program operates on a ten-year cycle and involves one major quality-improvement project instead of the seven-year cycle of AQIP with multiple ongoing quality-improvement projects. Our first cycle will be seven years since our current accreditation ends in 2018-19. Normally the quality improvement project takes place between years 5 and 9; however, due to our shortened timeline, our quality-improvement project will begin the year after next.

There were no questions for David Harvey.

19. Remarks from Associate Dean for Academic Affairs (Carol Steele, Associate Dean of Academic Affairs)

A. Report on Academic Integrity Issues at DePauw, academic year 2011-2012

I am most appreciative of Carrie Klaus, Assistant Dean for doing this job during the last several years. She created the template for this report and kept immaculate records, from which this report is drawn.

There was a relatively high number of cases during academic year 2011-12. During the four years preceding academic year 2010-2011, we had 10 to 19 cases per semester and no more than one second violation in a single semester. In 2010-2011, there was a significant jump in the number of cases with 25 cases in fall semester, 24 cases in spring semester, and five second violations in spring semester. In our most recent academic year, 2011-12, the number of cases stayed about the same compared to the previous year, with 25 cases in the fall semester and 20 cases in the spring semester. There were four fewer cases overall in 2011-12 than in 2010-11.

There were more second and third violation cases this last year. In the fall semester 2011-12, three students were found responsible for a second violation – this includes one student found responsible for a second – and then a third violation. In the spring semester, there were two second violations and two third violations. What does this significant increase mean? Potential reasons for this are that more students are making bad decisions, or that there is more consistency in holding students to a high standard of academic integrity (probably more the latter reason).

Most of the cases last year were plagiarism in various forms. 35 of 45 total cases last year were some kind of plagiarism. A large number of plagiarism cases is typical. What does this mean? Does this reflect the importance we place on writing, on how much writing our students are doing? Conversely, is it a sign that we need to attend more to writing?

Most of the cases were first-year students, with fewer sophomores and still some juniors and seniors. During 2011-12, there were 17 cases of first-year students, 6 cases of sophomores, and 11 each of juniors and seniors. Some of the violations were facilitated by technology, although these cases are not qualitatively different from “old-fashioned” academic dishonesty. There were many cases of cut-and paste from websites, a few cases of copying from other students’ papers, and a couple of cases of receiving excessive help on a paper or lab report. Other cases included multiple submissions of a paper, facilitating academic dishonesty in another student, and stashing a lab notebook in a restroom during an exam.

We need to be absolutely clear about our expectations for students, offer plenty of guidance as to how to complete a task appropriately and successfully, and be explicit about things like cell phone use during an exam. Faculty should hold students accountable and be consistent in applying the Academic Integrity Policy.

Some things that are upsetting to hear: “This is how I write papers in all my classes!” (from a student charged with plagiarism), and “I didn’t report this, but...” (from a kindhearted faculty member).”

It’s heartbreaking to suspend a student, but it’s both heartbreaking and unfair if other students do not face similar consequences.

Here’s some advice for avoiding academic integrity issues. Be absolutely—excessively—clear about expectations. Treat citations explicitly in all writing assignments, at all levels. Have students practice paraphrasing! Have them practice summarizing articles without looking at the articles, responding to arguments in the articles, etc. Help students manage their time by scaffolding assignments with staged due dates. Work to write exams that students can’t cheat on.

I invite you to contact me or SLAAC with comments, questions, concerns, etc. In particular, let me know if you are interested in a brown-bag on any topic related to academic integrity. The issue of intentionality and to what degree it matters comes up a lot. Mosaic plagiarism has also been raised.

Question from a faculty member

Have students been expelled for academic misconduct?

Response from Carol Steele

Yes.

20. Old Business

There was no old business to come before the faculty.

21. New Business

There was no new business to come before the faculty.

22. Announcements (Bridget Gourley)

Please note the elections results from last spring and early this fall that are summarized in the minutes.

Also, please notice we still have a few vacancies. I hope some of you can find time to step forward and volunteer to serve in these roles. Where we have at least one nominee, those nominations are closed. Additional nominees for positions where we have no candidates will be accepted through Friday at which point a ballot will be released. As per the by-laws I will appoint individuals to fill any additional vacancies at that point. I really hope individuals will come forward. While every commitment takes time, we are fortunate in those committees with a particularly measurable workload, for example COF, are already fully staffed.

A. Spring 2012 and early fall 2012 election results

Position	Colleague Elected
At-large three year term on COF	Pat Babington
Division 1 three year term on COF	Susan Anthony
Division 2 two year replacement on COF	Susan Hahn
Division 4 three year term on COF (candidate agreed to serve one year)	Dan Wachter
Division 4 three year term on CAPP	Nahyan Fancy
At-large three year term on MAO	Jennifer Adams

Division 4 three year term on MAO	Jeff Dunn
At-large three year term on SLAAC	Sherry Mou
Division 3 one year replacement on SLAAC	Marie Pickerill
Division 4 three year term on SLAAC	Smita Rahman
At-large three year term on FDC	Ophelia Goma
Division 1 three year term on FDC	Valentin Lanzrein
At-large three year term on COA	Scott Spiegelberg
Division 1 two year term on COA	Kent Menzel
Division 2 two year term on COA	Meryl Altman
Division 4 fall semester replacement on COA	Manu Raghav
At-large three year term on Athletic Board	Bruce Sanders
Division 4 three year term on Athletic Board	Mac Dixon-Fyle
At-large three year term on Hartman Center Steering Committee (HCSC)	Christina Holmes
At-large three year term on Committee on Honorary Degrees (CHD)	Naima Shifa
At-large one year leave replacement on Board of Control of Student Publications	Maria Soledad Forcadell
Two At-large two year terms on Board of Control of Student Publications	Suman Balasubramanian Greg Ristow
Division 2 three year term on Library Advisory Committee	Jason Fuller
At-large fall semester leave replacement International Education Committee	Maria Luque
Division 3 three year term on International Education Committee	Naima Shifa
Division 3 spring semester replacement on International Education Committee	Suman Balasubramanian
Division 1 Grievance Committee Members (for service 2/01/13 through 1/31/14)	Sheryl Tremblay Jennifer Adams
Division 2 Grievance Committee Members (for service 2/01/13 through 1/31/14)	Angela Flury Francesca Seaman
Division 3 Grievance Committee Members (for service 2/01/13 through 1/31/14)	Scott Thede Tom Ball
Division 4 Grievance Committee Members (for service 2/01/13 through 1/31/14)	Rebecca Bordt Michele Villinski
Division 2 Grievance Committee Alternates (for service 2/01/13 through 1/31/14)	Meryl Altman Inge Aures
Division 3 Grievance Committee Alternates (for service 2/01/13 through 1/31/14)	Bruce Serlin Mark Kannowski
Division 4 Grievance Committee Alternates (for service 2/01/13 through 1/31/14)	John Schlotterbeck Dan Shannon
Division 1 three year term on Academic Standing Committee/Petitions Committee	Dana Dudle
Division 3 three year term on Academic Standing Committee/Petitions Committee	Pam Propsom
Division 1 three year term on Teacher Education Committee	Joyce Dixon-Fyle
Division 2 fall semester replacement on Teacher Education Committee	Maria Luque
Division 3 one year replacement on Academic Technology Advisory Committee (ATAC)	Khadija Stewart
Division 1 Chair one year term	Randy Salman
Division 1 Secretary one year term	Jonathan Nichols Pethick
Division 1 Third Division Officer one year term	Valentin Lanzrein
Division 2 Chair one year term	David Alvarez

Division 2 Secretary one year term	Rebecca Schindler
Division 2 Third Division Officer one year term	Lynn Ishikawa
Division 3 Chair one year term (correction election)	Scott Thede
Division 3 Secretary one year term	Bruce Serlin
Division 3 Third Division Officer one year term	Pat Babington

B. Nominations received for remaining vacancies as of September 5, 2012

Current Vacancies Position and Term	Nominees to date
At-large Teacher Education Committee (three year term) (cannot be from Division 3, the library or Modern Languages)	none
At-large Committee on Honorary Degrees (spring semester replacement)	none
Division 1 Grievance Committee Alternates (for service 2/1/13-1/31/14) – two positions	none
Division 1 Academic Technology Advisory Committee (fall semester replacement)	none
Division 2 spring semester replacement on FDC	Debby Geis Maria Luque
Division 3 Board of Control of Student Publications (fall semester replacement)	Naima Shifa
Division 4 Academic Technology Advisory Committee (ATAC) (three year term)	Jeff Gropp
Division 4 Teacher Education Committee (one year sabbatical replacement)	none
Division 4 Division Chair (one year term)	Colleagues considering
Division 4 Division Secretary (one year term)	none
Division 4 Third Division Officer (one year term)	Colleagues considering

22. Adjournment (Bridget Gourley)

There is no doubt that next month, in addition to useful announcements, we will likely have business requiring a vote. Because our September meeting falls a week later than typical, it is a quick turn around to when we gather again for our monthly business, October 1. If there is no other business to come before the faculty, let's consider ourselves adjourned.

Appendices

Appendix A. Tribute to David Herrold (1942-2012) Written by Catherine Fruhan

I don't want to repeat all the "usual" things about David Herrold that you might be able to learn from a resume or find out from a newspaper obituary. They are not the things that made David, David. I'm not following the usual course, because I want to be true to David's independent spirit (which never followed the usual course) by recounting some of the things that you may not know about him---the first of which is that he was absolutely never boring. He was one of the smartest people I've ever known. I'm not sure a lot of his colleagues knew this about him. This is not because he was diffident, or lacked confidence, or because he was fiercely private (which he was), but because he only spoke when he had something to say, and what he had to say was always engaging, incisive, informed and full of insight. He was very widely read and could discourse intelligently on a great variety of topics—politics, science (of all sorts), engineering, construction, mathematics, art, computer technology, oil rigs, energy policy—and I'm sure many others I don't even know about. He was unapologetic in his disdain for sports, one of the few topics about which he had nothing to say. (I loved this about him—no Tuesday morning rehashing of Monday night football.)

David's humor was as dry as it comes. Out of the blue he could come up with some turn of phrase that would knock your socks off, or he would make some pithy, economical observation that would exactly capture the absurdity of a situation. (He had a very refined sense for the absurd.) His offbeat "take" on the world could be so unexpected and dryly amusing that it would often require a couple of beats to fully absorb it. We teased him about being "Nordic"—emotionally reticent, impatient of sentimentality, no frills, no whining, just dust yourself off and get the job done. And yet we all knew he felt things deeply. When his children, Jennifer and Ryan, were small, he spoke with emotion about what sweet, forgiving children they were. (I think he had forgotten to pick one or both of them up at school.) And he expressed a heartfelt delight at the curiosity and antics of his granddaughter.

David was an experimenter and an inventor. He experimented with using a gas kiln in a novel way—that could mimic the ash glaze effects of a wood-burning kiln. He also invented a machine, a marvelous device that he called a "Slip Jet Printer," which could, in three dimensions, create complex patterns in clay in successive layers around the exterior surface of a hollow form. He combined the skills of a craftsman, a visual artist, an engineer, and an architect. In an article he wrote for a British journal, *Ceramic Review*, he described building a kiln using unconventional construction methods that treated the kiln "as an architectural problem as well as a functional tool." He also built his own house. I don't mean that he handed the plans over to a contractor; I mean he built it himself, from the ground up, creating one of the first earth-sheltered homes in the area. Discovering how form could best relate to function was the principle that drove his elegant designs. David could do just about anything, and he could explain, with simple eloquence, how just about anything worked.

David's art is profoundly original emerging, as it does, from the combined power of his intellect and humor. His restless, experimental creative nature drew him to a variety of media—photography, woodworking, digital imaging, computer animation and ceramics, always ceramics. He was understated about his talent, so he never made much of this, but the truth is that he was one of the pioneers in the areas of both digital imaging and computer animation. He was a computer geek with an aesthetic sensibility, and that was a rare combination in the early years of computer technology—actually, it still is. David eschewed the simple and the simply beautiful in his work. He embraced the aesthetics of the unbeautiful or, more accurately, of the weirdly beautiful or the beautiful-in-spite-of itself. His aesthetic choices could engage the monumental, or witty, or whimsical, or dramatic, or they could reference or challenge tradition. But they were always fresh, disarming, and imbued with the element of surprise—both in visual terms and in terms of their often-droll titles. Sometimes delightfully goofy and often deeply subversive, David's work always had authenticity at its core.

One of my favorite of his series is the one where he created hand-built pieces with bulbous appendages that look like cow udders. His plates have surfaces that are reminiscent of landscapes and star-studded skies—where art and nature are both melded and in tension. Surfaces can look like geological strata with fossils, like tufa rock, or like lava flow in a volcanic eruption. One plate has a surface that looks like broken eggshells—that carries, at the same time, a sense for both the sturdiness and the fragility of the earth. David’s digital images have a surreal quality, with the montages often suggesting strange, disturbing, often darkly funny narratives. There is, in David’s work, a powerful sense of exploration, of the pursuit of visual problems down myriad circuitous paths—paths driven by a penetrating intelligence and sly humor.

David had devoted students whose ceramic work--sculptural/“hand-built” as well as functional/“thrown”--emerged from his studio year after year as a testament to his skills and success as a teacher. Many of his students went on to graduate school. He could be quirky in his art and in his world-view but, in terms of human relationships, he was always straight as an arrow. Anyone who had the privilege of working with David knows about his directness, decency, ethical decision-making, and fair-mindedness. In my early years at DePauw, when I was the only art historian in a department of three studio artists, David was chair. Whenever the two disciplines were in competition for resources and the needs of both carried equal weight David, rather than put it to a vote, would always flip a coin. He modeled a system of fairness in leadership that has served the Art Department to this day. I don’t believe that decency was something David particularly sought after; it was, quite simply, part of the fiber of his being.

David spent the last nine years of his life with his remarkable wife, Susannah Hardesty. Two wonderful people: smart, capable, independent, creative (both ceramists!)—two people worthy of each other--found each other to their mutual delight. This part of David’s life is also to be celebrated.

We are all going to miss our brilliant, principled, singular, endlessly interesting, creative, and dry-witted friend. Ave Atque Vale.

Appendix B. Charge for the Administrative Committee on Sustainability

As a signatory to the President's Climate Commitment, DePauw has committed to craft and continually refine a plan to move the University towards carbon neutrality by 2040. In support of the mission of the University, the sustainability program at DePauw should allow the institution to reduce its long-term energy costs, attract excellent students and faculty and new sources of funding, and increase the support of alumni and engagement with the local community. With these goals in mind, this committee is charged with three interrelated and specific tasks:

- 1) serving as an advisory group in support of the administrative sustainability program, and working with Sustainability staff, the Associate Vice President for Facilities, and the Vice President for Communications and Strategic Initiatives to identify the most promising programs and initiatives to pursue, and to engage with the challenges presented by limited resources.
- 2) establishing metrics for evaluating the progress of sustainability efforts.
- 3) reporting directly to the Board of Trustees annually on sustainability efforts and strategies, and recommending projects with proposed budgets and funding sources.
- 4) helping to connect the work of the sustainability program with efforts in other areas on campus, including the Environmental Fellows program, the Center for Student Engagement, the Campus Living office, and the departments of Facilities and Auxiliary Services, to ensure that sustainability efforts are well-coordinated and not operating in isolation.

The committee will be composed of faculty members, students, and administrators, and will meet at least monthly during the course of the 2012-13 academic year. The first report to the Board of Trustees will take place at their May 2013 meeting.

Faculty Voting Status, Fall Semester 2012-13

Name	Status	Name	Status	Name	Status
Adams, Jennifer	Voting	Doak, Emily	Voting	Howley, Kevin	Voting
Alexander, Rebecca	Voting	Dudle, Dana	Voting	Hutter, Verena	Voting
Altman, Meryl	Voting	Dunn, Jeffrey	Voting	Ishikawa, Lynn	Voting
Alvarez, David	Voting	Dye, Ronald	Voting	James, Leslie	Voting
Anderson, Jeremy	Voting	Dziubinskyj, Aaron	Voting	Jennings, Kerry	Voting
Anthony, Susan	Voting	Edberg, Eric	Voting	Jetton, Caroline	Voting
Arnold, Russell	Voting	Edwards, Carla	Voting	Kane, Danielle	Voting
Aures, Inge	Voting	Elman, Linda	Voting	Kannowski, Mark	Voting
Autman, Samuel	Voting	Eppley, Hilary	Voting	Kelleher, Hillary	Voting
Babington, Patrick	Voting	Evans, Arthur	Voting	Kendall-Morwick, Joseph	Voting
Balasubramanian, Suman	Voting	Everett, Jennifer	Voting	Kenney, Jeffrey	Voting
Balensuela, Matthew	Voting	Fancy, Nahyan	Voting	Kertzman, Mary	Voting
Ball, Thomas	Voting	Field, William	Voting	Kinney, Kevin	Voting
Barber, Amy Lynn	Voting	Fingal, Sara	Voting	Kirkpatrick, Kenneth	Voting
Barreto, Humberto	Voting	Finney, Melanie	Voting	Klaus, Carrie	Voting
Barros, Sandro	Voting	Flury, Angela	Voting	Klinger, Geoffrey	Voting
Bayer, Ellen	Voting	Forcadell, Maria Soledad	Voting	Komives, Alexander	Voting
Beauboeuf, Tamara	Voting	Fornari, Chester	Voting	Kuecker, Glen	Voting
Bedard, Lynn	Voting	Foss, Pedar	Voting	Lafontant, Pascal	Voting
Belguellaoui, Cheira	Voting	Fox, Vanessa	Voting	LaLone, Darrell	Voting
Belyavski-Frank, Masha	Voting	Foy, Leonard	Voting	Lanzrein, Valentin	Voting
Benedix, Beth	Voting	Friedman, Seth	Voting	Leech, Dina	Voting
Benedix, James	Voting	Fruhan, Catherine	Voting	Lemon, Gary	Voting
Berque, David	Voting	Fuller, Jason	Voting	Liu, Jinyu	Voting
Bhan, Mona	Voting	Gallagher, Maryann	Voting	Luque, Maria	Voting
Biehle, Susanne	Voting	Geis, Deborah	Voting	Lynch, Christopher	Voting
Bitner, Ted	Voting	Gellman, David	Voting	Mackenzie, Michael	Voting
Bonebright, Terri	Voting	Gilman, Daniel	Voting	Manickam, Nachimuthu	Voting
Bordt, Rebecca	Voting	Gilson, Caroline	Voting	Marcoux, Christopher	Voting
Bretscher, Mary	Voting	Glausser, Wayne	Voting	Martoglio, Richard	Voting
Brickell, Meredith	Voting	Gloria, Eugene	Voting	McCall, Jeffrey	Voting
Brockmann, Nicole	Voting	Goble, Geoffrey	Voting	McCoy, Mark	Voting
Brooks, Howard	Voting	Goldberg, Rachel	Voting	McInnes, Marion	Voting
Brown, Harry	Voting	Goma, Ophelia	Voting	McKelligan, Marcia	Voting
Bruggemann, Julia	Voting	Good, Tim	Voting	McVorrان, Marcelle	Voting
Burgman, Raymonda	Voting	Gourley, Bridget	Voting	Menzel, Kent	Voting
Call, Rex	Voting	Graham, Peter	Voting	Miles, Lori	Voting
Cameron, Richard	Voting	Gropp, Jeffrey	Voting	Millis, Kathryn	Voting
Caraher, John	Voting	Guinee, David	Voting	Mills, James	Voting
Casey, Brian	Voting	Gurnon, Daniel	Voting	Moodie, Erin	Voting
Castañeda, Angela	Voting	Hahn, Susan	Voting	Moore, Kevin	Voting
Chiang, Yung-chen	Voting	Hale, Jacob	Voting	Mou, Sherry	Voting
Chiba, Hiroko	Voting	Hansen, Jeffrey	Voting	Musser, Thomas	Voting
Cope, Tim	Voting	Hanson, Bryan	Voting	Nasr, Ghassan	Voting
Cornell, Cynthia	Voting	Harms, Douglas	Voting	Newman, David	Voting
Coulont-Henderson, Françoise	Voting	Harris, Anne	Voting	Nichols-Pethick, Jonathan	Voting
Cox, Brooke	Voting	Harvey, David	Voting	O'Bannon, Brett	Voting
Crary, Sharon	Voting	Hayes, Andrew	Voting	O'Dell, Cynthia	Voting
Csicsery-Ronay, Istvan	Voting	Hazel, Wade	Voting	Ota, Pauline	Voting
Cymerman, Claude	Voting	Hebb, Tiffany	Voting	Oware, Matthew	Voting
DeCarlo, Victor	Voting	Heithaus, Joseph	Voting	Pannell, Kerry	Voting
Dewey, Robert	Voting	Henk, Amanda	Voting	Paré, Craig	Voting
Dickerson, Vanessa	Voting	Hershberger, Robert	Voting	Patrick, Joyce	Voting
Dickinson, Thomas	Voting	Hertenstein, Matthew	Voting	Perkins, Scott	Voting
Dixon, Mary	Voting	Hillis, Rick	Voting	Peterson, Clarissa	Voting
Dixon-Fyle, Joyce	Voting	Holmes, Christina	Voting	Phang, May	Voting
Dixon-Fyle, Mac	Voting	Howard, Brian	Voting	Pickerill, Marie	Voting

Faculty Voting Status, Fall Semester 2012-13

Name	Status
Pollack-Milgate, Howard	Voting
Pope, Jeanette	Voting
Poturovic, Selma	Voting
Prakash, Deepa	Voting
Propsom, Pamela	Voting
Provine, Rick	Voting
Puga, Alejandro	Voting
Raghav, Manu	Voting
Rahman, Smita	Voting
Ricke, Audrey	Voting
Risdon, Michael	Voting
Ristow, Gregory	Voting
Rizner, Dan	Voting
Roberts, Jacqueline	Voting
Roberts, Michael	Voting
Ross, Scott	Voting
Rusu, Dan	Voting
Sahu, Sunil	Voting
Salman, Randy	Voting
Sanders, Bruce	Voting
Schindler, Rebecca	Voting
Schlotterbeck, John	Voting
Schneider, Henning	Voting
Schwipps, Gregory	Voting
Seaman, Francesca	Voting
Serlin, Bruce	Voting
Shannon, Daniel	Voting
Shaw, Misti	Voting
Shifa, Naima	Voting
Sinowitz, Michael	Voting
Smith, Caroline	Voting
Smith, Orcenith	Voting
Smock, Richard	Voting
Smogor, Louis	Voting
Soster, Frederick	Voting
Spiegelberg, Scott	Voting
Stanfield, Kellin	Voting
Steele, Robert	Voting
Steinson, Barbara	Voting
Stewart, Khadija	Voting
Stinebrickner, Bruce	Voting
Stockton, Jamie	Voting
Suarez, Alicia	Voting
Sununu, Andrea	Voting
Tatge, Mark	Voting
Thede, Scott	Voting
Timm, Steven	Voting
Townsend, Gloria	Voting
Tremblay, Sheryl	Voting
Tunguz, Sharmin	Voting
Upton, Rebecca	Voting
Vaglia, Janet	Voting
Villinski, Michele	Voting
Vincenzi, Marco	Voting
Von Herrmann, Alan	Voting
Vyas, Akshat	Voting

Name	Status
Wachter, Daniel	Voting
Wagner, Christina	Voting
Ward, James	Voting
Watt, Paul	Voting
Weisz, Eva	Voting
Wells, James	Voting
White, Christine	Voting
Whitehead, Barbara	Voting
Wielenberg, Erik	Voting
Wilkerson, Scott	Voting
Wilson, Susan	Voting
Wilson, Wesley	Voting
Worthington, David	Voting
Wright, Lili	Voting
Wu, Zhixin	Voting
Ziegler, Valarie	Voting

Name	Status
Abed, Larry	Non voting
Aherne, Tavy	Non voting
Beckel, James	Non voting
Berry, John	Non voting
Bohmer, David	Non voting
Carkeek, Maureen	Non voting
Carter, John	Non voting
Chiang, Li-feng	Non voting
Chiarella, Thomas	Non voting
Clodfelter, John	Non voting
Coburn, Pamela	Non voting
Cohen, Adam	Non voting
Danforth, Robert	Non voting
Dortch, Roger	Non voting
Dugan, Gregory	Non voting
Evans, Charles	Non voting
Fenlon, William	Non voting
Forbes, Michael	Non voting
Foster, Daniel	Non voting
Geroux, Robert	Non voting
Good, Caroline	Non voting
Grammel, Deborah	Non voting
Gregory, Andrew	Non voting
Hall, Kelley	Non voting
Hasegawa, Yoshiki	Non voting
Hayes, Amy	Non voting
Helsley, Jack	Non voting
Hopson, Amanda	Non voting
Hreha, Timothy	Non voting
Huffman, Kristin	Non voting
Kim, Wonmin	Non voting
Lapin, Katya	Non voting
Lazar, Vincent	Non voting
Lynch, Richard	Non voting
MacPhail, Josephine	Non voting
Martin, Jayson	Non voting
McCoy, Darcy	Non voting
Mills, Claudia	Non voting

Name	Status
Mooney, Kevin	Non voting
Moore, Harriet	Non voting
Mueller, Jamie	Non voting
Nelson, Antonya	Non voting
Nightenhelser, Keith	Non voting
Paré, Barbara	Non voting
Pejril, Veronica	Non voting
Pelaprat, Etienne	Non voting
Rachford, Natalia	Non voting
Reynolds, Anne	Non voting
Roberts, David	Non voting
Roberts, Elizabeth	Non voting
Seaman, Michael	Non voting
Shcherbina, Yunona	Non voting
Sieg, Brandon	Non voting
Sirotkin, Leonid	Non voting
Spicknall, John	Non voting
Stark, Harvey	Non voting
Stasik, Tamara	Non voting
Steele, Carol	Non voting
Stepp, Scotty	Non voting
Stoffregen, Kori	Non voting
Stolle, Kara	Non voting
Szpunar, Ruth	Non voting
Timm, Barbara	Non voting
Weinstein, Anthony	Non voting
Wells, Anastasia	Non voting
Williams, Alexander	Non voting
Zellers, Deborah	Non voting

**DePauw University Faculty Meeting Minutes
October 1st, 2012**

1. Call to Order – 4 p.m. Union Building Ballroom (Bridget Gourley, Chair of Faculty)

Chair Bridget Gourley welcomed everyone to the October faculty meeting. She reminded everyone when we speak during the meeting to introduce ourselves, respect the acoustics by using a microphone, and wait a moment for us to pass you a microphone and for Clay to turn up the volume.

2. Verification of Quorum

The quorum of 84 members was reached at 4:08 p.m.

3. Approval of Minutes from the May 2012 and September 2012 Faculty Meetings

There were no corrections to the May 2012 or September 2012 faculty meeting minutes. The minutes were approved via unanimous consent.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

4. Committee on Academic Policy and Planning – CAPP (Fred Soster)

- A. CAPP gives advance notice of its intent to ask the faculty to amend graduation requirements to allow two courses from the same department to satisfy the Distribution Area Requirements if the two courses are from different course listing areas. The motion requires a change in the catalog language in two areas in the section on Distribution Area Requirements. The exact text of the changes are found in Appendix A.

Rationale – Under the current graduation requirements, students may not use more than one course from the same department to satisfy the Distribution Area Requirements. Consequently, students who take two courses that are in different disciplines offered in the same department (i.e., dual subject departments such as Sociology and Anthropology, and Art and Art History) may only count one of the courses to satisfy the Distribution Area Requirements. This change would apply only to those departments in which the course numbering has a different text code preceding the course number in the schedule of classes and on the transcript (e.g., ANTH 151 and SOC 101).

Announcement (Fred Soster)

CAPP will bring forward a motion at the November Faculty meeting to amend the graduation requirements to allow two courses from the same department to satisfy the Distribution Area Requirements if the two courses are from different disciplines within that department. The rationale for this change is given in the minutes. The motion requires a change in two places in the catalog language and those changes are shown in Appendix A.

Announcement (Bridget Gourley)

While it would be inappropriate to debate the motion at this time, we can have clarifying questions. Does anybody have any clarifying questions about this motion for CAPP?

There were no clarifying questions about the motion.

Written Announcements –

CAPP has no written announcements.

There were no questions for CAPP.

5. Management of Academic Operations – MAO (Brian Howard)

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

SOC 217: Queer Theory/Queer Lives (Social Science, 1 credit)
(cross-listed from existing WS 250)

This course is an interdisciplinary exploration of the social and historical development of lesbian, gay, bisexual and transgender (LGBT) categories, identities, and communities; the emergence and development of Queer Theory and its ability to deconstruct, de-politicize, and extend beyond "LGBT;" the effect of interlocking systems of domination and control on queer lives, including sexism, racism, ethnicity and social class; and LGBT/Queer experiences within social institutions including families, marriage, law and the media. Prerequisites: SOC 100 or sophomore standing.

Announcement (Bridget Gourley)

MAO's first item on the agenda is a motion to approve a course. While this course has previously been approved as a women's studies course, it has not been approved as a Sociology course, so that is the question before us at this time. Are there any questions about the motion?

There were no questions or comments. No one spoke in favor of or against the motion. The chair called the question and the motion to approve the course passed.

B. MAO announced the following changes of courses that meet in distribution area requirements:

COMM 233: Media, Culture, and Society – remove from Arts and Humanities

WS 250: Queer/Theory/Queer Lives – add to Social Science

WS 290: Topics in Women's Studies – add to Social Science

C. MAO announced the following change in course description:

COMM 491: Projects in Communication

A. Interpersonal Project, B. Interpersonal Course Teaching Assistant, C. Theatre Project, D. Theatre Course Teaching Assistant, E. Media Studies Project, F. Media Studies Course Teaching Assistant, G. Rhetoric Project, H. Rhetoric Course Teaching Assistant, J. Communication Theory Course Teaching Assistant, K. Co-Curricular Project

Prerequisite: permission of department. No more than two course credits may be taken as projects. Not open for Pass/Fail credit.

Written Announcements –

Faculty appointees to the Advising Sub-committee for 2012-13 are Andrew Hayes, Maria Soledad Forcadell, Dana Dudle, and Rebecca Upton. Kelley Hall serves on the committee as the Director of Advising, Steve Langerud is the Student Academic Support Services representative, and Pedar Foss is the MAO representative.

There were no questions for MAO.

6. Committee on Faculty – COF (Nachimuthu Manickam)

A. COF's report is an offer to answer questions.

Written Announcements –

COF continues its work on chair reviews and hopes to complete its recommendations to the VPAA and President within the next two weeks.

Announcement (Nachimuthu Manickam)

On Friday, October 5th, COF planned a workshop for junior faculty to help them prepare their files for submission when they come up for review. Junior faculty members should have received an email about this. If not, please contact me. The workshop was scheduled for lunchtime, 11:30 to 12:30.

There were no questions for COF.

7. Student Life and Academic Atmosphere Committee – SLAAC (David Alvarez)

A. SLAAC's report is an offer to answer questions.

Written Announcements –

SLAAC has no written announcements.

There were no questions for SLAAC.

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

A. FGSC's report is an offer to answer questions.

Written Announcements –

FGSC met on September 28th to begin discussions about potential governance changes suggested to them.

Announcement (Bridget Gourley)

Since helping with reviewing nominees for the VPAA search committee FGSC has met once, Friday. We spoke with Christopher Wells about the newly formed sustainability committee and made some small suggestions. Christopher reported he had a small but committed group of volunteers and he welcomes others to contact him any time to express their interest and join the conversation. FGSC anticipates the committee will report back in the spring to let us know how their work goes.

Additionally the FGSC had some preliminary conversations about issues that span multiple committees and made suggestions about which committees might address the issue first. As those committees have had an opportunity to discuss the ideas we anticipate reports to the faculty and suggestions for action when necessary. Some issues surround re-thinking aspects of our current committee structure and perhaps reducing the number of committees while developing a structure that better supports our vision of where programs are going. Keep in mind that while the by-laws provide transparency they are also an organic document since our work continually evolves and changes.

The FGSC next meets on Friday and again the Wednesday after break. Let us know if you have any thing you would like to share with the committee.

There were no questions for FGSC.

Reports from other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

9. Faculty Development Committee – FDC (Eugene Gloria)

A. Announcement of Fisher Fellowship recipient.

Today I announce the next Fisher Fellow. The Fisher Fellow is granted a one-semester paid leave to work on a scholarly, creative, teaching, or curricular project. In addition to the recipient's regular salary, he or she will be awarded a \$5000 stipend. This year's recipient for the Fisher Fellowship is Tim Good, Associate Professor in Communications and Theater. Tim will be working on a book project titled: "Heroism of Artaud's Plague: The Living Theater in the 21st Century." Congratulations, Tim.

B. Reminder of Fisher Course Reassignment proposal deadline – October 24, 2012.

Written Announcements –

DePauw subscribes to an advanced grants database search service called GrantForward, which can be accessed from any computer on campus by going to the following website: <http://grantforward.com/index>.

GrantForward's interface is easy to use, and by setting up a profile, users can receive updates on deadlines for programs that are of interest. When you are considering applying for a grant, please notify VPAA David Harvey (harvey@depauw.edu), Grants Coordinator Valerie O'Hair (vohair@depauw.edu), or (Terri Bonebright). They will help you with the grant process.

Announcements (Eugene Gloria)

I have a couple of announcements regarding deadlines coming up. The Faculty Fellowship deadline is October 10, 2012. Sabbatical Leave Proposals are due October 24. The Fisher Course Reassignment proposal is also due on October 24. If you have any questions about these, please let me know.

There were no questions for FDC.

10. Committee on Administration – COA (Kent Menzel)

Announcements

COA has received updates from both Brad Kelsheimer on finance and Pat Bacon on benefits. We will begin our work this fall examining faculty workload.

After this meeting we will be posting a summary of the research done by our compensation consultant McKnight and Associates whom many of you worked with last year. The summary from McKnight and Associates has been posted on the faculty governance Moodle site, if you haven't enrolled in the Moodle site please contact the chair of the faculty for details.

There were no questions for COA.

11. Vice-President for Academic Affairs Search Committee – VPAA Search (Wayne Glausser)

A. Update about the VPAA search process.

The search committee met last week at President Casey's house for a long and spirited discussion about the qualities we would like to see in our new Vice President for Academic Affairs. Our immediate goal is to produce a "Position Profile" that the search consultants can use to start generating a pool of applicants. These profiles are longer and more difficult to write than you might expect, but we have a draft now, and I hope to put the finishing touches on it over the next day or day. When it's ready, I will ask Bridget to post it on Moodle. We would like to extend an open invitation to the faculty to suggest prospects or sources. Send names to me and I'll pass them along to the consultants.

Written Announcements –

The VPAA Search Committee has no written announcements.

There were no questions for the VPAA Search Committee.

Additional Business

11. Remarks from the President (Brian Casey)

Pres. Casey's report consists of an offer to answer questions.

Question from a faculty member

The Board of Trustees is coming this week. What is the agenda?

Response from Pres. Casey

The agenda is extensive. We're trying to establish that not every meeting needs to be a strategic breakthrough. We are in execution mode against a detailed strategic plan. We will be revisiting the DePauw 2020 Plan. We will also be discussing the athletic facilities, the multiyear plan to develop these, and how this will be financed. We will address honorary degrees on Thursday. Mostly the October meeting is a check in. During the spring meeting, we talk about budget and tuition.

There were no other questions for Pres. Casey

12. Remarks from the VPAA (David Harvey)

Announcement (Bridget Gourley)

As David makes his way to the podium, let me note that due, at least in part to the eagle eye of some of you, a typographical error was found in one of the tables in Appendix B that David forwarded to me. The number of faculty of color in the current academic year was supposed to be 27, not 72. The corrected table is attached to the hard copy of agendas that were circulated today and on the agenda posted on the faculty governance website. Finally, the corrected version will appear in the minutes.

David Harvey

I usually provide demographic data on our faculty at the November meeting. I won't be here in November so I'm presenting some of these data today; I will have additional data to share at December's meeting.

The first table of data is an absolute head count of full-time teaching faculty by academic rank. The absolute head count is defined as tenure-stream faculty members (on campus or on leave, even if the leave is unpaid) and term faculty members (even if the term faculty member is replacing a faculty member on leave). The absolute head count does not include faculty librarians or part-time faculty. These data are different from the data used to report student-faculty ratios, which is based on a full-time equivalent instead of an absolute head

count.

The data are presented as a 10-year window with a baseline for the 2000–2001 academic year.

- The total head count peaked in 2007-2008 at 231 and has declined a little bit since then.
- The tenure-stream head count peaked two years later in 2009-2010 at 203, and decreased to 193 during this last year.
- Although the total head count has slowly increased over the last four years, the tenure-stream headcount has decreased from 92 percent of total head count in 2009-2010 to 86 percent in 2012-2013. This is because total retirements, resignations, and unpaid leaves have exceeded new tenure-track and term hires, and because we have done relatively little tenure-track hiring during the last three years.
- Of the 193 tenure-stream faculty members in 2012-2013, 88 percent hold tenure.
- With current searches, we can reasonably expect a tenure-stream head count next year of 197 to 199, with 23 to 25 term lines and a total head count of 220 to 224.

The next set of data show the number of tenure-stream faculty (tenured and tenure-track) by year of hire. We still see evidence of two years with unusually large numbers of hires; however, these faculty members have now receded into the land of mid-career faculty.

- 12 percent of tenure-stream faculty are untenured
- 22 percent of tenure-stream faculty are early career, defined here as up to and including the first sabbatical leave
- 18 percent of tenure-stream faculty are late career, defined here as at least 60 years of age
- 60 percent of tenure-stream faculty are mid-career

If we assume typical rates of retirements and resignations, we might reasonably expect a turnover of 20 to 25 percent of the tenure-stream faculty in the next 5 to 7 years. Although the total number of faculty members is not increasing, the faculty is not static. We will continue to hire new tenure-track faculty members as faculty members retire.

The next set of data show demographics on full-time faculty members of color. These data are displayed as a 10-year history with a baseline for the 2000-2001 academic year.

- The total head count peaked in 2008-2009 both in absolute number of full-time faculty members (47) and as a percentage of the total head count (20.4%)
- The tenure-stream head count peaked in 2011-2012 at 39 on an absolute basis; however, as a percentage it peaked this year at 19.7% of the tenure-stream headcount.

The final set of data show demographics on full-time women faculty members. These data are displayed as a 10-year history with a baseline of academic year 2000-2001.

- The total head count peaked this year on both an absolute and a percentage basis
- The tenure-stream head count peaked in 2009-2010 at 91 on an absolute basis
- The tenure-stream head count has exceeded 40 percent of total tenure-stream head counts in each of the past nine years reaching a maximum of 44.8% in 2009-2010. It is 44.6% this year

Question from a faculty member (Wade Hazel)

This is unrelated, but maybe you're the person to ask. I thought there was a committee established last year to address the issue of what it means to be a faculty member at DePauw. Is there a report from this committee?

Response from David Harvey

Yes, although we haven't met this year. I'm thinking about what the next steps will be. We spent some time talking about the language in the tenure and promotion requirements. As we all know, that language is sparse. The committee discussed the possibility of going out and talking with individual departments about what it means to be a faculty member at DePauw and the committee discussed doing this at the Faculty Institute, but this plan was changed when we decided to use this time to discuss the search for a new VPAA. I'm working on some data that I will share with President Casey.

Question from another faculty member (Meryl Altman)

Can you address the question in terms of whether we are becoming more or less reliant on part-time faculty members or staying the same? Also, what is the gender breakdown on part-time faculty members?

Response from David Harvey

I don't have information regarding the gender breakdown for part-time faculty, but will find it and report back. As far as reliance on part-time faculty, the overall trend in the use of part-time faculty from 1998-1999 to now is essentially flat.

There were no other questions for David Harvey.

Written Announcements and Supporting Documents

Please see Appendix C for written materials to supplement the VPAA's remarks.

13. Old Business

There was no old business to come before the faculty.

14. New Business

A. Susan Wilson (Communication and Theatre)

Motion (to be voted on) that public oral commemorations of recently deceased members of the DePauw community may be requested by the faculty member authoring the written remembrance. Oral commemorations shall not exceed 5 minutes.

The motion was seconded by Pam Propsom.

Comments from Bridget Gourley

The motion is now open for discussion. Susan Wilson will speak to the motion. First though, since this is perhaps the first time since I've been chair where we might have an issue where thoughts run particularly strong, let me offer my perspective on a point of order that we may or may not need, I'm not sure, so I'd like to say it before we are involved in our conversation. If we want to be technical in our approach we should allow one person to speak for the motion, one against and then continue to alternate. As you know that can sometimes feel artificial and be awkward in moving the microphone around the room, so let's try to be a little bit more flexible yet make sure that all perspectives individuals want to raise are heard. If we find all comments reflect one particular perspective or side, I may ask for those who want to raise another point or side of the argument before coming back to those of you supporting the current point. I will come back, but I want to balance that getting all perspectives heard more evenly.

Comments from Susan Wilson

While a written remembrance is a fitting tribute to a deceased colleague, the opportunity to voice the remembrance deepens the tribute. A tribute is an oral tribute draws us together as a community to acknowledge, to pay respect, and to show gratitude for the individual who has passed. The person may have been one of our contemporaries. We may nod as a description is read, laugh at a shared experience, marvel at accomplishments, we may share further memories after the meeting. In other cases, the person may have been someone we have only heard of. However, in hearing more we are enriched, our knowledge of a faculty forbearer enlarged and our sense of DePauw's educational history underscored. Please consider this motion.

Question from a faculty member (Mac Dixon-Fyle)

Why just 5 minutes? We might have a lot to say about someone. I think 5 minutes is rather limited.

Response from Susan Wilson

I agree. But some people say it may go on and on. I thought it would be important to put a time limit on it.

Comment from another faculty member (Joe Heithaus)

I want, for new faculty members, to give some context to this issue. When did we stop saying these things aloud? I can't remember when this happened.

Response from Bridget Gourley

As Chair I'm trying to be careful and maintain neutrality on this issue. The last time we raised this issue, five years ago in September and October 2008, I was the one who spoke on behalf of the FGSC and as such made the motion for our current procedure. I went back and reviewed our minutes from those meetings and some issues we raised at that time that may or may not help frame your thinking now.

- (1) As we looked at other private liberal arts colleges (21 in total), the FGSC found that institutions' approaches to remembering deceased colleagues varied widely, from doing nothing to services in the chapel with regalia.
- (2) Some recognized the difficult position the Chair is put in of being charged with cutting the speaker off at 5 minutes and the potential loss of content that might result, not to mention the awkwardness of such a moment in a remembrance.
- (3) Some lamented the opportunity to more significantly honor a past colleague and the loss of not valuing the oral tradition of sharing our history.
- (4) Some were frustrated because an issue was raised and it was suggested that the motion be referred to committee for compromise rather than writing language on the floor of the faculty. The motion that came back before the faculty didn't seem to some as a compromise between reading whatever had been submitted no matter the length or the number of remembrances and not reading any remembrances, just providing the written remembrances and observing a moment of silence.
- (5) A secret ballot was requested and at that time the motion not to read the remembrances passed 76 to 34.

Whatever decision we make today I will do my best to implement. As an aside, I have been here long enough to see us move from doing nothing when I arrived, to reading remembrances no matter the length for all current and former long standing faculty who passed, to our current approach of remembering all current and past colleagues whose passing we learn about with a written remembrance and moment of silence.

Comments from Susan Hahn, faculty member

When I first came to DePauw 16 years ago, I used to tell my family and friends back home that if I died behind my desk, no one would notice. (I had an office over in Harrison, separated off from the rest of my colleagues in English.) I hope you see how this anecdote is related to this motion. In fact, I would hope that we wouldn't let our colleagues "die behind their desks" without stopping to notice. DePauw has talked a lot in the last 5

years about community building. I think that recognizing someone among us who has died can be an essential part of community building. We all hope to be noticed while we are alive. And, I think we all hope we are remembered when we die. If we work in one place for 10, 20, 30 or even 40 years, like many of us do here as faculty, I hope we can spend 5 minutes taking time to remember the contributions a person has made, a funny story or a poignant one. I've enjoyed hearing my colleagues read short memorials in the past. I find out something new about the history of DePauw, about the community I belong to. Now, I know that faculty meetings take up lots of time, but I have to say, that as seldom as we have a death in our community, I think we can find five minutes to remember the good work a person contributed. I personally would rather hear a five minute tribute to one of my colleagues than to have, for example, not to pick on anyone, the chair of MAO read off a whole list of course changes. Both are important, but noting the passing of a life, seems more important and worth doing to me. Thank you.

Comments from another faculty member (Wayne Glausser)

I remember some of the events that led to the change in procedure. There were tributes that were excessive in length with political insinuations and that didn't have the respectfulness that Susan describes. We had one too many of those. I hope if we pass this, that it's no longer than 5 minutes. I think brevity enhances the atmosphere of respectfulness. If we pass this, it would not be an occasion for a formal eulogy.

Comments from another faculty member (Rebecca Bordt)

I am in favor of this motion. Two months ago, I probably wouldn't have cared. Last month I read, after the faculty meeting, the remembrance to David Herrold written by Catherine Fruhan, and I was very moved by it. I thought, how many of my colleagues missed reading this? I am also in favor of the time limit.

Comments from another faculty member (Matt Hertenstein)

I am not in favor of or against the motion. But it seems capricious to leave it up the person writing the remembrance as to whether the remembrance should be read aloud. This doesn't make sense to me. I propose a friendly amendment to the motion, either we vote to have one read or not.

The proposal for the friendly amendment was seconded.

Comments from Bridget Gourley

We are now voting on the amended motion, All remembrances will be read, not to exceed five minutes.

I have a point of clarification to make. Our recent practice is that the Chair of the Faculty has kept track of deceased faculty members (based on the alumni magazine and other sources), then the chair asks someone to write the memorial. Some times I have struggled to find someone to write the memorial, but we can ask Ken Owen to use his news story as the source of the memorial when someone passes.

The friendly amendment to the motion was voted on and was passed by majority vote.

The faculty voted on the amended motion. The motion carried.

B. New business

Comments from a faculty member (Mac Dixon-Fyle)

It may be impolitic to raise this at this time. I was in Indianapolis a couple of weeks ago. I didn't know we had some alumni in the audience. Someone came up to me and asked about the departure of Coach Long. They desperately wanted to know about the dismissal of Coach Long. They read about it in The DePauw, that he had failed to deliver. They asked if I would ask what did happen to Mr. Long.

Response from Bridget Gourley

I can't speak to that. I will ask Stevie Baker-Watson, Athletic Director, to address this question.

Response from Stevie Baker-Watson, Athletic Director

Thank you. I think that the information that you read in The DePauw was very accurate. I met regularly with Mr. Long since spring to try to rectify some things that were going on in the football program. But after many failed attempts to rectify this, I made the decision for us to part ways. I consulted with Cindy Babington during the process and Pres. Casey was also made aware of this decision. Ultimately the decision was not related to football.

There was no other new business.

15. Announcements

No announcements were submitted. There were no new announcements.

16. Adjournment

There was no other business to come before the faculty. The faculty meeting was adjourned.

Appendices

Appendix A. Catalog Language for CAPP's proposed change in graduation requirements

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

Distribution Area Requirements

Liberally educated students connect disciplines and approaches, integrate learning, consider the ethical values and problems inherent in the acquisition and interpretation of knowledge, and develop skills to communicate clearly the results of their investigations. With these purposes in mind, students explore different modes of inquiry, content areas, and languages early in their college career, becoming aware of their intellectual opportunities and better informed to choose meaningful paths for their lives.

To build a foundation for a liberal arts education at DePauw University, students complete two course credits in each of three distinct areas of study and attain second-semester ability in a language other than English. Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements ~~must be in a different academic department or program~~ **must be from different course listing areas** to ensure that students explore a broad spectrum of the liberal arts and are introduced to the ways these areas study and describe the world.

Arts and Humanities: Two course credits in the arts and humanities. These courses explore fundamental questions of experience, belief, and expression. Through critical observation, textual analysis, and creative engagement, they consider the realms recalled or imagined in the arts, history, literature, philosophy, and religion.

Science and Mathematics: Two course credits in the behavioral, computational, mathematical, and natural sciences. These courses explore the physical, mechanical, and quantitative working of numbers, matter, and life. Through observation, experimentation, and scientific and mathematical reasoning, they seek to comprehend the world and model its operations.

Social Science: Two course credits in the social sciences. These courses explore cultural, economic, political, and social questions. Through observational, comparative, and analytic methods, they seek to understand human identities and interactions at the personal, local, and global levels.

Language Requirement: Students attain second-semester ability in a language other than English. In these courses students practice effective and appreciative communication within another language and across cultures. Students also may satisfy this requirement through a proficiency/placement examination or participation in an off-campus study program in a non-English-speaking country and enrolling in a minimum of two courses, including a language course and a course related to the program's location. Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar.

Courses that meet the distribution requirements are listed in the Courses section of this Catalog and in the Schedule of Classes each semester, with the abbreviation of the area of study following the course title.

Policies for Distribution Requirements

1. Working closely with their academic advisors, students should complete these requirements within the first two years. If the requirements in Arts and Humanities, Science and Mathematics, and Social Science have not been completed by the end of sophomore year, students must enroll in at least one eligible course in each succeeding semester until they complete the requirements.

2. Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be ~~in a different academic department, program, or school.~~ From different course listing areas. **The course listing area is denoted by the text code that precedes the course number in the schedule of classes and on the transcript.**
3. No course may satisfy more than one distribution requirement.
4. Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.
5. Course credit used to fulfill the distribution requirements in Arts and Humanities, Science and Mathematics, and Social Science must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution requirements.
6. Individual departments, programs, and the School of Music, with the guidance and approval of the Committee on the Management of Academic Operations (MAO), determine which of their courses meet distribution requirements.

Appendix B. Data Tables to Supplement Report from the VPAA

See attached 4 pages that contain the following tables:

SIZE OF FULL-TIME FACULTY AND CURRENT DISTRIBUTION OF ACADEMIC RANKS

DEMOGRAPHIC DATA ON FULL-TIME TEACHING FACULTY POSITIONS: TENURED AND TENURE-TRACK FACULTY

DEMOGRAPHIC DATA ON FULL-TIME TEACHING FACULTY POSITIONS: FACULTY MEMBERS OF COLOR

DEMOGRAPHIC DATA ON FULL-TIME TEACHING FACULTY POSITIONS: WOMEN FACULTY MEMBERS

SIZE OF FULL-TIME TEACHING FACULTY AND CURRENT DISTRIBUTION OF ACADEMIC RANKS

This table provides the total headcounts of tenured, tenure-track, and term faculty members over the past 10 years and a baseline comparison to the 2000–01 academic year; part-time faculty members and faculty librarians are not included. The total headcount includes all full-time tenured and tenure-track faculty members regardless of leave status, and all full-time term faculty members even if they are replacing one or more tenured or tenure-track faculty members on leave, or if their appointment includes administrative duties.

Academic Year	Total Full-Time Faculty Members	Tenured Faculty Members	Tenure-Track Faculty Members	Term Faculty Members
00/01	203	117	38	48
03/04	223	122	65	36
04/05	224	126	62	36
05/06	229	147	51	31
06/07	226	147	51	28
07/08	231	142	52	37
08/09	230	151	49	30
09/10	221	153	50	18
10/11	222	160	39	23
11/12	223	166	34	23
12/13	225	169	24	32

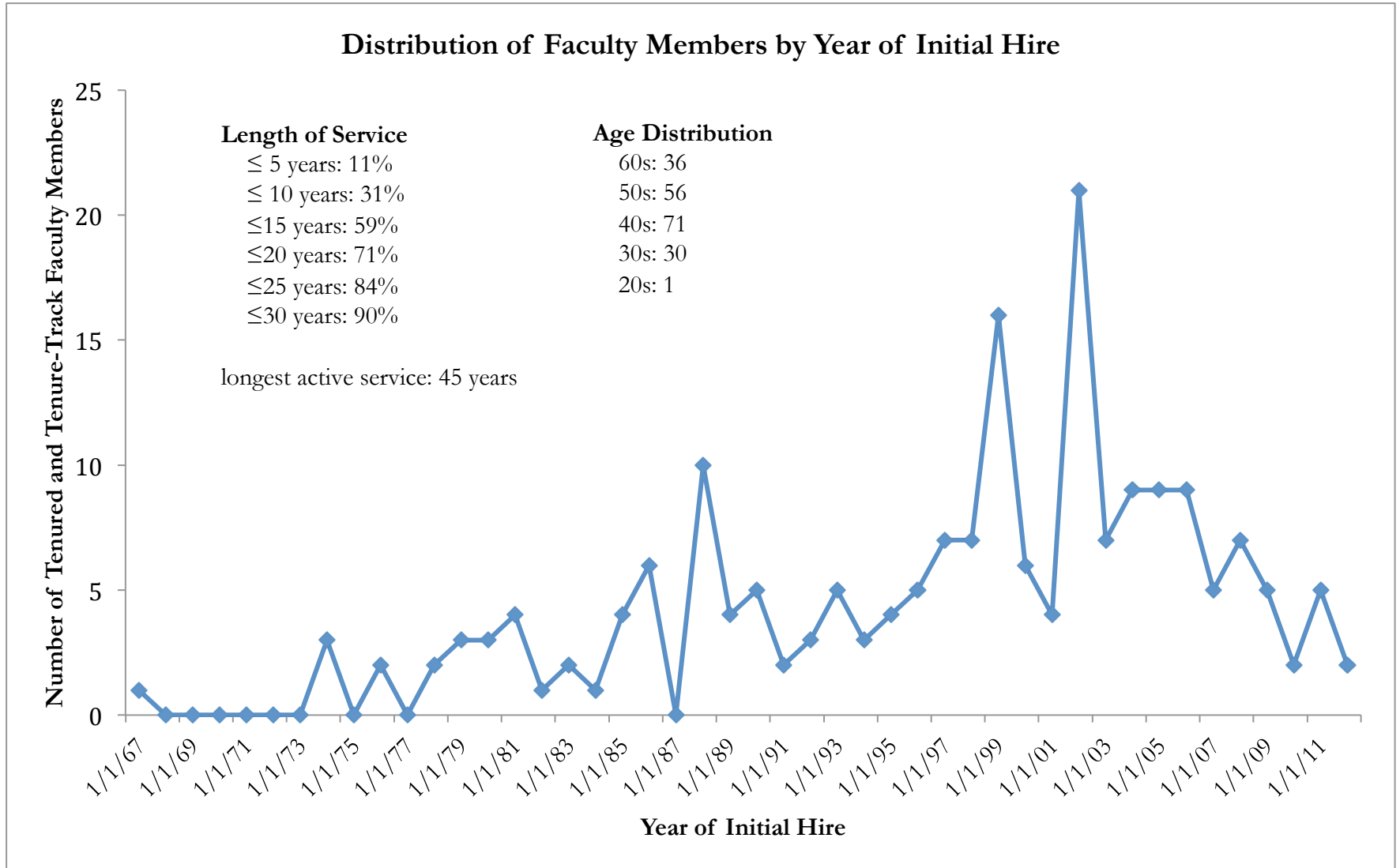
The following tables summarize the distribution of academic ranks amongst the full-time faculty members for the 11/12 and 12/13 academic years.

11/12	Instructor	Assistant Professor	Associate Professor	Full Professor	Total
Tenured	—	6	79	81	166
Tenure-Track	2	31	1	—	34
Term	1	17	2	3	23
Total	3	54	82	84	223

12/13	Instructor	Assistant Professor	Associate Professor	Full Professor	Total
Tenured	—	6	82	81	169
Tenure-Track	1	23	—	—	24
Term	6	23	2	1	32
Total	7	52	84	82	225

DEMOGRAPHIC DATA ON FULL-TIME TEACHING FACULTY POSITIONS: TENURED AND TENURE-TRACK FACULTY

Shown here is information about the when current tenured and tenure-track faculty were hired, their years of service, and age distribution.



DEMOGRAPHIC DATA ON FULL-TIME TEACHING FACULTY POSITIONS: FACULTY MEMBERS OF COLOR

These tables provide absolute headcounts and percentages of full-time faculty members of color in the past 10 years compared to a baseline for the 2000–01 academic year.

Year	Total Tenured	Tenured Faculty of Color	Total Tenure-Track	Tenure-Track Faculty of Color	Total Term	Term Faculty of Color	Total Faculty	Total Faculty of Color
00/01	117	10	38	8	48	10	203	28
03/04	122	14	65	13	36	7	223	34
04/05	126	15	62	11	36	6	224	32
05/06	147	20	51	7	31	5	229	32
06/07	147	17	51	8	28	10	226	35
07/08	142	15	52	12	37	12	231	39
08/09	151	18	49	16	30	13	230	47
09/10	153	18	50	20	18	6	221	44
10/11	160	21	39	17	23	4	222	42
11/12	166	23	34	16	23	4	223	43
12/13	169	27	24	11	32	4	225	42

Year	Tenured Faculty of Color	Tenure-Track Faculty of Color	Term Faculty of Color	Total Faculty of Color
00/01	8.5%	21.1%	20.8%	13.8%
03/04	11.5%	20.0%	19.4%	15.2%
04/05	11.9%	17.7%	16.7%	14.3%
05/06	13.6%	13.7%	16.1%	14.0%
06/07	11.6%	15.7%	35.7%	15.5%
07/08	10.6%	23.1%	32.4%	16.9%
08/09	11.9%	32.7%	43.3%	20.4%
09/10	11.8%	40.0%	33.3%	19.9%
10/11	13.1%	43.6%	17.4%	18.9%
11/12	13.9%	47.1%	17.4%	19.3%
12/13	16.0%	45.8%	12.5%	18.7%

Academic Rank of Tenured and Tenure-Track Faculty of Color in 12/13: 1 with rank of Instructor (14.3% of all at this rank); 11 with rank of Assistant Professor (21.1% of all at this rank); 19 with rank of Associate Professor (22.6% of all at this rank); 7 with rank of Full Professor (8.5% of all at this rank).

DEMOGRAPHIC DATA ON FULL-TIME TEACHING FACULTY POSITIONS: WOMEN FACULTY MEMBERS

These tables provide absolute headcounts and percentages of full-time women faculty at DePauw over the past 10 years compared to a baseline for the 2000–01 academic year.

Year	Total Tenured	Tenured Women	Total Tenure-Track	Tenure-Track Women	Total Term	Term Women	Total	Total Women
00/01	117	37	38	23	48	19	203	79
03/04	122	44	65	30	36	14	223	88
04/05	126	48	62	32	36	14	224	94
05/06	147	59	51	23	31	13	229	95
06/07	147	61	51	21	28	13	226	95
07/08	142	58	52	27	37	13	231	98
08/09	151	64	49	25	30	9	230	98
09/10	153	63	50	28	18	5	221	96
10/11	160	67	39	21	23	6	222	94
11/12	166	68	34	19	23	5	223	92
12/13	169	70	24	16	32	13	225	99

Year	Tenured Women	Tenure-Track Women	Term Women	Total Women
00/01	31.6%	60.5%	39.6%	38.9%
03/04	36.1%	46.2%	38.9%	39.5%
04/05	38.1%	51.6%	38.9%	42.0%
05/06	40.1%	45.1%	41.9%	41.5%
06/07	41.5%	41.2%	46.4%	42.0%
07/08	40.8%	51.9%	35.1%	42.4%
08/09	42.4%	51.0%	30.0%	42.6%
09/10	41.2%	56.0%	27.8%	43.4%
10/11	41.9%	53.8%	26.1%	42.3%
11/12	41.0%	55.9%	21.7%	41.3%
12/13	41.4%	66.7%	40.6%	44.0%

Academic Rank of Tenured and Tenure-Track Women in 12/13: 1 with rank of Instructor (14.2% of all at this rank); 17 with rank of Assistant Professor (32.7% of all at this rank); 42 with rank of Associate Professor (50.0% of all at this rank); 26 with rank of Full Professor (31.7% of all at this rank).

**DePauw University Faculty Meeting Minutes
November 5th, 2012**

1. Call to Order – 4 p.m. Union Building Ballroom (Bridget Gourley, chair of faculty)

2. Verification of Quorum (Bridget Gourley)

The quorum was reached at 4:10 p.m.

3. Approval of Minutes from the October 2012 Faculty Meeting (Bridget Gourley)

The vote to approve the October minutes will be delayed until December. After hearing back from everyone who we asked if they thought our notes we correctly represented their comments there wasn't time to get the minutes out to you. The Chair decided emailing them after 5 p.m. Friday was a bit too late. Vanessa and I will give a shorter deadline in the future so I have time to finalize things once comments are back.

4. Faculty Remembrance for Leo Goeke

Leo Goeke, retired Professor of Music served DePauw from 1992 to 2004. Leo passed away on September 18th, 2012. Mark McCoy, Dean of the School of Music, read the remembrance. A tribute to Leo may also be found in Appendix A of this agenda.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

5. Committee on Academic Policy and Planning – CAPP (Fred Soster)

- A. Motion (to be voted on) that the faculty amend graduation requirements to allow two courses from the same department to satisfy the Distribution Area Requirements if the two courses are from different course listing areas. The motion requires a change in the catalog language in two areas in the section on Distribution Area Requirements. The exact text of the change is found in Appendix B. Previous notice of this motion was given at the April faculty meeting.

Rationale – Under the current graduation requirements, students may not use more than one course from the same department to satisfy the Distribution Area Requirements. Consequently, students who take two courses that are in different disciplines offered in the same department (i.e., dual subject departments such as Sociology and Anthropology, and Art and Art History) may only count one of the courses to satisfy the Distribution Area Requirements. This change would apply only to those departments in which the course numbering has a different text code preceding the course number in the schedule of classes and on the transcript (e.g., ANTH 151 and SOC 101).

Comments from Fred Soster

This motion comes from a suggestion to CAPP by the Registrar. This change will help address two minor problems with the Distribution Area Requirements. First, some students think they have complete the Distribution Area Requirements because they have taken six courses in six different subjects, only to find out later that two of their courses are from the same department and they are still one course short. Second, there are about 400 fewer seats that meet the distribution requirements in the Social Sciences than there are in the Arts and Humanities and in Science and Mathematics. Consequently, some students are having difficulty completing all of the Distribution Area Requirements in their first two years. This amendment will help

address this problem to some degree.

Question from a faculty member

When would this be active? Would this apply to current students or would it be retroactive?

Response from Ken Kirkpatrick, Registrar

This would become active as soon as possible.

Question from a faculty member

How many seats will we gain in the Social Sciences?

Response from Fred Soster

We won't gain any additional seats. This will allow students to take two courses in one department and count both, as long as the two courses are in different subject areas, instead of having to look somewhere else for another course.

Question from a faculty member

Why are there fewer seats in the Social Sciences compared to other distribution areas?

Response from Fred Soster

There are fewer courses being offered in the Social Sciences that meet the distribution requirements perhaps because of the alignment of the departments in terms of the divisions. There are fewer departments aligned with the Social Sciences compared with the other two distribution areas. CAPP has sent a letter to all department chairs, asking them to critically review our offerings and offer more courses at the 100 and 200 levels that would meet the distribution requirements. This would give students a wider variety of courses to choose from and students would be more likely to complete the requirement in their first two years.

Question from a faculty member

Does this affect any department other than Sociology and Anthropology?

Response from Fred Soster

This also affects Art and Art History.

Comments from a faculty member

I'm inclined to vote against this motion because I think we have watered down our distribution requirements. I think students should take courses that are in different areas and from multiple departments. Even within a department, there are courses that are quite different from each other. In my own department, we could easily create different prefixes for different kinds of classes, but I still wouldn't want a student to take their only two science/math courses in one department.

Response from Fred Soster

CAPP addressed this issue. We asked ourselves, if we had a Sociology Department and an Anthropology Department, or if we had an Art Department and an Art History Department, would we exclude students from taking courses from these two departments to meet the requirement? Our conclusion was no.

No one else spoke in favor of or against the motion. The vote was taken and the motion carried.

Announcement from Fred Soster

CAPP has begun its annual review of the documents that CAPP provides to RAS and the RAS procedures in preparation for this year's round of position requests. If you have any comments or concerns about the RAS

procedure that you would like CAPP to consider, please send those to me via email (fsoster@depauw.edu) and I will share those with the committee.

Written Announcements –

CAPP had no written announcements.

There were no questions for CAPP.

6. Management of Academic Operations – MAO (Brian Howard)

- A. MAO gives advance notice of its intent to ask the faculty to change to the by-laws Section VIII.C.3 regarding the composition and charge of the Advising Committee.

The current handbook language states (item 3 under the description of the Committee on Management of Academic Operations):

The Advising Committee is a subcommittee of MAO. It is composed of four full-time faculty members, a representative from MAO, the Director of Advising (or associate dean of Academic Affairs responsible for academic advising), the Registrar (or a representative from his or her office), a representative from Student Academic Support Services, and two students (appointed yearly by Student Congress). The purpose of the Advising Committee is to promote effective academic advising that assists students in the development of meaningful educational plans that are compatible with their academic, career, and personal goals. To accomplish this, the Advising Committee provides development opportunities and information to faculty advisors, enhances student and faculty awareness of advising processes and resources, and assesses the academic advising program.

The proposed replacement text is:

The Advising Committee is a subcommittee of MAO. The purpose of the Advising Committee is to consider, develop, and promote effective strategies for academic advising that assist students in the development of meaningful educational plans that are compatible with their academic, career, and personal goals. To accomplish this, the Advising Committee provides development opportunities and information to faculty advisors, enhances student and faculty awareness of advising processes and resources, and assesses the academic advising program.

When constituted to address particular issues or carry out specific projects, it is composed of four full-time faculty members (appointed by MAO in consultation with the Vice President for Academic Affairs with consideration given for representation of the academic divisions of the University and diverse faculty rank), two administrative representatives (including a dean in Academic Affairs responsible for academic advising), and two students (appointed by Student Congress). One member must be a representative from MAO.

There were no clarifying questions about the motion.

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

KINS 230: Scientific Principles of Conditioning (1 credit)

Study of physiological and biomechanical mechanisms underlying both neuromuscular and cardiorespiratory conditioning; acute and chronic adaptations of cardiovascular, respiratory, metabolic and neuromuscular systems to exercise stress; and methods of enhancing performance via structured aerobic, anaerobic and resistance training. Also presents techniques associated with anaerobic, aerobic and resistance training, and evaluation.

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

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

UNIV 191: Campus Topics (0.25 credit)

Campus Topics is a colloquium devoted to a major campus event. Typically, participants meet approximately seven times through the semester to discuss materials related to the event and they complete a project, which may involve preparing the campus for the event, participating in it, or reflecting on its impact.

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

D. MAO announced the following clarification of catalog language describing ENG 110/115 (additional text in **bold**):

Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Students are expected to complete ENG 110 or 115 in the semester assigned. **Students placed in ENG 110 in the Fall Semester will be expected to take ENG 115 in the Spring.** They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

E. MAO announced the following experiential course:

COMM EXP: New Greek play development with Hypocrites Theater of Chicago (Spring 2013, 0.25 credit)
Sean Graney, founder of The Hypocrites Theater of Chicago, is developing a new script from ten Theban and Theseus plays as part of his planned, three-day performance which he has called All Our Tragic. Students in the course would help create this new script through readings under the direction of Tim Good, and with Sean Graney residencies in February and April. The course would meet once per week to stage and rehearse the developing script. The script we end up with in the spring will be performed on the DePauw Theater season for 2013-2014. DePauw is one of three colleges involved in this new script development; we would be assisting in creating Day One of the planned three-day event. Students do not need to commit to the eventual performance in order to be part of the class.

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

KINS 269: Concepts and Perspectives Bridging Allied Medicine (was KINS 369: Medical Perspectives)

KINS 350: Motor Control (was KINS 250: Motor Development and Adapted Physical Education)

HIST 264: Nineteenth-Century United States (add to Social Science area)

ANTH 450: Ethnographic Methods (was ANTH 380)

SPAN 338: Latin American Civilization (change of prerequisites from "SPAN 330 or SPAN 332 or permission of instructor" to "SPAN 332 or permission of instructor")

G. MAO clarified the following announcement from the October 2012 faculty meeting about courses that

meet in distribution area requirements:

WS 290: Topics in Women's Studies - was added to Social Science area for Spring 2012

Written Announcements –

Effective Fall 2013, evening class meeting times will be available on Monday/Wednesday starting at 7 pm, to complement the existing class times on Tuesday/Thursday evenings. MAO continues to discuss the other time bank-related request, to move morning class times 10 minutes earlier. Additional feedback relative to this decision is invited.

There were no questions for MAO.

7. Committee on Faculty – COF (Nachimuthu Manickam)

A. COF's report is an offer to answer questions.

Written Announcements –

COF has completed its work on chair reviews and has begun its work on tenure cases.

There were no questions for COF.

8. Student Life and Academic Atmosphere Committee – SLAAC (David Alvarez)

A. SLAAC's report is an offer to answer questions.

Written Announcements –

In response to an increase in Academic Integrity Policy violations, SLAAC has developed and distributed a student survey to gather more information about student's perceptions of the Academic Integrity Policy and to gain a better sense of the actual extent of policy violations. The information obtained from the survey will be used to improve the University's efforts to reduce academic integrity violations.

There were no questions for SLAAC.

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

A. FGSC's report is an offer to answer questions.

CAPP began its discussion of a White Paper from Student Government received last spring about educating our community about difference and tolerance. The White Paper includes a suggestion about considering adding a multicultural requirement for students. CAPP realized the conversation needed to be broader than just about an academic requirement and brought the issue to the FGSC. FGSC is now working to coordinate the conversation among the relevant bodies.

Written Announcements –

After an update from CAPP on their discussions about the White Paper from Student Government received in May 2012 about a potential multicultural requirement, the FGSC is working on a plan to coordinate discussions among governance committees needed to provide input and other associated groups.

There were no questions for FGSC.

Reports from other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

10. Faculty Development Committee – FDC (Eugene Gloria)

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

Written Announcements –

FDC has reviewed proposals for Faculty Fellowships and Fisher Reassigned Time.

There were no questions for FDC.

11. Committee on Administration – COA (Kent Menzel)

A. The administration recently informed COA of changes in DePauw's post-retirement health care policy. A description of these changes can be found in Appendix C of the agenda. COA welcomed comments and questions.

Announcements from Kent Menzel

The committee on administration has continued discussing faculty workload toward understanding the implications of a shift to a 3-2 workload. We also had an opportunity to meet with Dan Meyer for an update on admission.

Related to our attachment to the agenda, we, along with the rest of the faculty, recently received notice that post-retirement health care would be maintained in its current form for existing faculty but removed from the compensation package for future faculty. If you missed it, the memo pertaining to this change is included in the agenda for this meeting.

COA recognizes that a contract with the current employees has been honored, but we are deeply concerned that those who follow us as members of the faculty will not have the same long-term commitment from the university.

Question from a faculty member

Could you explain the justification for the cut? This seems like a permanent reduction even though we are in a temporary economic downturn. I'm not sure I trust McKnight to provide a comparison of our retirement packages with those of our peer institutions. Was there an independent analysis?

Response from Kent Menzel

I will defer to Pat Bacon to talk in more detail about this. There were two justifications. One was to bring us, from the administration's perspective, in line with other universities and other industries. We received some justification of this through the McKnight Report. The second justification was economic, to carve dollars out of the budget. The savings will accrue more and more from year to year. We don't hire very many people these days, but as the group of uncovered faculty grows, the savings will gradually accrue.

Comments from Brad Kelsheimer, Vice President for Finance and Administration

This issue goes back to 1994. At that point, accounting standards required retirement benefits to go on the balance sheet as a liability. We are one of the few schools left with a post-retirement health care option. We don't know of another plan as rich as ours. We feel good that the plan was salvaged for our current

employees. This is a good compromise from a financial perspective.

Comments from Kent Menzel

The COA has asked for a specific list of what other universities do regarding post-retirement health care and what universities still have post-retirement health care, but this list was not received for several months, until the McKnight consultant's report was received in April of 2012. In a peer group of 30 schools, the McKnight report lists which schools still have post-retirement health care and which ones don't.

Question from a faculty member

Isn't this a matter that deserves more coverage? What is happening in the GLCA? Shouldn't we ask for some more information?

Response from Kent Menzel

The COA requested more information. The decision was made by the Board of Trustees. There was a gap between COA's deliberations and the decision made by the Board. After the consultant was here last year the situation went on hold until we received the memo from the Board with their decision "by fiat." In reviewing a draft of these minutes Kent Menzel clarified, "by which I mean administrative decree not open to further discussion." The information provided was in the form of the consultant's report.

Comments from a faculty member

This sounds strange and novel, decisions by fiat. This is discomfoting.

Comments from Bridget Gourley, Chair of the Faculty

I don't think we've ever had a say on this issue. We provide input through COA. COA tried to provide input. We need to be careful about understanding what we can advise on through the governance process as compared to decide.

Comments from a faculty member

To put this in perspective, I'm a new member of COA, and my understanding is that the decision was not made by anyone sitting in this room. One part of this to notice is that an absolute train wreck was averted. As a result of the budgetary situation, there was a certain period of time where it looked like people were going to lose things that they had been promised. The Board was convinced to honor those commitments. There's something troubling about the idea that next year we would have colleagues who have a different benefit structure than what we have. This is unnerving, but perhaps we can recognize this as an opportunity for continued discussion.

Comments from Brian Casey, President

These conversations have been ongoing in COA for several years and have been part of a larger conversation regarding the University's basic financial situation. Even in 2008-09, before the world financial crisis, DePauw had a severe operating budget deficit. To point to one example of the budget issues we faced, our hotel was losing \$1 million a year. In response to this situation, I requested that the Board allow for a supplement to the endowment draw during these years simply to make our operating budget balance. We had to take several steps to begin addressing out basic costs. The Board, for example, has allowed us to severely reduce the amount of operating funds we apply to basic building maintenance during this period. Even with that, we will have had a multiple million dollar operating budget deficit over these past several years. During these periods we have had to look at all expenses, including our benefits costs.

Right now, it is important to note that we already have varying levels of benefits in our post-retirement health care system. We also have \$30 million liability on our books to cover the cost of this benefit. We have had to look at this particular cost, as have most of our peers. Denison, for example, has modified their plan to

remove the post-retirement health care benefit from current employees below a certain age. We have, instead worked out a compromise in which current employees will see absolutely no changes in their post-retirement benefits. The compromise we made is that anyone who is on campus keeps their benefits. But we have to adjust our ongoing operating budget somewhere. The Board is not giving us a supplemental endowment draw forever. We still face a large deficit. We have to have a different system moving forward. So we have looked at this cost (much like we looked at our hotel, our beverage vendors etc.) These COA conversations have been part of this, and will continue to be part of this.

It is very important for me to state right here that I never would have used the word fiat to describe these conversations or these decisions. Never. This has been a long series of conversations between the administration, COA, and the Board. These are long-term benefits, part of the budget, and ultimately a decision of the Board of Trustees.

Comments from Brad Kelsheimer

I think this has been a long term conversation even though I've only been here for three years. This has been a difficult decision. This issue was made transparent to organizations in 1994, that this needs to be included as part of the balance sheet. If our utilities had to be included on our cash books, there would be an outcry to reduce utility use. This is what happened with retirement benefits. Let's not change the existing benefit. We haven't penalized any of the existing employees.

Comments from Kent Menzel

As a point of clarification, the collective view was to not make a change in post-retirement health care. COA didn't want to divide the faculty into those who have and those who have not. We did not want to maintain those who are currently working and cut for those who follow. We wanted to maintain it for all. I have a clarifying question regarding accounting. Is the structural operating deficit not the same as the actuarial deficit?

Response from Brad Kelsheimer

The operating deficit is expense exceeding revenue at the current time. The post-retirement liability is calculated actuarially and represents, what we will pay to retirees between now and 2030.

Comments from a faculty member

I think it's important to put this in a broader perspective. We're analyzing each issue separately, but there is a larger concern, as addressed by the *Chronicle of Higher Education*, such as the fact that 50 percent of faculty nationwide that are not tenure-track. Are there other ways to correct the deficit? Are there more robust models to sustain our intellectual life? I'm concerned. Why is Denison our model instead of another institution that may be doing things differently?

Response from Brian Casey

The structural operating deficit is not actuarial. It is absolutely real. We have spent more than has come in. We have covered this by drawing on the endowment at unhealthy levels for several years. And, yet, during this period we have kept hiring new faculty at a replacement level unlike many of our peers. We have to do something somewhere. Eighty percent of our operating budget comes in the form of salaries and benefits. We are down some 50 staff members from when I arrived. We have put maintenance on hold. The Board has been giving us extra endowment, but we're eating our seed corn. We're looking at a liability of \$30 million to pay for post-retirement health care; we will keep this, but we can't add to it. These are real costs. If we don't turn to this, we have to turn to salaries, or some other cuts. Or we turn to raising our tuition by 6 or 7 percent. It breaks my heart that the conversation I've had with the faculty over the past several years is regarding the budget deficit; these are not the conversations I wanted to have, or expected to have. But they are necessary. But it is important to note that the benefits that are in place for the people who are here now will remain.

Comments from Kent Menzel

The \$30 million burden is projected out into the future. What is the cost of post-retirement health care over the next x number of years? If we maintained our current replacement scenario, as people move off post-retirement health care, would we maintain a relatively steady flow? Can we maintain this deficit? Is there a reason to think it would increase? If people come on while other people come off, then would there be a steady draw?

Comments from a faculty member

The current liability through 2030, over an 18 year period is \$30 million. But over time some of the liability would get cut, because we now only have VEBA and not the other post-retirement plan. So even maintaining the existing post-retirement benefits would reduce the \$30 million liability over time. We also have brought up other institutions. We seem to be having a systemic problem. Our salaries are significantly lower. I haven't seen a comparison of where our salaries sit compared to other institutions. Other institutions have given higher raises. Our other retirement benefits are lower. DePauw contributes less than some of its peers towards employee's 403b plans. There was a hiring freeze across colleges, but many of them have now started replacing retired faculty and have had a modest number of hires, much like us. The stock market has bounced back. Aren't we towards the end of the 12 trailing quarters? We're just coming through. Why are we now cutting back on retirement benefits? Where have we been spending the money anyway? What about McKnight coming in and paying for them? We have also hired other consultancy firms, such as the one associated with the Campus Plan, many of whose recommendations SLAAC had already proposed. How can we dole out hundreds of thousands of dollars for them but not \$90 per month per staff member and additional administrative costs for the Emeriti Program.

Comment from Brian Casey

Comparison data on salaries will be available next month.

Comments from Bridget Gourley

So that we can continue our business, I must draw this conversation to a close. If you have other feedback you wish to share with COA, then please recognize that COA will continue to have these conservations.

Written Announcements –

COA has no written announcements.

There were no additional questions for COA.

12. Vice-President for Academic Affairs Search Committee – VPAA Search (Wayne Glausser)

A. Update about the VPAA search process.

We now have a more detailed search timeline:

- Through November, Isaacson Miller will be working to gather a pool of candidates. Alan Wichlei will provide President Casey and me with regular reports on their progress.
- In the first week of December, the full committee will meet with our consultants to discuss the pool of active prospects and preliminary candidates. The consultants will follow up with more research into the candidates we consider most promising.
- In the latter part of January, the committee will select some eight to ten semi-finalists for airport interviews. Following these interviews, President Casey and the committee will meet to settle on three or four finalists.
- The finalists will come for campus interviews during the last week of February and the first week of

March.

- After the last visit, the committee will meet with President Casey for a candid discussion of the finalists. The President will make his decision, begin negotiations, and (we hope) announce an appointment before the end of March.

Written Announcements –

The VPAA Search Committee has no written announcements.

There were no questions for the VPAA Search Committee.

13. GLCA Academic Council Representatives (Sherry Mou and Rebecca Schindler)

A. Report from GLCA Academic Council Meeting.

On September 28th and 29th, the two of us (Sherry Mou and Rebecca Schindler) attended the GLCA Academic Council meeting in Ann Arbor, Michigan. Representatives from each campus gave updates on their academic programs and the GLCA staff presented on consortial initiatives. We would like to draw your attention to a few of these:

The tuition remission issue

At the December 2011 Board of Directors meeting, our faculty representatives (Paula Treckl, Allegheny College and Melinda Rhodes, Ohio Wesleyan University) expressed concern that changes were made to the tuition remission benefit without consultation of the faculty. They reported that our concerns were not well received by some of the presidents. At the council meeting we discussed strategies for investigating how the change may affect faculty at GLCA schools.

Greg Wegner (GLCA staff) reported two new programs:

The Library of Congress program

This is a pilot program between the GLCA and the Library of Congress to develop research seminars for which a team of students and a faculty mentor work with a librarian at the Library of Congress. They are hoping to expand the program next summer with three teams, and with the possibility of collaborating with teams from the Global Liberal Arts Alliance

The Expanding Collaboration Initiative program

This would be similar to the New Directions Initiative grant. This program would provide \$2.7 million in Mellon funds over a 4-year period. The goals of the program are to bring faculty members together and bring together community practice. There are five domains or modes of engagement in the program: undergraduate research, digital humanities, hybrid courses, globalization of the curriculum, and a joint summer institute

Global Liberal Arts Alliance

All GLCA schools are part of the Global Liberal Arts Alliance, which includes 13 schools outside of the US. The GLCA is working on a couple of projects with the Global Liberal Arts Alliance (www.liberalartsalliance.org). This includes the Global Course Connections Project, which enhances courses taught on GLCA campuses by connecting with a companion course on one of the global campuses. There are also opportunities for faculty exchanges between GLCA campuses and members of the Global Liberal Arts Alliance.

Please let us know if you would like further information about any of these initiatives.

Written Announcements –

The GLCA representatives had no written announcements.

There were no questions for the GLCA representatives.

14. Winter Term Subcommittee – (Jeff Hansen)

- A. The Winter Term Subcommittee reported about a variety of ideas they are discussing in regards to changes in Winter Term. These include making WT courses graded but not counting the grade in the GPA, having some faculty development events to help plan Winter Term courses and having Faculty Development dollars available for developing WT courses, changing the name "internship" to "externship," and the possibility of the CGPopps office providing logistical support for faculty teaching WT courses

The WT subcommittee is working on several small changes to Winter Term with the intention of possibly implementing some or all of these changes for WT 2014. In general we are looking to increase rigor and accountability for all aspects of WT. Some of these ideas come from the 2010 task force recommendations. Some specific changes we are considering are introducing grades but not counting these grades in the students' overall GPA, having faculty development opportunities for Winter Term, changing the name of internships to externships, and introducing logistical support for faculty through the CGPopps office. Finally, we will soon be discussing a proposal for a new Committee on Experiential Learning. CEL is a redesigned committee that incorporates aspects of the Winter Term subcommittee, the International Education Committee and the Hartman Center Steering committee - strengthening all aspects of experiential learning on and off campus and creating a holistic approach to students' education over 4 years. We invite your comments and questions about any and all of those issues. Also on the committee are, Anne Harris, Alex Puga, Gary Lemon, Raj Bellani, Mandy Brookins-Blinn.

Question from a faculty member

Can you explain the rationale for having grades for Winter Term that don't count as part of the overall GPA?

Response from Jeff Hansen

This would give some accountability for students in the courses. Right now, students can get a "satisfactory," "D," or "unsatisfactory." Perhaps Winter Term grades will encourage students to put in more effort. Students on the committee think that this will help.

Comments from a faculty member

Students already receive grades from off-campus study that don't count toward their GPA, so this would be comparable.

Comments from Bridget Gourley

As conversations about a new Committee for Experiential Learning (CEL) move forward I want to emphasize that will happen in concert with a reorganization of the existing committee structure and wouldn't add on to the number of committees or positions to fill.

Written Announcements –

The WT Subcommittee had no written announcements.

There were no questions for the WT Subcommittee.

15. Committee on Honorary Degrees – CHD (Michele Villinski)

A. Overview report about Honorary Degree candidate pool.

The Committee on Honorary Degrees thanks our faculty colleagues in both the School of Music and the College of Liberal Arts for their active, thoughtful participation in the nomination process this year. We received nominations for 18 candidates, roughly the same number as last year. Some candidates were nominated more than once, and many nominations were jointly submitted by multiple faculty members. Obviously, the faculty committee could not recommend every nominee for an honorary degree. If you nominated someone who is not on the ballot today, please consider re-nominating again in a future year.

We met with the Board of Trustees Nominations & Trusteeship Committee in early October. The final slate of honorary degree candidates for 2013 is ready for faculty approval during our executive session at the end of today's faculty meeting.

Written Announcements –

CHD has no written announcements.

There were no questions for the Committee on Honorary Degrees.

Additional Business

16. Remarks from the President (Brian Casey)

On a personal note, thank you to the many of you who sent me emails about Hurricane Sandy. Most of where I spent my childhood was swept away by the storm. I appreciate you reaching out to me. My family was placed in a shelter but they are now out.

We are now in the search for a new Vice President for Advancement, and I suspect that this will take several more months.

Since our last faculty meeting, though, we announced two very large gifts for the University and I am anticipating making more announcements in the next short time periods. These first gift announcements will likely be focused on capital projects, as is the case with most campaigns where you see building projects funded earliest.

But it is important to note that as we go forward we will focus our efforts on increasing endowment, in two "buckets." The first one is an endowment to support student scholarships. We must endow this cost of education by increasing our endowment. We are facing a national ceiling of the amount of money we can draw for tuition. The second "bucket" of new endowment is for faculty support and development. We must undergird this faculty with financial support.

As you saw recently, Jason Petrovich has decided to take a position at Valparaiso University. This is an excellent opportunity for Jason. Instead of replacing Jason, I will be taking on most of Jason's functions. I will be doing more work with the development office.

The admissions season is underway. I want to report that, as the first meaningful measurement point of applications, the number of completed applications is up, contrary to what has been reported. A reminder, our emphasis on admissions is to apply as many merit dollars as possible to students with a GPA higher than 3.6 and shift more resources to need-based aid. We face a very interesting admission market, given the cost of

a university education.

Finally, I want to offer a brief report from the Board meeting. During last month's meeting with the Board of Trustees, the Board considered reports from the McDermott Center, the Prindle Institute, and the Pulliam Center. The board heard from Raj Bellani, Dean of Experiential Learning and Career Planning, regarding career services, pre-professional advising, and study abroad programs. Among the formal actions taken, the Board accepted the audited financial statements from the 2011-12 fiscal year.

There were no questions for President Casey.

17. Remarks from the VPAA (Bridget Gourley on behalf of David Harvey)

VPAA Harvey is away from campus attending the Council of Independent Colleges meeting for Chief Academic Officers. He did ask me to draw your attention to his report in Appendix D, where he provides data in response to a question during our last faculty meeting about whether dependence on part-time faculty to deliver the curriculum has changed. If you have any questions about that data, I encourage you to ask David directly.

Comments from a faculty member

I think if David Harvey were here, he would say that it's challenging to get information about post-retirement health care from other colleges. Colleges are not required to report what they provide, and sometimes the information that comes back is confusing. It's hard to tell what is happening. I'm personally disappointed about the (lack of) information provided in the report from McKnight and Associates.

Written Announcements and Supporting Documents

Please see Appendix D for a written report from the VPAA.

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. Announcement by the Chair of the Faculty of substitution of COF members during WT. As has been previously announced, to accommodate the large number of candidates being reviewed for term, interim, tenure and promotion, COF is meeting during WT. Two COF members were unable to serve during WT due to previous commitments. Former COF members Valarie Ziegler and Rick Smock agreed to serve in their place. As Chair of the Faculty I confirm that these substitutions will still give COF an allowed distribution of colleagues across divisionary boundaries and made the substitute appointment for WT 2013 only.

B. Announcement from Stevie Baker-Watson, Athletic Director

I wanted to give you all notice and ask for your cooperation over the next couple of days. We have three teams that were selected for NCAA championships. We are working on their travel arrangements. The field hockey team will travel to Middlebury College in Vermont. The men's soccer team will travel to Dominican

University in Illinois. The women's soccer team will travel to Centre College in Danville, Kentucky. As soon as we know the travel arrangements, we will communicate this. Please don't hesitate to reach out to me with any questions you may have.

21. Executive Session to Consider Honorary Degrees (Brian Casey and Michele Villinski)

The faculty entered executive session to vote on candidates for honorary degrees. All candidates were approved by faculty vote.

22. Adjournment

Appendices

Appendix A: Tribute to Leo Goeke (1937-2012)

Excerpted from the Opera News website published September 21st, 2012

http://www.operanews.com/Opera_News_Magazine/2012/9/News/Leo_Goeke.html

last accessed October 1, 2012

American Tenor Leo Goeke, Much-Admired as Glyndebourne's Tom Rakewell, has Died

A lyric tenor whose handsome looks, winning charm and adroit musicianship made him an admired exponent of Mozart, Stravinsky and bel canto roles, Goeke studied music and voice at Missouri Teachers College, Louisiana State University, State University of Iowa and the Metropolitan Opera Studio. In 1968, Goeke made his New York City Opera debut as Beppe in *Pagliacci*; later in his NYCO debut season, he sang Phil in the world premiere of Hugo Weisgall's *Nine Rivers from Jordan*. Goeke arrived at the Metropolitan Opera in 1970, as Gastone in *La Traviata*, and remained a presence on the Met roster through the 1973–74 season, singing 211 performances with the company in New York and on tour. Goeke's assignments included roles in new Met productions of *Parsifal* (Third Esquire, 1970), *Fidelio* (First Prisoner, 1970) and *Tristan und Isolde* (Sailor's Voice, 1971), as well as Hylas in the 1973 Met premiere of *Les Troyens*. Other Met roles for Goeke included Don Ottavio, Jaquino in *Fidelio*, Arturo and Edgardo in *Lucia di Lammermoor*, Alfredo in *La Traviata* and Rossini's Count Almaviva. Goeke also sang Don Ottavio and Ferrando in *Così Fan Tutte* at New York City Opera in 1972 and '73.

In 1973, Goeke made his European debut at Glyndebourne, as Flamand in John Cox's production of Strauss's *Capriccio*. Goeke's attractive presence and distinctive voice — unfailingly expressive, if never conventionally beautiful — made him an audience favorite in Glyndebourne productions of *Idomeneo* (Idamante, 1974), *Don Giovanni* (Don Ottavio, 1977), *Die Zauberflöte* (Tamino, 1978) and — most famously — Cox's revolutionary 1975 staging of *The Rake's Progress*, designed by David Hockney after the original Hogarth engravings. Goeke's near-ideal realization of Tom Rakewell was featured in Glyndebourne revivals of the Cox–Hockney *Rake* in 1977, '78 and '80 and is one of several Goeke performances from Glyndebourne filmed for television broadcast and now available on DVD. Another Goeke characterization preserved on DVD is his Gandhi I in Achim Freyer's Stuttgart Opera production of Glass's *Satyagraha*, filmed in 1983.

Goeke was the Painter in Colin Graham's 1979 production of *Lulu* at Santa Fe Opera — the first complete performances of Berg's opera in the U.S. — and appeared at La Scala, Covent Garden and various other companies in North America and Europe, where he based his career until 1989.

In 1994, Goeke became opera director and taught voice at DePauw University, in Greencastle, Indiana. He retired in 2004.

Appendix B. Catalog Language for CAPP's proposed change in graduation requirements

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

Distribution Area Requirements

Liberal education connects disciplines and approaches, integrates learning, considers the ethical values and problems inherent in the acquisition and interpretation of knowledge, and develops skills to communicate clearly the results of their investigations. With these purposes in mind, students explore different modes of inquiry, content areas, and languages early in their college career, becoming aware of their intellectual opportunities and better informed to choose meaningful paths for their lives.

To build a foundation for a liberal arts education at DePauw University, students complete two course credits in each of three distinct areas of study and attain second-semester ability in a language other than English. Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements ~~must be in a different academic department or program~~ **must be from different course listing areas** to ensure that students explore a broad spectrum of the liberal arts and are introduced to the ways these areas study and describe the world.

Arts and Humanities: Two course credits in the arts and humanities. These courses explore fundamental questions of experience, belief, and expression. Through critical observation, textual analysis, and creative engagement, they consider the realms recalled or imagined in the arts, history, literature, philosophy, and religion.

Science and Mathematics: Two course credits in the behavioral, computational, mathematical, and natural sciences. These courses explore the physical, mechanical, and quantitative working of numbers, matter, and life. Through observation, experimentation, and scientific and mathematical reasoning, they seek to comprehend the world and model its operations.

Social Science: Two course credits in the social sciences. These courses explore cultural, economic, political, and social questions. Through observational, comparative, and analytic methods, they seek to understand human identities and interactions at the personal, local, and global levels.

Language Requirement: Students attain second-semester ability in a language other than English. In these courses students practice effective and appreciative communication within another language and across cultures. Students also may satisfy this requirement through a proficiency/placement examination or participation in an off-campus study program in a non-English-speaking country and enrolling in a minimum of two courses, including a language course and a course related to the program's location. Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar.

Courses that meet the distribution requirements are listed in the Courses section of this Catalog and in the Schedule of Classes each semester, with the abbreviation of the area of study following the course title.

Policies for Distribution Requirements

1. Working closely with their academic advisors, students should complete these requirements within the first two years. If the requirements in Arts and Humanities, Science and Mathematics, and Social Science have not been completed by the end of sophomore year, students must enroll in at least one eligible course in each succeeding semester until they complete the requirements.
2. Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements ~~must be in a different academic department, program, or school.~~

From different course listing areas. **The course listing area is denoted by the text code that precedes the course number in the schedule of classes and on the transcript.**

3. No course may satisfy more than one distribution requirement.
4. Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.
5. Course credit used to fulfill the distribution requirements in Arts and Humanities, Science and Mathematics, and Social Science must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution requirements.
6. Individual departments, programs, and the School of Music, with the guidance and approval of the Committee on the Management of Academic Operations (MAO), determine which of their courses meet distribution requirements.

Appendix C. Announcement shared by COA about the DePauw Retiree Health Care benefit

Announcement to Community At Large

This announcement outlines changes to the DePauw Retiree Health Care benefit.

As you are likely aware, over the last ten + years the post-retirement health care benefit at DePauw has been the subject of extensive discussion and review as to its sustainability and cost effectiveness.

The University has explored numerous options for managing the cost of post-retirement healthcare in an attempt to protect the ability to offer the benefit. Earlier this year, a formal bid process for providing post-retirement healthcare to retirees resulted in a favorable solution that allows the benefit to continue, in what is essentially its current form, for current retirees and employees. The switch to a new provider does, however, result in several administrative changes for retirees and employees.

In addition to a shift in benefit providers, a second “trade-off” that allows the benefit to remain in its current form for current retirees and current employees is the elimination of the benefit for future DePauw employees.

In 2005, a VEBA* plan was instituted for all employees (called a defined contribution plan). DePauw contributes money into these accounts for all employees. At the same time, DePauw was paying a portion of a retiree’s health care premium. This practice was discontinued for all employees hired after 2005 as they have the VEBA account from which to draw premium costs and other medical expenses. The defined contribution plan (VEBA) will no longer be offered to employees hired after December 31, 2012. What remains are three groups of employees: 1) those hired prior to 2005, who will, upon retirement, have access to both the VEBA and DePauw’s additional contribution to health care, 2) another group who will have access only to the VEBA and now, 3) a future group who will not have DePauw funds toward post-retirement health care.

A summary of the changes is detailed below:

1. New employees hired after January 1, 2013, will no longer be eligible for a retiree health care benefit, and no Voluntary Employee Benefit Association Plan accounts (VEBA)* will be provided to those employees.
2. The current contribution of \$90/month per employee will continue to be placed into a VEBA account for all currently employed, benefit-eligible faculty and staff. This amount will be reviewed, as with all other benefits, annually with respect to budget priorities.
3. Beginning in January 2013, Emeriti will no longer be the administrator of the retiree health care program. Below are the new providers:
 - a. Administrative services will be provided by National Employee Benefit Companies, Inc. a division of AmWins Group Benefits.
 - b. Health Care Network will be provided by United American Insurance (plan design is the same as that provided by Emeriti)
 - c. VEBA accounts and the investment funds will now be supported by Nyhart, Inc., an Actuary and Employee Benefits firm.

Program policy, design and eligibility remain the same for the current faculty and staff. Employees must still satisfy the “rule of 80” (at least 15 years of service and at least 55 years of age and whose total equals 80) before being eligible for the post-retirement health care benefit. All employees will soon receive complete information regarding the new policy and the new providers with instructions as to the transition of VEBA

accounts.

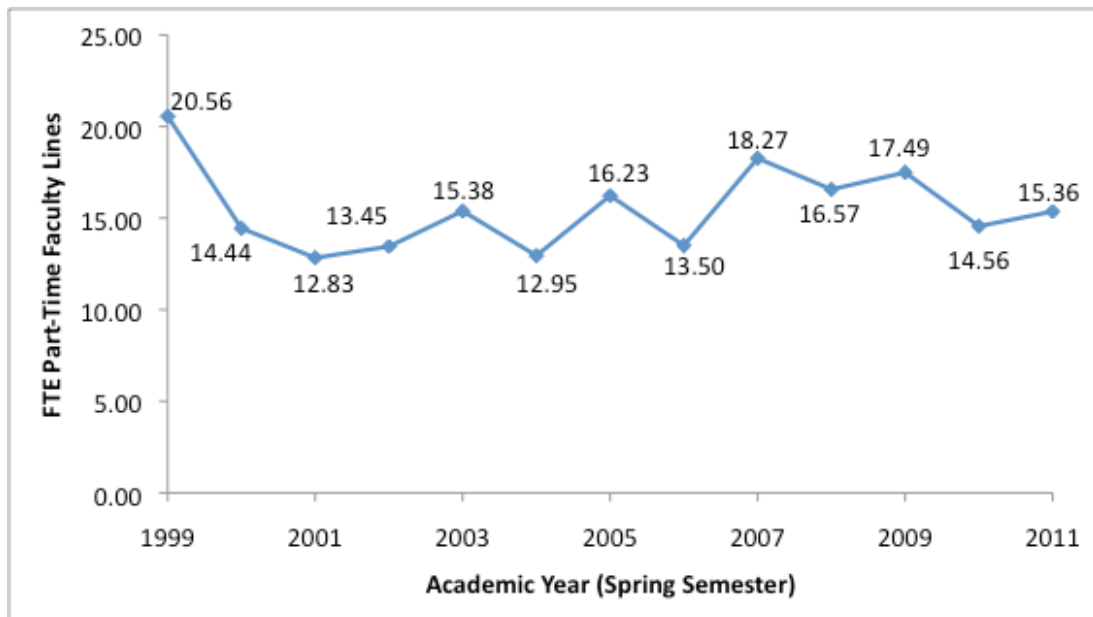
Retirees will receive separate information regarding the new plan which provides the same level of coverage and deductibles as that offered by Emeriti. Premiums that will be paid by retirees will be the same as or lower than those that would have been required by EMERITI .

**Voluntary Employee Benefit Association Plan (VEBA) is a tax-free post-retirement medical expense account used by retirees and their eligible dependents to pay for any eligible medical expenses. These accounts are currently funded by DePauw for all benefit eligible employees. An employee has access to these funds upon retirement if the retiree has reached the "rule of 80." (See Handbook for additional information on eligibility and uses of funds).*

Appendix D. Written report from VPAA David Harvey

Following my presentation of demographic data at the last faculty meeting, I was asked to report back on the following questions: Are we becoming more or less reliant on part-time faculty members, and what is the gender breakdown for part-time faculty members?

To answer the first of these questions, I provide here a figure displaying the number of part-time faculty lines as a true full-time equivalent; that is, the y-axis is the total number of faculty teaching credits filled by part-time faculty members divided by six as this is the standard faculty teaching load. The teaching catalogued in this figure includes the College of Liberal Arts only and includes courses taught by those hired as part-time faculty members, coaches, administrators, pre-doctoral and post-doctoral fellows, senior professors, and visiting professors. The unusually large value for the 1998–99 academic year is an artifact resulting from my decision to count the teaching of tenure-stream coaches as part-time in years in which they were coaching; this decision was made to maintain consistency with the teaching of the majority of coaches, who do not hold tenure-stream appointments. Overall, the trend from the 1999–2000 to the 2010–11 academic year shows an increase of approximately 0.25 FTE/yr.



To answer the second question, I provide here a table summarizing the number of part-time faculty members hired to teach (not the number of courses taught) in each of the last 10 years. The data in this table do not include permanent staff members who hold part-time faculty status—such as coaches, administrators, and librarians—because they hold that status even in semesters when they do not teach, nor does the table include pre-doctoral and post-doctoral fellows, and visiting faculty members whose positions at DePauw are in support of special programs, such as the Consortium for Faculty Diversity, or are funded by external grants and/or endowments. As the School of Music makes significant use of part-time faculty, the total part-time faculty are further subdivided between the School of Music and the College of Liberal Arts.

Academic Year	Part-Time (Total)	Part-Time (SOM)	Part-Time (CLA)	Part-Time (Female)
2002-03	51	21	30	26
2003-04	43	20	23	26
2004-05	40	18	22	19
2005-06	44	22	22	35
2006-07	50	20	30	28
2007-08	51	23	28	21
2008-09	62	24	38	29
2009-10	58	26	32	29
2010-11	53	25	28	29
2011-12	60	21	39	30

In this 10-year period women make up 53% of all part-time faculty hires and 57% of part-time hires are in the College of Liberal Arts. For the data shared at the October faculty meeting, the 2000-01 academic year was provided as a baseline for comparisons; unfortunately, the spreadsheet available to me for that year includes information on full-time faculty members only.

**DePauw University Faculty Meeting Minutes
December 3rd, 2012**

1. Call to Order – 4 p.m. Union Building Ballroom (Dave Berque)

Hi everyone, welcome to the December faculty meeting. You probably saw in your email that Bridget Gourley is out of town on a professional trip. She asked me to chair the meeting. I am on sabbatical, so please be nice to me, just for one day!

A quick reminder as we get started, if you speak today, please introduce yourself and use a microphone. We will get a microphone to you and will adjust the volume as needed.

2. Verification of Quorum (Dave Berque)

The quorum was reached at 4:06 p.m.

3. Approval of Minutes from the October and November 2012 Faculty Meetings (Dave Berque)

There were no objections to taking the October and November 2012 minutes as a group. There were no corrections or additions to either set of minutes. The minutes were approved by unanimous consent.

4. Motion to Confer Degrees for December Graduates (Ken Kirkpatrick, registrar)

A. Motion (to be voted on) that the faculty authorize the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in December 2012.

The motion was seconded. There were no questions about the motion. The vote was taken and the motion carried.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

5. Committee on Academic Policy and Planning – CAPP (Fred Soster)

A. CAPP gives advance notice of intent to have the faculty vote on the following motion at the February 2013 Faculty Meeting:

Motion:

That the faculty approve the realignment of the Winter Term Subcommittee, the International Education Committee, and the Hartman Steering Committee into a single new committee, the Committee on Experiential Learning, as an Executive Committee of the Faculty that reports to CAPP. The Committee on Experiential Learning will assume all of the duties outlined in the proposal in Appendix A as well as all of the responsibilities of the Winter Term Subcommittee and the International Education Committee. Consequently, the Winter Term Subcommittee and the International Education Committee will cease to exist. This motion requires several changes to the academic handbook, which are shown in Appendix B.

Rationale:

This motion is the result of a joint proposal submitted to CAPP by Jeff Hansen, Chair, Winter Term Committee, Russ Arnold, Chair, International Education Committee, Doug Harms, Chair, Hartman Steering Committee, and

Raj Bellani, Dean of Experiential Learning & Career Planning. The creation of this new committee brings all experiential learning activities, whether on-campus or off-campus, domestic or international, during the semester or at other times (i.e., Winter Term), under the purview of a single committee. This will allow better facilitation and coordination of experiential learning activities for all members of the community in all parts of the academic year during the entire time at DePauw.

Question from a faculty member

Could you give some examples of topics or courses that would not count as experiential learning? Do you imagine that on-campus Winter Term courses would change to make them more experiential? Would there ever be an on-campus Winter Term course that wasn't experiential?

Response from Fred Soster

Any course could be viewed as experiential learning. This proposal is meant to address the types of learning that take place off-campus, such as during Winter Term trips and study abroad. Yes, I hope that on-campus Winter Term courses will become more experiential.

Response from Russ Arnold

My sense is that this would be the task of this committee, to help clarify and define the nature and goals of these types of programs, including Winter Term, other types of off-campus studies, other types of out-of-class activities, and service during the semester. This will be part of the discussion that this committee will be undertaking.

There were no other questions about the motion.

Written Announcements –

CAPP plans to complete its review of RAS procedures and documents in February 2013 with a view towards distributing the RAS documents with the call for position requests to all department chairs and program directors in late February. CAPP has begun reviewing a proposal from the Department of Mathematics for the creation of a new major in Actuarial Science and will meet with the Chair of Mathematics to discuss the proposal in late February. Finally, during consideration of a proposal to combine the Writing Program Coordinating Committee and the First Year Seminar Committee, CAPP discovered that there is no direct faculty oversight over any of the competency program steering committees. CAPP intends to study the situation with respect to all of the competency areas and to make clear the faculty governance oversight structure. Discussion about how best to reconfigure the oversight of the First Year Seminar Program will be a part of this study.

There were no additional questions for CAPP.

6. Management of Academic Operations – MAO (Brian Howard)

- A. Motion (to be voted on) that the faculty approve the following change to the by-laws, Section VIII.C.3, regarding the composition and charge of the Advising Committee (advance notice was given at the November 2012 meeting). Deletions are indicated by ~~strikethrough~~ and additions are in **bold**.

The current handbook language states (item 3 under the description of the Committee on Management of Academic Operations):

The Advising Committee is a subcommittee of MAO. It is composed of four full-time faculty members, a representative from MAO, the Director of Advising (or associate dean of Academic Affairs responsible for academic advising), the Registrar (or a representative from his or her office), a representative from Student Academic Support Services, and two students (appointed yearly by Student Congress). The purpose of the

Advising Committee is to promote effective academic advising that assists students in the development of meaningful educational plans that are compatible with their academic, career, and personal goals. To accomplish this, the Advising Committee provides development opportunities and information to faculty advisors, enhances student and faculty awareness of advising processes and resources, and assesses the academic advising program.

The proposed replacement text is:

The Advising Committee is a subcommittee of MAO. The purpose of the Advising Committee is to consider, develop, and promote effective strategies for academic advising that assist students in the development of meaningful educational plans that are compatible with their academic, career, and personal goals. To accomplish this, the Advising Committee provides development opportunities and information to faculty advisors, enhances student and faculty awareness of advising processes and resources, and assesses the academic advising program.

When constituted to address particular issues or carry out specific projects, it is composed of four full-time faculty members (appointed by MAO in consultation with the Vice President for Academic Affairs with consideration given for representation of the academic divisions of the University and diverse faculty rank), two administrative representatives (including a dean in Academic Affairs responsible for academic advising), and two students (appointed by Student Congress). One member must be a representative from MAO.

Announcement from Brian Howard

For the last several years, at the beginning of each year, we would have a discussion about who should serve on the Advising Committee and how we should make these decisions. We wrote this motion to formalize the process of these decisions. We consulted with members of the Advising Committee when writing the text of this motion. The motion states that members of the Advising Committee will be appointed by MAO. This approach follows the same model of the First-Year Seminar subcommittee of CAPP.

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

B. Motion (to be voted on) that the faculty approve the following changes to the Art History major and minor.

Revised catalog description:

Deletions are indicated by ~~striketrough~~ and additions are in **bold**.

Major in Art History

Total courses required: Eight + 2 (see below)

Core courses: **Any two 100 level courses (ARTH 131, either ARTH 132, ARTH 133, ARTH 134, or ARTH 142), and ARTH 494. Students cannot receive credit for both ARTH 132 and ARTH 142.**

Other required courses: ~~One course (not including 131), which covers pre-Renaissance material, chosen from the following: ARTH 218, ARTH 235, ARTH 340.~~

At least one course from each of the three groups below, A, B, and C, so as to work across chronological and geographical boundaries within art history:

- **Group A – European Art before 1500: ARTH218, ARTH235, ARTH340, ARTH350;**
- **Group B – European and American Art after 1500: ARTH201, ARTH225, ARTH226, ARTH240, ARTH250, ARTH266, ARTH302, ARTH326, ARTH330, ARTH336;**
- **Group C – Asian Art: ARTH231, ARTH232, ARTH233, ARTH 234, ARTH331, ARTH332, ARTH333, ARTH**

334.

Number 300 and 400 level courses: ~~Three including~~ : **two 300 level courses plus** ARTH 494

Senior requirement and capstone experience: The senior comprehensive requirement consists of the completion of ARTH 494 with a grade of C- or better, as well as a thesis. The course reviews the major methodologies of art history, through reading and discussion of landmark articles in the field, and initiates students in their application. A major original research paper, on a topic of the student's choosing, is done under the direction of the instructor. The results of the research are presented in a formal twenty-minute public lecture at the end of the semester. For descriptions of recent senior seminar papers, see [Art History Senior Projects](#)

Additional information: In addition to the eight art history courses, art history majors also must take two courses in cognate fields, one of which is to be chosen from the following: **ASIA 140, ASIA 281**, CLST 100, CLST 262, CLST 263, CLST 264, ~~PHIL 214~~, **ENG 261, ENG 281, HIST 107, HIST 108**, HIST 111, HIST 112, **PHIL 240, REL 130, REL 130E**, REL 132. The other course must be chosen from among the studio courses (any studio course). ~~It is recommended that art history majors take at least one course in each of the following four time periods: Medieval, Renaissance, Baroque and 19th-Century/Modern.~~ First-year seminars on art historical topics may be counted toward an art history major or minor.

Minor in Art History

Total courses required: Five

Core courses: Four art history courses, one of which must be ARTH 131, ARTH 132, **ARTH 133, ARTH 134**, or ARTH 142, and one studio art course. **Students cannot receive credit for both ARTH 132 and ARTH 142.**

Other required courses: Of the three non-introductory art history courses, ~~one must cover the pre-Renaissance material (ARTH 212, 218, 232, 235, 332), and another must cover art of the Renaissance or later (ARTH 201, 225, 240, 302, 310, 326, 330, 336, 342).~~ **one course must be taken from each of the three groups above, A, B, and C.**

Students considering a minor in art history should consult with the department by the end of the sophomore year.

Number 300 and 400 level courses: One

Rationale:

The proposed changes establish Asian Art as part of the requirements of the Art History major and minor. They also seek to make clear the department's commitment to study across chronological and geographical boundaries within the discipline. The Art History curriculum is now taught within the three primary areas listed below. With these changes, students in the major and in the minor will experience all three areas. As in the past, we will advise students of professional leaves so that they may plan accordingly to meet the requirements.

Announcements from Brian Howard

This proposal came before the faculty during May 2012. At that time, questions were raised about the list of cognate courses that would be allowed. The major substance of the change is dividing the requirements in a different way, with divisions based on region and time, not just based on time. There is also a change in the list of cognate courses. The issues that were brought up last May have been resolved. The corresponding changes to the minor are also now included in this proposal.

Question from a faculty member

I see that if a first-year seminar is on an art history topic, it can count toward the Art History major or minor. Is this pervasive through the first-year seminar program?

Response from Brian Howard

I don't know if this is pervasive, but I have seen other instances of it.

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

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

ARTH 260: Time/Space/Memory (1 credit)

This course casts a wide but selective net over a vast amount of material that allows us to explore the nature, meanings, functions and experiences of time and its intersections with space and memory across an array of disciplines and media: philosophy, science, film, poetry, fiction, graphic novels, sculpture, painting, performance art, photography and video. We begin by examining the different ways some of the greatest thinkers in the West (Aristotle, Augustine, Newton and Einstein) grappled with the notion of time. We look at how time has been marked, recorded and performed and at the impact technological developments (involving timeclocks, uniform railway timetables, wireless telegraphy, motion studies in industry) have had on human history. We examine such questions as, what are the politics of time in relation to memory among families, communities and nations? What and how do we commemorate the past and what are the ethics of this value-laden process of reconstructing history? What do we choose to remember and what do we choose to forget as multiple stories about the past contend for recognition? We also consider the problematic relationship between time and photography. What is the role of time and memory in collective and private identity formation and how does photography contribute to this process? We discuss how time is differently lived, perceived and represented as we also examine how time and its manipulation (the different ways it is used to shape content or structure or both) in film, literature and art is an active agent that can powerfully affect our process of meaning-making and our reading and viewing practices.

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

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

KINS 410: Muscle Physiology (1 credit)

This course provides an in depth examination of skeletal muscle from the molecular to system level function. Skeletal muscle physiology, production of movement, adaptation to increased and decreased use of skeletal muscle, and the physiological response to insults on system integrity are explored. Prerequisites: KINS 353 or permission of the instructor.

KINS 420: Environmental Physiology (1 credit)

This course explores the physiological responses and adaptations that humans make resulting from exposure to environmental stressors. Exposure to high environmental temperature, low environmental temperature, hypobarica, hyperbarica, reduced gravitational effects, and air pollution will be considered. Prerequisites: KINS 353 or permission of the instructor.

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

E. MAO announces the following changes in title, course number, prerequisites, and/or description:

KINS 309: Biomechanics (change course number from KINS 409 and remove BIO 203 prerequisite)

The science of human motion based on anatomical, mechanical and physiological principles. Laboratory experiences.

KINS 366: Musculoskeletal Pathomechanics (change title and description from KINS 366: Injury Recognition and Evaluation I)

Designed to enhance student's knowledge and understanding of pathomechanics by exploring structure, function, biomechanics and dysfunction of the human musculoskeletal system in order to improve orthopedic evaluation. The course will enhance the students understanding of underlying causes of pathomechanics and the effect of such pathomechanics on function of the musculoskeletal system. Prerequisite: BIO 203.

F. MAO announces the following EXP course:

UNIV EXP: Applied Civic Learning

The objective of this course is to study the civic and social rural challenges by actively engaging in applied learning experiences. The course allows the student to learn through observation, immersion, discussion, and studying theory and civic engagement. By working in a divergent community beyond the walls of DePauw classrooms, students have the chance to develop their interpersonal skills and understanding of offices in a small, rural community.

The majority of time spent on this course will be at the host site. Students will work on projects that provide professional experiences with their specific organization. Through their applied learning experiences they will strengthen project management, data analysis, and team leadership development skills. Focus is placed on developing a more professional student who has the tools necessary to succeed in post-graduation opportunities.

Weekly class discussions will focus on integrating the classroom content with the students' unique applied learning experiences for the purposes of deepening understanding of local challenges and even proposing solutions. Their collaboration with partners in Putnam County will foster connections with Greencastle residents.

G. MAO announces the following change to the time banks, effective Fall 2013: courses meeting in the morning on Monday, Wednesday, or Friday will start ten minutes earlier than the current schedule. In particular, the times for 60-minute classes will be 8:00-9:00 am, 9:10-10:10 am, and 10:20-11:20 am.

Announcement from Brian Howard

There were no strong reasons not to move to the 8:00 am class starting time. This change will be effective next fall.

Question from a faculty member

Does this change also apply to the 90-minute time banks?

Response from Ken Kirkpatrick, Registrar

Yes, the MW 90-minute time bank will start at 8:10 am, not 8:20 am.

H. MAO announces the following changes related to the School of Music's decision to have entering students take university-wide first-year seminars:

Summary of Changes

Entering first-year School of Music students will now enroll in a writing intensive first-year seminar, offered either through the CLA or SOM. MUS 130: Understanding Music, which had been offered as the first-year

seminar for SOM students, is now offered in the spring semester. It is still required and counts among the music history and literature courses required for an SOM degree. The writing intensive first-year seminar takes the place of ENG 130 in general university requirements of the three SOM degrees.

Catalog: Graduation Requirements (deleted text at end in ~~strikethrough~~) **First-Year Seminar**

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. As seminars, these courses emphasize and nurture discussion and other skills essential to active student participation in their own educations. They are also each student's gateway into DePauw's writing curriculum and emphasize writing skills that will be taken up and built upon across the curriculum. Seminars are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
- uses discussion as the primary basis for classroom learning;
- emphasizes critical writing, thinking and reading;
- encourages the academic growth and development of individual students; and
- uses a variety of writing assignments, along with research, or problem-solving assignments, designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars. ~~School of Music students take the music first year seminar, MUS 130: Understanding Music. This course serves the needs of School of Music students as determined by the School of Music faculty.~~

Course Change: Description

MUS 130 Understanding Music

In this course, ~~the first-year seminar for entering students in the School of Music,~~ students will be taught to explore the holistic nature of their own musical education—in theory, history and performance—and to seek interrelationships between talent, skill, feeling and knowledge. Students will also be introduced to many vital skills important for further music study, such as improvisation, library and Web research, score analysis and technology, as well as speaking, writing and improvisational techniques.

Announcement from Dave Berque

To provide some context here, our tradition is for the faculty to vote on MAO recommendations for new courses and for changes to majors, minors and interdisciplinary programs. On the other hand, MAO simply announces other actions including changes in course titles, and descriptions. When departments change descriptive text about their major without changing actual requirements no vote is needed. In this case, the School of Music is essentially changing the description of what constitutes a first year seminar for School of Music students.

Question from a faculty member

Does this change mean that School of Music faculty members will now participate in teaching first year seminars?

Response from Brian Howard

Yes, this was included in the proposal.

Written Announcements –

MAO has no general written announcements.

There were no additional questions for MAO.

7. Committee on Faculty – COF (Nachimuthu Manickam)

A. COF's report consists of an offer to answer questions.

Written Announcements –

COF continues its work reviewing personnel cases.

There were no questions for COF.

8. Student Life and Academic Atmosphere Committee – SLAAC (David Alvarez)

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

Written Announcements –

SLAAC continues their planned work for the year.

There were no questions for SLAAC.

9. Faculty Governance Steering Committee – FGSC (Fred Soster on behalf of Bridget Gourley)

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

Written Announcements –

FGSC continues to monitor the progress of governance issues being addressed by multiple committees simultaneously.

There were no questions for FGSC.

Reports from other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

10. Faculty Development Committee – FDC (Eugene Gloria)

A. FDC announced the Faculty Fellowship recipients for 2013-2016.

Announcement from Eugene Gloria

I am pleased to announce the Faculty Fellowship recipients for 2013-2016.

- Jennifer Adams – Communication and Theater
- Lynn Bedard – Biology
- Yung-chen Chiang – History
- Tim Cope – Geosciences
- Robert Dewey – History
- Nahyan Fancy – History
- Mary Kertzman – Physics and Astronomy
- Jeff McCall – Communication and Theater

The next deadline for Faculty Fellowship proposals will be announced in the fall of 2013.

Written Announcements –

FDC's most recent work has been reading and responding to faculty reports.

There were no questions for FDC.

11. Committee on Administration – COA (Kent Menzel)

A. Announcement

COA continues to work toward understanding the implications of a shift to a 3-2 workload for all faculty at DePauw. To this end, this week we will be distributing a brief survey to help us understand the faculty's attitudes about what we would hope to gain from a 3-2 workload as well as what our concerns are for a change of this kind. Please look for this survey later this week.

Written Announcements –

COA has no written announcements.

There were no questions for COA.

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

A. The committee's report is an offer to answer question.

Written Announcements –

This ad-hoc committee formed by the FGSC in response to the request from the VPAA in Fall 2011. Committee members met with the VPAA during the spring 2012 and fall 2012 semesters. The committee is finalizing its report to the faculty as requested by the FGSC and anticipates sharing the report early in the spring 2013 semester.

There were no questions for the ad-hoc committee.

13. Vice-President for Academic Affairs Search Committee – VPAA Search (Wayne Glausser)

A. The VPAA Search Committee's report is an offer to answer questions.

Written Announcements –

The VPAA Search Committee has no written announcements.

There were no questions for the VPAA search committee.

14. Sustainability Committee (Christopher Wells)

A. The Sustainability Committee provided a brief update on their work for the fall semester and their plans for the remainder of the year.

Update from Christopher Wells

The Sustainability Committee is working on a report for the next meeting of the Board of Trustees. The committee has been split into two subcommittees. One subcommittee will address the carbon footprint and the second subcommittee will address community programs. Thank you to the faculty members of these

committees.

Regarding sustainability, there was a fellow I once worked with in higher education who said, "This project is so important that other things that are more important can't be allowed to get in its way." We believe it is important to make sustainability an integral part of the university. This mindfulness is difficult, but I am heartened by the committee's commitment. Anyone in the room who is remorseful about not joining the committee, feel free to send me an email.

We submitted a grant to the state of Indiana to fund sustainability in housing, hot water, solar power, and a few other things. We are working closely with Dick Vance, Associate Vice President for Facilities as planning for new construction projects on campus moves forward. We traveled to Ball State University to look at their geothermal installation. We are researching alternative energy sources, and looking into creative ways of funding these possibilities. We are working toward STARS reporting and looking at what other institutions are doing in terms of best practices. We are supporting the work of the Sustainability office, led by Carol Steele.

Written Announcements –

The Sustainability Committee has no written announcements.

There were no questions for the Sustainability Committee.

Additional Business

15. Remarks from the VPAA (David Harvey)

Although I was not at the November faculty meeting, I did include in the agenda for the meeting some data and text as a follow up to a question asked at the October faculty meeting regarding part-time faculty members. Are there any questions regarding that data?

(There were no questions).

It isn't every day that one of our faculty colleagues is honored with a significant award. Let's congratulate Michele Villinski. Michele was named the 2012 Indiana Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE). This award is richly deserved and we are all proud of her.

Included with today's agenda are data showing DePauw's average salaries by rank relative to that reported by the AAUP and GLCA. I recognize that these data may be concerning to some, and for this reason, I want to take some time to talk about the circumstances affecting faculty salaries during the last few years. When considering salary data, context is important: individual institutional circumstances matter; changes in the national economy factors into this; and we cannot ignore the changing marketplace of higher education. We have spent a lot of time during the past several years talking about the institution's budget at a macroscopic level, looking at the total budget and all areas income and expense.

Today, I want to think about the budget in a different way by focusing on just one piece of that budget: the total dollars committed to full-time faculty salaries relative to the sources of income that support the operating budget: net tuition, the endowment, and the annual fund and grants. A useful analogy is to consider net tuition as equivalent to take-home pay; endowment per student as equivalent to savings and investments; and the annual fund and grants as equivalent to a birthday check.

The first figure shows the relationship between net tuition and full-time faculty salaries. The data are for the

top 70 colleges and universities according to the U.S. News & World Report plus the GLCA schools but not including the military academies. The blue points show the relationship between net tuition and full-time faculty salaries for 14 institutions with an average endowment per student of \$150,000 to \$249,999. On average, 30 percent of the net tuition goes toward full-time faculty salaries at these 14 institutions, with a range of 21 percent (Bates College) to 40 percent (Wesleyan).

The orange points show the relationship between net tuition and full-time faculty salaries for 24 institutions with an average endowment per student of less than \$150,000. On average, 28 percent of the net tuition goes toward full-time faculty salaries at these 24 institutions.

The purple Xs show the relationship between net tuition and full-time faculty salaries for 22 institutions with an average endowment per student of \$250,000 to \$499,999. On average, 39 percent of the net tuition goes toward full-time faculty salaries at these 22 institutions. These data show that as the endowment per student increases, there is more flexibility with expenses. This same pattern holds true when we look at institutions with higher endowments per student. There is one institution with an average endowment per student of more than \$1,000,000, with 63 percent of the net tuition going to full-time faculty salaries at this institution.

What happens when we add DePauw to this figure? DePauw's average endowment per student is at the upper end of the \$150,000 to \$249,000 range, which ranks us at #34 out of the 70 institutions; 48 percent of DePauw's net tuition goes toward full-time faculty salaries, which ranks us #14 out of the 70 institutions.

How do these numbers compare to other GLCA schools? DePauw ranks #1 in net tuition that goes toward full-time faculty salaries. In 2008, Oberlin, Wabash, and Earlham had larger endowments per student (over \$250,000) compared to DePauw. In 2009, endowments shrank at all the GLCA schools, with some endowments shrinking more than others – the endowment at Kalamazoo lost 54 percent of its value from 2008 to 2009 – however, the changes in faculty salaries at the GLCA schools are not explainable by the relative changes in endowments per student.

Now we will look at how the relationship between net tuition and full-time faculty salaries has changed over the years at DePauw. During the 1998-99 academic year, 39 percent of net tuition went toward full-time faculty salaries. The net tuition per student was \$9,182 and there were 168 full-time faculty members. It's important to point out that the endowment grew 320 percent during the 10 years leading up to 1998-99. During the last 10 years, in comparison, the endowment only grew 15 percent.

From 1998-99 to 2002-03, DePauw added 54 new full-time tenure-track lines with no change in net tuition per student. The endowment per student declined. In 2002-03, 55 percent of net tuition went towards full-time faculty salaries.

From 2002-03 to 2008-09, there was improvement in the net tuition and our endowment grew by 12 percent. In 2008-09, 51 percent of net tuition went towards full-time faculty salaries. There was no campaign to build our endowment and we accumulated a structural deficit.

From 2008-09 to 2011-12, faculty salaries at DePauw have remained relatively flat. In 2011-12, 43 percent of net tuition went toward full-time faculty salaries. The faculty has decreased slightly in size because some term lines were ended.

The midrange forecast through 2019-20 assumes an increase in net tuition and an increase in the endowment. This will return us back to a 39 percent rate of net tuition going toward full-time faculty salaries. But perhaps we will be allocating faculty time in different ways at that point.

Question from a faculty member

How are average salaries calculated? I see that during academic year 2011-12, the average salary for an assistant professor at DePauw was \$61,079. Assistant professors don't achieve this salary level until after 10 years of service.

Response from David Harvey

The salary of a new assistant professor is based on the number of years teaching they bring to the position. On average, a newly hired tenure-track assistant professor has 5 to 7 years of teaching experience in term positions or post-docs. Some newly hired professors also teach in the years between their Master's degree and Ph.D. In budgeting for next year, I am assuming that every newly hired assistant professor will come in with a salary of approximately \$60,000 and with 3 to 4 years of experience.

Question from another faculty member

I see in the long-range model, the estimated total net tuition is \$57,592,000. How is this calculated in terms of net tuition per student?

Response from David Harvey

The size of the student body should be about the same as it is now.

Response from Brian Casey

The long-range model assumes that the faculty size and student body will remain flat.

There were no additional questions for David Harvey.

(Note: David's PowerPoint presentation will be posted on the Moodle faculty governance site.)

16. Remarks from the President (Brian Casey)

First, I'd like to offer an update on admissions. The number of completed applications after December 1st are up 12 percent. This is a record number of completed applications for this date. Further, the number of visits to the campus from prospective students is also high. This is all very promising. This is the x-axis on the graphs that David Harvey just showed us [showing the possibilities of net tuition revenues on the University's financial models.]

Next, I am very pleased to announce a \$2.5 million gift from Sarah and John Wallace as well as Jim Stewart that will help us create the Wallace Stewart Faculty Club as part of Hoover Dining Hall. This will be a place for faculty to gather for meals, meetings, and other events. It is expected that the Dining Hall and the Faculty Club will have a number of spaces for classes to continue discussions over a meal. Both Jim and Sarah want to work with Dick Vance and the faculty as the dining hall is designed in order to create a very usable space for faculty and a comfortable and meaningful space for student-faculty interaction.

As you have heard, I have announced a number of gifts for capital projects and we will continue to do so for a while yet as we seek to fund the projects identified in the long term Campus Master Plan that the board voted on in October of 2010.

In every comprehensive institutional fundraising effort I have seen or been involved in, capital projects tend to be the first items supported. We are exactly following this pattern. The projects we have funded, I believe, will fundamentally improve the campus and will help make sure we are attracting students of significant promise and performance.

Hopefully we will announce a few more capital project gifts in the next few months, then I hope we will start receiving gifts to increase the University's endowment. The long-term health of DePauw will be dependent on the extent that we can raise very significant levels for endowment in the campaign to support and undergird the academic enterprise and student access and aid. As you have seen from David's presentation, endowment per student or faculty FTE is the clearest sign of fiscal health and the University will not be able to enrich the academic enterprise without an increase in endowment dollars and increased student revenue.

We have to raise hundreds of millions of dollars in the next several years to keep this size of faculty and keep this form of academic enterprise strong.

As we began planning the fundraising efforts, departments sent information to former Vice President Marcia Latta and David Harvey regarding departmental desires and needs in the campaign. What the departments wished to see as part of the campaign were increased endowed department funds. These funds would support programming, student-faculty-research, equipment purchases, etc. The Asher Fund in Psychology and now in Sociology-Anthropology is one of these funds. These are part of the campaign planning efforts. Jackie Roberts and Dave Berque are the faculty members of the campaign committee and will help guide and shape this effort. It is important to note that these can be difficult funds to obtain and they take a while to have impact. For example, a quarter million dollar gift to the endowment for a department will generate \$12,500 annually available funds.

Importantly though, significant endowment for the academic enterprise will only come to the extent that we have a clear and compelling vision for DePauw's academic enterprise. So, in connection with the VPAA search and campaign planning, I will be working on updated and refining the *DePauw 2020* document, endorsed by the Board in October 2010, which has guided our administrative and board planning for the University.

This document will be updated to more clearly present the vision for the academic enterprise at DePauw. In late winter and early spring, I will offer this plan to the department chairs, COA and other groups with the plan that both the faculty and the Board will have ample opportunity to discuss the plan and the fundraising associated with it through the spring (before the arrival of the next VPAA.)

I will base specifics of this plan on the intellectual life discussions begun in 2008 through 2011, the summer working group report, the January Working Group report, David's discussions on workload with COA, workload analysis documents produced by chairs and my own thoughts about how we array faculty effort in service of becoming a leading liberal arts college and school of music with an excellent faculty. In other words, we have actually spent a great deal of time thinking about the academic and intellectual life of the university and can put these together in a shared vision.

This plan must achieve the following ends:

- Align faculty efforts and course load clearly in support of the University's primary mission of the education and development of DePauw's students.
- Allow the University to attract, retain, and reward teacher-scholars of the first order.
- Clarify faculty development programs such that those faculty resources dedicated to the development of the faculty results in 1) continuous improvement in teaching and 2) increased participation of the faculty in research and intellectual engagement.
- Recognize those faculty members who are contributing most directly to the University's core missions.

- Increase meaningful student-faculty intellectual engagement.

So, course load discussions, faculty development systems, named chair systems, Winter Term activities all must be brought together in this academic plan, which must have strong financial underpinning.

So I look forward to those discussions as I look forward to updating you on fundraising efforts for DePauw.

Question from a faculty member

Will the Faculty Club be open to faculty only or will it be open to staff as well?

Response from Brian Casey

Yes, this space will be open to staff also. This is not intended to be a “club.” There will be no dress code. This is intended to be a great place for people to work together. The first time I was invited to a faculty club, I wore a suit. I think this campus needs this space. I want it to have a fireplace.

There were no additional questions for Brian Casey.

17. Old Business

There is no old business to come before the faculty.

18. New Business

There is no new business to come before the faculty.

19. Announcements

- A. A public service announcement from affiliated Women's Studies faculty members including Anne Harris, Meryl Altman, Tamara Beauboeuf, and Christina Holmes.

Announcement from Anne Harris

We have distributed brochures in today's meeting. The brochures address “Tips for Faculty and Staff” to address sexual assault at DePauw. Code Teal is a student initiative about sexual assault. Along with the start-of-school programming of “DePauw Gets Graphic,” it demonstrates that we are working on breaking the code of silence at DePauw. The brochure has phone numbers, resources, and suggestions about what to say in case you are with a student in crisis. Jeannette Johnson-Licon put together this brochure and it is currently in draft form. Jeannette is eager for your feedback on the brochure. There will be more ways for faculty to be involved during the spring.

Written Announcement

Students in Crisis After a Sexual Assault – How Faculty Can Help

Through the events “DePauw Gets Graphic” and Code T.E.A.L. (Talk, Educate, Advocate and Listen), and through programming encouraging by-stander intervention, more and more students at DePauw are able to confront cases of sexual assault. The Violence Intervention/Prevention Project provides helpful information for faculty dealing with students in crisis. Faculty should also be aware

- Counseling Services staff is available for consultations at x4268 during 9am-5pm, M-F.
- For emergencies, you can reach the on-call counselor 24 hours/day, 7 days a week by contacting Public Safety (x 4261).
- Jeannette Johnson-Licon, Cara Setchell, and Cindy Babington can all offer you guidance and support with a student in crisis.

- For information about training opportunities in sexual assault prevention, contact Jeannette Johnson-Licon (jjlicon@depauw.edu).

Announcement from Brian Casey

Thank you to Jeannette Johnson-Licon for doing this. On another note, I would like to invite everyone to the holiday party, a week from Friday, December 14th at my house.

20. Adjournment (Dave Berque)

I wish you a smooth end to the semester and a great holiday break. We are adjourned.

Appendices

Appendix A. Memo to CAPP proposing the Committee on Experiential Learning

To: Committee on Academic Policy and Planning
From: Winter Term Subcommittee
International Education Committee
Hartman Steering Committee
Date: November 26, 2012
RE: Proposal – Committee on Experiential Learning

This memo outlines a direction for a new committee that realigns faculty support and oversight of the experiential learning that DePauw provides over the course of a student's academic career. The Chairs of the Winter Term Subcommittee, International Education Committee (IEC), Hartman Steering Committee (Hartman), and the dean with oversight for the Center for Student Engagement (Jeff Hansen, Russ Arnold, Doug Harms, and Raj Bellani respectively) comprised a working group, that met over the course of two months to discuss the current governance structure and ways to enhance experiential education. This proposal arose from those discussions and the chairs of each committee vetted it with their respective committees. These committees have endorsed this proposal and request that CAPP, and in turn the DePauw faculty, formally adopt this committee.

The memo has the following three sections:

Philosophy Statement: provides a rationale for the Committee on Experiential Learning
Proposal: outlines the charge (responsibilities) of the committee and is the section that seeks faculty approval for inclusion in the Academic Handbook
FAQ: outlines questions and answers that need further clarification from the proposed charges

Philosophy Statement:

Experiential learning inspires curiosity in students — the desire and the courage to discover new things about the world and one's place in it. These life changing experiences show students the beauties and joys as well as the challenges to be found in other cultures, and often give rise to transformative encounters with cultures and communities on their own terms, encounters that require us to step outside the comfortable and familiar and reflect critically on our place in the world. Experiential learning is a vital part of a DePauw education as it connects intellectual exploration with life experience, enabling us to be culturally aware, socially responsible citizens who can actively engage the urgent challenges of the 21st century in our local, national and international communities. In many cases this experiential learning can also help us identify a sense of vocation that stirs our passions and inspires our commitment. The Committee on Experiential Learning (CEL) seeks to make possible these kinds of experiences for all members of the DePauw community, in all parts of the academic year, and over the course of our entire time at DePauw.

Proposal:

Function:

The Committee on Experiential Learning (CEL) is an Executive Committee of the Faculty, which makes policy recommendations related to on-campus and off-campus experiential learning opportunities, both domestic and international, for courses or programs that occur during the semester, during winter term, or during summer or other breaks. Experiential learning is defined broadly to include community-based research, service learning, community and civic engagement, internship opportunities, international and domestic study opportunities, and graduate and career development.

The Committee on Experiential Learning considers all aspects of experiential education at DePauw, including:

- a. Establishing and refining an educational philosophy of international experiential, civic and career development at DePauw University;
- b. Designing guidelines and initiatives that enhance DePauw's on- and off-campus curriculum;
- c. Setting and defining standards for experiential learning opportunities, and ensuring that those standards are applied to the approval of off-campus study programs, winter term courses, and internship programs;
- d. Reviewing policies, procedures, and standards pertaining to all Winter Term programs, off-campus study experiences, service learning, and community based research opportunities;
- e. Advising on administrative issues associated with the ongoing functions of the Kathryn F. Hubbard Center for Student Engagement;
- f. Promoting international, civic, and graduate education and career planning opportunities throughout the on-campus curriculum;
- g. Promoting experiential learning opportunities for DePauw faculty, staff, and students locally, domestically and internationally;
- h. Conducting periodic evaluation and assessment of the various programs under the purview of the committee.

Report:

CEL shall report in writing each semester to the Committee on Academic Policy and Planning.

Membership:

Voting Members: Dean of Experiential Education; Vice-President of Academic Affairs or designee; 6 elected faculty members (one elected from each division and two at-large faculty members) of which no more than two may be from one division and no more than one from one department; and 2 students selected by the DePauw Student Government. Ex-officio Members: Two staff members from the Kathryn F. Hubbard Center for Student Engagement

Frequently Asked Questions (FAQ):

What happens to the current committees (IEC, WT Subcommittee, Hartman Steering)?

The Committee on Experiential Learning (CEL) is a reformulated WT, IEC and Hartman committee that not only aligns with the administrative structure of the Katherine F. Hubbard Center for Student Engagement (CSE) but also supports all aspects of experiential learning for a student's time on campus. The goal is to strengthen Winter Term and all other experiential learning opportunities. The Hartman Steering Committee will remain as an advisory committee to the CSE, though in a reformulated manner to more adequately engage community members in the civic engagement work of the CSE and the University. IEC and WT Subcommittee will cease to function as separate committees.

Doesn't one committee mean less focus on certain topics (e.g., international education, Winter Term)?

The current three committees overlap in their focus – each talks about experiential education and international study, for example – yet they don't talk with each other. The realignment of the committees allows greater integration of conversations on each of the experiences, strengthening them and ensuring greater success in student engagement and learning.

Which committee will review on-campus and off-campus course proposals for Winter Term?

The CEL will review course proposals, along with other off-campus study and internship programs, based on the standards and criteria the committee establishes.

When will this committee begin its work?

The CEL membership will be elected in the spring 2013 cycle and commence its work as a committee in the 2013-2014 academic year. The Faculty Governance Steering Committee will develop a plan to transition from the currently functioning committees to this new committee.

What is the relationship of CEL to the Fellows programs?

The CEL will work collaboratively with the Fellows programs and the CSE to establish best practices, policies and procedures, as outlined in the charge. However, the CEL does not have authority over the Fellows programs nor membership on their committees.

Which faculty committee will advise on issues related to international students, currently in the charge of the IEC?

The Student Life and Academic Atmosphere Committee (SLAAC) will take within its charge issues relating to the support of international students. The Faculty Committee on Admissions will advise the Committee on Administration on admission standards for international students.

(Please note that SLAAC will be formally asked at its November 28th meeting to broaden its charge to include international students within its purview.)

Which faculty committee will review policies related to the recruitment and support of international faculty members, currently in the charge of the IEC?

The Diversity & Equity Committee has within its charge to advise the administration and faculty on issues of diversity, equity and inclusivity and reviews the success of recruiting and maintaining a diverse campus community.

Which faculty committee will initiate support for and mentoring of faculty in developing and offering experiential classes, either during Winter Term or the semester?

The CSE staff will collaborate with the Faculty Development Coordinator to develop workshops and other development opportunities for faculty members.

Appendix B. Actual By-laws and Standing Rules Changes Required to support the CAPP motion creating the Committee on Experiential Learning and dissolving the WT Subcommittee and International Education Committee

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

VIII.A. Committee on Academic Policy and Planning (CAPP)

1. Function. This committee shall be responsible for general and long-range academic policy and planning, and it shall recommend to the faculty policies and programs relating to the academic interests of the University.

This committee shall supervise programs and recommend policies relating to: admissions requirements, Aerospace Studies, Army ROTC, Experimental Division, University Studies, Winter Term, graduation requirements, pre-professional programs, public occasions, and other programs of similar relevance to academic policy. All new majors and minors, whether departmental or interdisciplinary in nature, shall be considered by CAPP and subsequently voted on by the faculty. This committee shall coordinate the activities of one Executive Committee: ~~International Education Committee~~ **the Committee on Experiential Learning**.

2. Membership. Voting members: the President of the University; the Vice President for Academic Affairs (or his or her representative); 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.

Ex-officio members (without vote): the Dean of the School of Music.

3. Sub-committees

1. The Resource Allocation Subcommittee (RAS) is a subcommittee of CAPP. RAS considers those requests for new faculty members forwarded to RAS by the Vice President for Academic Affairs, and sends to CAPP their recommendations concerning granting or not granting requests. RAS shall be appointed by CAPP as needed.
2. ~~The Winter Term Subcommittee is a subcommittee of CAPP. It is composed of four full-time faculty members (appointed by CAPP, one from each division, for three-year staggered terms), two students (appointed yearly by Student Congress), the Vice President for Academic Affairs (or his or her representative), and the Winter Term Coordinator as an ex-officio member. The committee should report to CAPP in the spring of every year. The responsibilities of the Winter Term Committee are the following: 1) review policies, procedures, and standards pertaining to all Winter Term programs; 2) oversee and make final recommendations about the staffing of Winter Term programs; 3) review and approve all proposed Winter Term projects and courses – both on-campus and off-campus; and 4) evaluate Winter Term on an annual basis, and make recommendations to CAPP regarding policy changes.~~
3. **[2.]** The First Year Seminar (FYS) Subcommittee is a subcommittee of CAPP. It is composed of four full-time faculty members (appointed for three-year staggered terms by CAPP in consultation with the FYS Committee and the Vice President for Academic Affairs with consideration given for representation of the academic divisions of the University and diverse faculty rank), and three representatives of Academic Affairs. Non-voting members may include people invited to participate on the committee in an advisory capacity by the Vice President for Academic Affairs. The responsibility of the FYS Committee is the oversight of the FYS Program including such duties as: developing and articulating the goals of the program, soliciting and approving seminar proposals, training faculty members to teach seminars, coordination of seminars with academically-related social activities, evaluation of the seminar program, and reporting on developments in the program to CAPP and the faculty.

IX.C. ~~International Education Committee~~

1. ~~Function. The purpose of the International Educational Committee is to make policy recommendations about international education. The IEC defines ‘international education’ as inclusive of the international components of off-campus study, winter term projects, on-campus curriculum, faculty development, admissions and recruitment, student life, student internships, campus programming, and inter-institutional collaborations. The IEC is committed foremost to ensuring the quality of international education opportunities at DePauw, with due attention to the number, diversity, and accessibility of these opportunities. The IEC will act as a liaison between the Center for International and Experiential Education (CIEE) and coordinating committees and administrative bodies at DePauw. The IEC will consider all aspects of international education at DePauw, including:~~

- a. ~~Establishing and refining an international education philosophy that includes a set of criteria by which the success of international education at DePauw may be assessed;~~
- b. ~~Setting standards for international education opportunities, such as approval of off-campus study programs;~~
- c. ~~Advising CAPP on admission standards for international students;~~
- d. ~~Advising on administrative issues that affect international education, such as off-campus study costs and international student recruitment;~~
- e. ~~Promoting international education throughout the on-campus curriculum;~~
- f. ~~Promoting international learning opportunities for DePauw faculty, staff, and community members;~~
- g. ~~Reviewing the on-campus support structures for international students at DePauw;~~
- h. ~~Reviewing policies related to the recruitment and support of international faculty members;~~
- i. ~~Approving programs for off-campus study opportunities for students; and~~
- j. ~~Reviewing off-campus study applications and monitoring the off-campus study application process.~~

~~The IEC shall report each semester to the Committee on Academic Policy and Planning.~~

2. ~~Membership. Voting Members: the President of the University, the Vice President for Academic Affairs (or his or her representative); the Director of Global Opportunities; the Director of International Student Services; six elected faculty members (one elected from each division and two at-large faculty members); of which no more than two may be from one department; and three students, including one international student and another who has studied abroad. Non-voting members: the Registrar; and a representative of both the Admission and Financial Aid Offices.~~

Table of Contents

Executive Committees

- A. Athletic Board
- B. Faculty Development Committee
- C. ~~International Education Committee~~
- C. Committee on Experiential Learning**
- D. Academic Standing Committee
- E. Petitions Committee
- F. Grievance Committee
- G. Teacher Education Committee
- H. Public Occasions Committee
- I. Library Advisory Committee
- J. Academic Technology Advisory Committee

IX.C. Committee on Experiential Learning

- 1. Function:** This committee shall make policy recommendations related to on-campus and off-campus experiential learning opportunities, both domestic and international, for courses or programs that occur during the semester, during winter term, or during summer or other breaks. Experiential learning is defined broadly to include community-based research, service learning, community and civic engagement, internship opportunities, international and domestic study opportunities, and graduate and career development.

The Committee on Experiential Learning considers all aspects of experiential education at DePauw, including:

- i. Establishing and refining an educational philosophy of international, experiential, civic, and career development at DePauw University;
- j. Designing guidelines and initiatives that enhance DePauw's on- and off-campus curriculum;
- k. Setting and defining standards for experiential learning opportunities, and ensuring that those standards are applied to the approval of off-campus study programs, winter term courses, and internship programs;
- l. Reviewing policies, procedures, and standards pertaining to all Winter Term programs, off-campus study experiences, service learning, and community based research opportunities;
- m. Advising on administrative issues associated with the ongoing functions of the Kathryn F. Hubbard Center for Student Engagement;
- n. Promoting international, civic, and graduate education and career planning opportunities throughout the on-campus curriculum;
- o. Promoting experiential learning opportunities for DePauw faculty, staff, and students locally, domestically, and internationally;
- p. Conducting periodic evaluation and assessment of the various programs under the purview of the committee.

The Committee on Experiential Learning shall report each semester to the Committee on Academic Policy and Planning.

- 2. Membership. Voting Members:** the Vice-President of Academic Affairs (or his or her representative); the Dean of Experiential Education; 6 elected faculty members (one elected from each division and two at-large faculty members) of which no more than two may be from one division and no more than one from one department; and 2 students selected by the DePauw Student Government. **Ex-officio members (without vote):** two staff members from the Kathryn F. Hubbard Center for Student Engagement.

(Final editorial note – A search of the handbook will be done and all reference to the WT Subcommittee and the International Education Committee will be changed to the Committee on Experiential Learning.)

**DePauw University Faculty Meeting Minutes
February 4th, 2013**

1. Call to Order – 4 p.m. Union Building Ballroom (Bridget Gourley, Chair of Faculty)

Hi everyone, welcome to our February faculty meeting. It's good to see everyone back from travels far and wide over WT. I hope the first week of your semester went well. I know I'm still trying to get my feet underneath me again and get used to the pace.

2. Announcement of Spring Semester Quorum by VPAA (David Harvey)

The quorum is 40% of those voting faculty members not on leave. This spring there are 245 total faculty members eligible to vote or which 214 are not on leave. The quorum for the spring semester, therefore, is 86.

3. Verification of Spring Semester Quorum

The quorum was reached at 4:07 p.m.

4. Approval of Minutes from the December 2012 Faculty Meeting

There were no corrections to the minutes from the December 2012 faculty meeting. The minutes were approved via unanimous consent.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

5. Committee on Academic Policy and Planning – CAPP (Fred Soster)

- A. Motion (to be voted on) that the faculty approve the following motion and all necessary handbook changes documented in Appendix B to support the change. Advance notice was given at the December 2012 meeting.

Motion:

That the faculty approve the realignment of the Winter Term Subcommittee, the International Education Committee, and the Hartman Steering Committee into a single new committee, the Committee on Experiential Learning, as an Executive Committee of the Faculty that reports to CAPP. The Committee on Experiential Learning will assume all of the duties outlined in the proposal in Appendix A as well as all of the responsibilities of the Winter Term Subcommittee and the International Education Committee. Consequently, the Winter Term Subcommittee and the International Education Committee will cease to exist. This motion requires several changes to the academic handbook, which are shown in Appendix B.

Rationale:

This motion is the result of a joint proposal submitted to CAPP by Jeff Hansen, Chair, Winter Term Committee, Russ Arnold, Chair, International Education Committee, Doug Harms, Chair, Hartman Steering Committee, and Raj Bellani, Dean of Experiential Learning & Career Planning. The creation of this new committee brings all experiential learning activities, whether on-campus or off-campus, domestic or international, during the semester or at other times (i.e., Winter Term), under the purview of a single committee. This will allow better facilitation and coordination of experiential learning activities for all members of the community in all parts of the academic year during the entire time at DePauw.

Comments from Fred Soster

Before we proceed I would like to call your attention to one minor error in the new handbook language that we just caught this afternoon. In Appendix B on the very last page of the agenda, under #2, Membership, the Dean's title is incorrect. The new handbook language incorrectly refers to the Dean of Experiential Education. It should read the Dean of Experiential Learning and Career Planning.

There were no objections to CAPP's friendly amendment to correct the title of Dean Bellani in the text from Dean of Experiential Education to Dean of Experiential Learning.

Comments from Bridget Gourley

You can see from the materials, this proposal started with joint meetings of the WT subcommittee, IEC, the Hartman Steering committee and Dean Raj Bellani. Dean Bellani also consulted with the Chair of the Faculty before forwarding the proposal to CAPP.

Comment from Fred Soster

At this time CAPP would like to call on Russ Arnold to speak in favor of the motion.

Comments from Russ Arnold

I have served on two of the three committees. The situation has been that the three committees have been talking about the same issues but without communication among them. This has led to a lack of consistency with decisions and programming. This change in the committee structure will allow a more consistent and integrated philosophy as well as standards for the various programs that take place within the curriculum and alongside the curriculum. This committee will strengthen the programs by making the philosophical approach stronger and more clear. Bringing together these committees will further support the combined effort of the new office of Experiential Learning and Career Planning and allow us to focus more effectively on student outcomes.

Question from a faculty member

Will the Hartman Center Steering Committee also cease to exist?

Response from Fred Soster

My understanding is that that is an administrative committee and that the faculty has no oversight over it.

Comments from Bridget Gourley

The Hartman Center Steering Committee is a Committee of the Administration. They may come forward with a slight change in the wording of their charge, but I don't anticipate that they will go anywhere, but I don't know for sure.

Comments from Doug Harms, Chair of the Hartman Center Steering Committee

I agree that the committee will not disband. We have a lot of items on our agenda. Unlike most other committees on campus, we have community members on our committee. This committee provides a way for DePauw and the larger community to work together on projects.

There were no other clarifying questions.

Comments from Bridget Gourley

A strict interpretation of Robert's Rules suggests that, since before I called for clarifying questions, I let CAPP and associate authors of this proposal speak in favor the motion I should first ask if someone would like to speak against the motion. However, practically that doesn't always allow for as effective a discussion. Let's try just having a discussion about the motion. Since this is something we need to vote on I want to let you know

that I don't want to cut debate short and would like to be sure everyone who wants to speak has the opportunity share his or her thoughts. Knowing that, as the discussion gets going please you can make clear whether you are trying to raise a new point or support a previous point as I think it will help everyone follow our discussion.

Question from a faculty member

How will the membership (faculty members, staff members, students) of the new committee be related to the membership of the old committees? Has the balance of power shifted in any way?

Response from Russ Arnold

The structure of this committee is pretty much the same as the current International Education Committee, except that there will be one less student on the new committee. Staff members from the Center for Student Engagement will be rotating committee members from year to year. But there is no shift in the balance of power. If anything, there is more faculty representation on the new committee.

Comment from Jeff Hansen

The Winter Term Subcommittee is appointed, not elected. We try to get faculty members from each division. The new committee will include two students, one staff member from the Center for Student Engagement, and Dean Raj Bellani.

Comment from Bridget Gourley

This new committee will reduce the number of committee slots that we need to fill each year.

Question from a faculty member

What is the anticipated workload of this committee? It seems like it's taking the work of three committees and assigning it to one committee. When I was on the International Education Committee, we had a lot of issues on our agenda. This wasn't just busywork, but we were assessing the program as a whole. It seems like the work of three committees might be a lot to ask of one committee. What sort of vision is there in regards to the anticipated workload?

Response from Jeff Hansen

I think you're probably right to some extent. But there will be some streamlining of the workload. For example, the Winter Term Subcommittee approves proposals for on-campus and off-campus Winter Term courses. I think this work can be streamlined quite a bit. If someone has taught a Winter Term course before, perhaps there's no need to submit a proposal each year. We could cut the workloads for the existing committees, while gaining the synergy from combining the committees.

Comments from Russ Arnold

I also think there would be more streamlining of the workload. As the standards become more consistent for the single committee, you could assess multiple programs without adding a lot of work.

Comments from Bridget Gourley

Some committees do have heavier workloads than others, and the workload ebbs and flows for many of our committees. It is true that people who agree to serve early on will need to put in more time.

Comments from a faculty member

Boo redundancy. Yay streamlining. May this be the beginning of a trend.

There were no other questions or comments. The question was called and the vote was taken. The motion carried.

B. Overview of planned business for the spring semester.

Written Announcements –

CAPP will be working on the following agenda items during the 2013 Spring Semester: (1) proposal from the Department of Mathematics for a new major in Actuarial Science; (2) proposal for revisions to the Kinesiology majors and minors; (3) proposal from the Management Fellows Program for a minor change in course requirements (may be referred to MAO); (4) RAS documents and procedures; (5) oversight of the competency programs; and (6) relationship of the First Year Seminar Committee to the Writing Program Coordinating Committee.

There were no additional questions for CAPP.

6. Management of Academic Operations – MAO (Brian Howard)

A. Motion (to be voted on) that the faculty approve the following changes to the English (Literature) major.

Revised catalog description: Deletions are indicated by ~~striketrough~~ and additions are in **bold**.

Major in English (Literature)

Total courses required: Ten

Core courses: ENG 151, **ENG 251**, and ENG ~~461~~ **451**.

Other required courses: ~~Two of the following courses are required: ENG 281, ENG 282 and ENG 283. At least three courses in literature before 1830 are also required.~~ **One course in literature before 1660, one course in literature between 1660 and 1900, and one course in literature from 1900 to the present.**

Number 300 and 400 level courses: Five (**including ENG 451**).

Senior requirement and capstone experience: The senior requirement consists of the completion of ENG ~~461~~ **451** with a grade of C or better.

Additional information: ENG 197 may be counted toward a major. **Students may count one ENG 255 that is a cross-listed with Modern Languages course toward a major. ENG 351 is recommended but not required.**

Recent changes in major: ~~Students may only count one ENG 155 that is a cross-listed Modern Language course toward the major. (April 2010)~~ **For students declaring the English (Literature) major after July 1, 2013, there are several important changes to the major. Students are no longer required to take two of three survey courses or three courses in literature before 1830. ENG 251 is now required, in addition to one course each in the three historical periods identified above.**

Rationale: The mandate for each department to create a WIM requirement has given new focus to ongoing discussion within the English Department to revise the requirements of the Literature major. In addition to emphasizing the need for students to have exposure to a chronological range of British and American literature, as well as literature in translation, we intend to place greater emphasis, in ENG 251, on the practices of interpretation, writing, and research that will make their study of literature more intentional and meaningful. We also intend to foster cohesion among our majors by giving them a course (ENG 251), prior to senior seminar, in which they can join in a shared exploration and practice of literary studies. More practically, we think that giving a more defined structure to our period requirements will address persistent imbalances in demand for 300-level courses. Finally, we intend to bring greater consistency to our lower-level and W

courses, teaching ENG 151 exclusively as a gateway (non-W) course, and W courses primarily at the sophomore level. In general, we believe that these changes synthesize the goals of the Department with the goals of the Writing Program.

Question from a faculty member

Can you elaborate on the cross-listing of ENG 255 with Modern Languages?

Response from Debby Geis, Chair of English Department

ENG 255 is a topics course. Students who are doing a semester abroad and taking a translation course in literature may take this course. The requirement is that only one of these courses that is cross-listed with Modern Language can count towards the major. We are keeping the same rule that has already been in place for the major.

Question from another faculty member

Would you count courses from another department or could students petition for a course from another department to count towards the major, such as classical mythology?

Response from Debby Geis

Yes, we have always done this in the past. We have provided an opportunity for a student to petition for a course from another department to count towards the major.

The vote was taken and the motion carried.

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

GEOS 117: Weather, Climate, and Climate Change (1 credit)

An introduction to the Earth's atmosphere through the study of weather, climate, and climate change. Topics covered include; atmospheric composition, structure and function, weather phenomena and climate, and, natural and human-induced climate change. Global societal responses to rapid climate change are also discussed. No prerequisites.

[This course is currently being offered as an experimental course for the second time. It is intended to eventually replace GEOS 115: Physical Geography.]

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

C. MAO announces the following changes in title, course number, prerequisites, and/or description:

SOC 410: Senior Seminar in Sociology [change of prerequisites to make current practice explicit]

A seminar of senior Sociology or Sociology/Anthropology majors focused around a major substantive or methodological area of sociology. The course involves a core of common reading, discussion and the writing and presenting of a senior thesis related to the general focus of the seminar. Topics might include: global struggles for human rights, cultural conflict in American society, social problems in global/historical perspective, and race & ethnicity. *Prerequisite: senior Sociology major, SOC 100, SOC 303, and SOC 401.*

ANTH 452: Senior Seminar in Anthropology [change of prerequisites to make current practice explicit]

A seminar of senior Anthropology majors focused on contemporary theories and issues of culture, change, development, universals and diversity. The actual topic alters each year. Students discuss a common core of readings while researching-writing a senior thesis. *Prerequisite: senior Anthropology or Sociology/Anthropology major, ANTH 151, 153, 383, and 450. This course may not be taken pass/fail.*

ENG 251: Writing in Literary Studies [was ENG 350; number and description changed as part of changes to Literature major]

This course explores the purpose and craft of writing about literature, refining the ability to recognize and communicate pattern and meaning in texts and culture. The course fosters the writing and research skills necessary for advanced literary study, including the Senior Seminar in Literature, and for participation in larger conversations in the field. Through major writing projects and peer workshops, students will practice a variety of approaches to writing and research, while also expanding methods of writing for a variety of audiences. Required for Literature majors.

ENG 255: Topics in Literary Studies [was ENG 155; number and description changed as part of changes to Literature major]

While refining students' general analytical and interpretive skills, this course offers intensive examination of specific issues in literature and culture, often those at the center of current critical interest. Recent sections have focused on The Gangster Film, Memoir and Sexuality, Quest for the Grail, and Native American Literature. *Students may only count one ENG 255 that is a cross-listed Modern Language course toward the major or minor.*

ENG 451: Seminar in Literature [was ENG 461; number changed as part of changes to Literature major]

Concentrated study of a topic in literary studies. *Prerequisite: two 300- or 400-level courses in literature. Required of majors in English with emphasis on literature. May be repeated once for credit.*

Written Announcements –

MAO has no general written announcements.

There were no questions for MAO.

7. Committee on Faculty – COF (Nachimuthu Manickam)

A. Overview of planned business for the spring semester.

Written Announcements –

COF had a productive Winter Term and continues its work reviewing personnel cases.

There were no questions for COF.

8. Student Life and Academic Atmosphere Committee – SLAAC (David Alvarez)

A. Overview of planned business for the spring semester.

During spring semester, SLAAC plans to discuss three items: (1) committee structures, (2) results of the student survey regarding academic integrity, and (3) Greek Life at DePauw.

Written Announcements –

SLAAC has no general written announcements.

There were no questions for SLAAC.

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

A. Overview of planned business for the spring semester.

FGSC is aware of a number of issues related to our academic handbook that touch multiple committees or areas of the University that we want to clarify in advance of the arrival of the new VPAA. Many are in the works as we can tell from our CAPP motion and other reports we are receiving today. FGSC anticipates that we will be facilitating connecting bringing items forward over the course of the spring semester.

Written Announcements –

FGSC has not yet met for the spring semester.

There were no questions for FGSC.

Reports from other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

10. Faculty Development Committee – FDC (Sherry Mou)

A. Overview of planned business for the spring semester.

Eugene Gloria is the resident poet at Bowling Green State University this semester, so I'm completing his tenure as the FDC chair this semester. Debby Geis of the English department was elected as Eugene's replacement and as the new representative of Division II. Other members of FDC for the rest of the year are

Valentin Lanzrein (SOM) representing Division I
Tim Cope (Geology) representing Division III
Jennifer Everett (Philosophy) representing Division IV
Ophelia Goma (Economics and Management) and I (ML) are at-large representatives
Terri Bonebright (Dean of Faculty) and Jonathan Nichols-Pethick (Communication; Faculty Development Coordinator) are non-voting members of the committee

On the agenda, we have two upcoming deadlines:

February 27th is the deadline for Student-Faculty Summer Research, and
April 3rd, shortly after the spring break, is the deadline for Summer Stipends.

Those who are planning sabbaticals for 2014-15 will hear from Dean Bonebright. You no longer have to apply to FDC; instead, Terri will schedule individual meetings with you. Finally, we also want people to know that the Center for Teaching and Learning is coming soon. You should hear more about it from Jonathan Nichols-Pethick in a bit.

Written Announcements –

1. The FDC website has been redesigned in an effort to make searching for funding categories, forms, and deadlines more efficient and intuitive. The newly designed interface for locating all of this information can be found at:
<http://www.depauw.edu/offices/academic-affairs/faculty-development/>
2. Deadline for Summer Student/Faculty Research applications: FEBRUARY 20
3. Deadline for Summer Stipends for Faculty: APRIL 3

There were no questions for FDC.

11. Committee on Administration – COA (Jeane Pope for Kent Menzel)

A. Overview of planned business for the spring semester.

COA continues to address the 3-2 workload issue and will be working from the results of our recent survey that was administered in December and January. Our hope is to have a recommendation for the faculty to discuss at some point this spring. We will also be working on regular spring business such as providing feedback for the administration on benefits and compensation. We also look forward to meeting with Amy Haug, the new director of Human Resources.

Written Announcements –

COA has no general written announcements.

There were no questions for COA.

12. Athletic Board – AB (Tim Good)

A. Update about the committee's work during fall semester and planned business for spring semester.

The current Athletic Board believes that the previous function of the Athletic 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 will focus the faculty role in Athletics on the student experience. This is primarily a responsibility for optimizing the college experience for the student athlete, but the experience of every student in relation to varsity Athletics will become the new focus of the reorganized Athletic Board.

Let me know if you have any comments or questions regarding the changes.

Written Announcements –

The AB is finalizing language for an updated committee charge and membership. The AB anticipates giving advanced notice in March for a vote in April.

There were no questions for AB.

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

A. The committee will update the faculty on their work since the December faculty meeting.

We are meeting with President Casey this week. This semester we plan to provide leadership for a series of wine and cheese faculty roundtables. The details on the meetings are as follows:

- February 28th, 4 p.m., Social Center B, *Inn at DePauw*, What gives meaning to our lives at DePauw?
- March 21st, 4 p.m., Social Center B, *Inn at DePauw*, What constitutes scholarship? Should the definition of scholarship be expanded in the digital age?
- April 11th, 4 p.m., Social Center B, *Inn at DePauw*, How can faculty members balance autonomy and community?

We will be setting up a moodle site. Hopefully if you cannot attend the sessions, you can contribute to the discussion via the moodle site.

Written Announcements –

This ad-hoc committee formed by the FGSC in response to the request from the VPAA in Fall 2011. Committee members met with the VPAA during the spring 2012 and fall 2012 semesters. The committee is finalizing its report to the faculty as requested by the FGSC and anticipates sharing the report early in the spring 2013 semester. The committee is also working to develop a series of open conversations during the spring.

There were no questions for the ad-hoc committee.

14. Vice-President for Academic Affairs Search Committee – VPAA Search (Wayne Glausser)

A. Update on the search.

The committee has narrowed its pool to eight semifinalists. This weekend, we will interview several of them in Indianapolis, and the following Sunday, we will complete the interviews. When we narrow the field again to (probably) three candidates, we will invite finalists to campus. These visits will likely take place later this month and early in March. If you have suggestions about appropriate events for the candidates when they come to campus, please send them to me. We will provide details to the whole campus community as soon as we can finalize the schedules.

Written Announcements –

VPAA Search has no general written announcements.

There were no questions for the search committee.

Additional Business

15. Remarks from the President (Brian Casey)

I want to update the faculty on the Board of Trustees meeting this past Weekend.

As Wayne reported, the VPAA search committee was at the Board of Trustees meeting and they participated in numerous events, including the Board retreat session where we discussed update the long term plan for the institution. The Board acknowledged David Harvey's work for DePauw and thanked him for all that he has done for DePauw. They also expressed excitement about welcoming a dynamic leader of the academic program here at the University. The faculty at these meetings surely got the sense that this is Board committed to strengthening DePauw and a Board willing to support its improvement.

We announced a series of large gifts over the weekend:

- First the Board accepted a gift of \$1M dollars from Jane Emison to restore the three houses on Anderson Street that are part of the Historic District to serve as residences for visiting scholars, artists and other University guests.
- \$1 Million to restore the grounds around East College so that this area of the campus matches the appearance of Anderson Street. Renovation of this part of campus calls for significant new trees and other improvements.
- Ken and Carrie Coquillate have made a gift of \$2 million to fund and to endow new programs in the Center for Student Engagement, particularly with sophomore year programming. I am sure Raj Bellani will update the faculty on those programs as they develop.

- Two donors (who wish to remain anonymous) have together contributed \$7 Million to fund the improvements we have planned for the Lilly Athletics Center and the “fields district” across Jackson Street. Improvements in this area call for a new multi-sport arena and the installation of artificial turf at Blackstock.
- Because of these gifts and the previous ones we have announced, the Board authorized the beginning of construction on the athletic projects.
- Finally, we announced that Tim and Sharon Ubben have committed \$20 M to fund need-based student financial aid. This is just the most recent in a series of gifts that the Ubbens have made to DePauw including the endowment that supports the Ubben Lectures and the endowment that supports 15 faculty positions.

The Board meeting really provided an opportunity to see where we are in the DePauw 2020 Plan, across the four main areas – the strength of the academic program, the ways in which we attract and support students, how we deepen the student experience, and how we improve the campus in service of the first three. The Ubben Gift, combined with others, has afforded us a real chance to think about how we meet the financial needs of our students and allow DePauw to attract students of extraordinary promise and achievement.

I’d be glad to answer questions about any of these topics.

There were no questions for President Casey.

16. Remarks from the VPAA (David Harvey)

I have three brief announcements for department and program chairs:

1. As you plan the schedule of classes for the fall 2013 semester, please let me know of any changes to your needs for part-time staffing.
2. Information regarding this year’s RAS process will be available by the end of the month, with proposals likely due in late April. As you consider your program’s schedule of classes for the 13-14 academic year, this is a good time to begin thinking about longer-term staffing needs.
3. Finally, I will send out later today information regarding program budgets and capital needs for the 2013-14 academic year. Please be on the lookout for this information as I will need your responses by February 20th.

There were no questions for David Harvey.

17. Old Business

There was no old business to come before the faculty.

18. New Business

There was no new business to come before the faculty.

19. Announcements

- A. Announcement about the upcoming Faculty and Staff Campaign (Michele Villinski and Erik Wielenberg)

The annual Faculty & Staff Campaign will launch at the beginning of March this year (tentative). This is an opportunity to show our support for DePauw and its liberal arts mission. The emphasis is on participation, not the size of contribution. Our participation can have an impact on the institution's ability to attract support from our external partners (i.e. alumni, parents, friends, corporations, foundations, etc.).

To encourage participation, an anonymous faculty member has provided a challenge gift once again. The donor has pledged \$1,750 when participation reaches each of the thresholds of 20 percent, 25 percent, 30 percent, 35 percent and 40 percent.

Last year when we started the campaign, we were at about 14 percent participation by faculty. Then with the beginning of the campaign, faculty participation increased to 33 percent. If you buy a DePauw license plate, this counts as participation. Our goal this year is to go from 33 percent to 40 percent participation. Don't forget!

Last year, faculty and staff were given the opportunity to give back to the areas they're most passionate about on campus. Many academic departments and programs benefited from the contributions of our faculty and staff and now have budget-enhancing dollars they're able to utilize. This will apply again this year.

Comment from President Casey

Other than funds that are specifically designated toward academic departments and programs, all other donations will go toward need-based financial aid for students this year.

Comment from a faculty member

I have a comment regarding participation. Recently I have been writing grants for a local civic organization. One of the first questions asked is "do your members contribute?" Now I recognize that participation is important because granting agencies look at this.

Comment from another faculty member

Last year when we did this and I made a specific request, I was told quite directly that it was all going into the annual fund.

Response from Michele Villinski

You shouldn't have been told this. On the pledge card, there is a space to designate where the money goes. I will look into this.

Follow-up response from Michele Villinski

I consulted with the Office of Advancement to clarify the policy: gifts can be made to any academic program or department.

B. Announcement about funding available through the Mellon Environmental Education Grant

Written Announcement

A reminder about available funding for environmental co-curricular activities: The Mellon Environmental Education Grant contains support for a wide range of course-related activities linked to environmental topics. For example, grant funds can be used to:

- co-sponsor visiting speakers on environmental topics whose visits are connected to classes.
- help fund class field trips with environmental themes.

- help fund supplies for class projects that are environmental in focus, especially, but not limited to, those that involve some sort of service learning or community outreach.

To inquire about this opportunity please send a short e-mail to Michele Villinski (mvillinski@depauw.edu) or Jim Benedix (jbenedix@depauw.edu) describing the co-curricular activity, its role in the associated class, and the specific costs for which you seek support.

Adjournment (Bridget Gourley)

If there is no other business to come before the faculty, let us consider ourselves adjourned. I look forward to seeing you March 4. I suspect as committees will have had time to meet and finalize many items I know are in progress we will have much to discuss and consider.

Appendices

Appendix A. Memo to CAPP proposing the Committee on Experiential Learning

To: Committee on Academic Policy and Planning
From: Winter Term Subcommittee
International Education Committee
Hartman Steering Committee
Date: November 26, 2012
RE: Proposal – Committee on Experiential Learning

This memo outlines a direction for a new committee that realigns faculty support and oversight of the experiential learning that DePauw provides over the course of a student's academic career. The Chairs of the Winter Term Subcommittee, International Education Committee (IEC), Hartman Steering Committee (Hartman), and the dean with oversight for the Center for Student Engagement (Jeff Hansen, Russ Arnold, Doug Harms, and Raj Bellani respectively) comprised a working group, that met over the course of two months to discuss the current governance structure and ways to enhance experiential education. This proposal arose from those discussions and the chairs of each committee vetted it with their respective committees. These committees have endorsed this proposal and request that CAPP, and in turn the DePauw faculty, formally adopt this committee.

The memo has the following three sections:

Philosophy Statement: provides a rationale for the Committee on Experiential Learning
Proposal: outlines the charge (responsibilities) of the committee and is the section that seeks faculty approval for inclusion in the Academic Handbook
FAQ: outlines questions and answers that need further clarification from the proposed charges

Philosophy Statement:

Experiential learning inspires curiosity in students — the desire and the courage to discover new things about the world and one's place in it. These life changing experiences show students the beauties and joys as well as the challenges to be found in other cultures, and often give rise to transformative encounters with cultures and communities on their own terms, encounters that require us to step outside the comfortable and familiar and reflect critically on our place in the world. Experiential learning is a vital part of a DePauw education as it connects intellectual exploration with life experience, enabling us to be culturally aware, socially responsible citizens who can actively engage the urgent challenges of the 21st century in our local, national and international communities. In many cases this experiential learning can also help us identify a sense of vocation that stirs our passions and inspires our commitment. The Committee on Experiential Learning (CEL) seeks to make possible these kinds of experiences for all members of the DePauw community, in all parts of the academic year, and over the course of our entire time at DePauw.

Proposal:

Function:

The Committee on Experiential Learning (CEL) is an Executive Committee of the Faculty, which makes policy recommendations related to on-campus and off-campus experiential learning opportunities, both domestic and international, for courses or programs that occur during the semester, during winter term, or during summer or other breaks. Experiential learning is defined broadly to include community-based research, service learning, community and civic engagement, internship opportunities, international and domestic study opportunities, and graduate and career development.

The Committee on Experiential Learning considers all aspects of experiential education at DePauw, including:

- a. Establishing and refining an educational philosophy of international experiential, civic and career development at DePauw University;
- b. Designing guidelines and initiatives that enhance DePauw's on- and off-campus curriculum;
- c. Setting and defining standards for experiential learning opportunities, and ensuring that those standards are applied to the approval of off-campus study programs, winter term courses, and internship programs;
- d. Reviewing policies, procedures, and standards pertaining to all Winter Term programs, off-campus study experiences, service learning, and community based research opportunities;
- e. Advising on administrative issues associated with the ongoing functions of the Kathryn F. Hubbard Center for Student Engagement;
- f. Promoting international, civic, and graduate education and career planning opportunities throughout the on-campus curriculum;
- g. Promoting experiential learning opportunities for DePauw faculty, staff, and students locally, domestically and internationally;
- h. Conducting periodic evaluation and assessment of the various programs under the purview of the committee.

Report:

CEL shall report in writing each semester to the Committee on Academic Policy and Planning.

Membership:

Voting Members: Dean of Experiential Education; Vice-President of Academic Affairs or designee; 6 elected faculty members (one elected from each division and two at-large faculty members) of which no more than two may be from one division and no more than one from one department; and 2 students selected by the DePauw Student Government. Ex-officio Members: Two staff members from the Kathryn F. Hubbard Center for Student Engagement

Frequently Asked Questions (FAQ):

What happens to the current committees (IEC, WT Subcommittee, Hartman Steering)?

The Committee on Experiential Learning (CEL) is a reformulated WT, IEC and Hartman committee that not only aligns with the administrative structure of the Katherine F. Hubbard Center for Student Engagement (CSE) but also supports all aspects of experiential learning for a student's time on campus. The goal is to strengthen Winter Term and all other experiential learning opportunities. The Hartman Steering Committee will remain as an advisory committee to the CSE, though in a reformulated manner to more adequately engage community members in the civic engagement work of the CSE and the University. IEC and WT Subcommittee will cease to function as separate committees.

Doesn't one committee mean less focus on certain topics (e.g., international education, Winter Term)?

The current three committees overlap in their focus – each talks about experiential education and international study, for example – yet they don't talk with each other. The realignment of the committees allows greater integration of conversations on each of the experiences, strengthening them and ensuring greater success in student engagement and learning.

Which committee will review on-campus and off-campus course proposals for Winter Term?

The CEL will review course proposals, along with other off-campus study and internship programs, based on the standards and criteria the committee establishes.

When will this committee begin its work?

The CEL membership will be elected in the spring 2013 cycle and commence its work as a committee in the 2013-2014 academic year. The Faculty Governance Steering Committee will develop a plan to transition from the currently functioning committees to this new committee.

What is the relationship of CEL to the Fellows programs?

The CEL will work collaboratively with the Fellows programs and the CSE to establish best practices, policies and procedures, as outlined in the charge. However, the CEL does not have authority over the Fellows programs nor membership on their committees.

Which faculty committee will advise on issues related to international students, currently in the charge of the IEC?

The Student Life and Academic Atmosphere Committee (SLAAC) will take within its charge issues relating to the support of international students. The Faculty Committee on Admissions will advise the Committee on Administration on admission standards for international students.

(Please note that SLAAC will be formally asked at its November 28th meeting to broaden its charge to include international students within its purview.)

Which faculty committee will review policies related to the recruitment and support of international faculty members, currently in the charge of the IEC?

The Diversity & Equity Committee has within its charge to advise the administration and faculty on issues of diversity, equity and inclusivity and reviews the success of recruiting and maintaining a diverse campus community.

Which faculty committee will initiate support for and mentoring of faculty in developing and offering experiential classes, either during Winter Term or the semester?

The CSE staff will collaborate with the Faculty Development Coordinator to develop workshops and other development opportunities for faculty members.

Appendix B. Actual By-laws and Standing Rules Changes Required to support the CAPP motion creating the Committee on Experiential Learning and dissolving the WT Subcommittee and International Education Committee

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

VIII.A. Committee on Academic Policy and Planning (CAPP)

1. Function. This committee shall be responsible for general and long-range academic policy and planning, and it shall recommend to the faculty policies and programs relating to the academic interests of the University.

This committee shall supervise programs and recommend policies relating to: admissions requirements, Aerospace Studies, Army ROTC, Experimental Division, University Studies, Winter Term, graduation requirements, pre-professional programs, public occasions, and other programs of similar relevance to academic policy. All new majors and minors, whether departmental or interdisciplinary in nature, shall be considered by CAPP and subsequently voted on by the faculty. This committee shall coordinate the activities of one Executive Committee: ~~International Education Committee~~ **the Committee on Experiential Learning**.

2. Membership. Voting members: the President of the University; the Vice President for Academic Affairs (or his or her representative); 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.

Ex-officio members (without vote): the Dean of the School of Music.

3. Sub-committees

1. The Resource Allocation Subcommittee (RAS) is a subcommittee of CAPP. RAS considers those requests for new faculty members forwarded to RAS by the Vice President for Academic Affairs, and sends to CAPP their recommendations concerning granting or not granting requests. RAS shall be appointed by CAPP as needed.
2. ~~The Winter Term Subcommittee is a subcommittee of CAPP. It is composed of four full-time faculty members (appointed by CAPP, one from each division, for three-year staggered terms), two students (appointed yearly by Student Congress), the Vice President for Academic Affairs (or his or her representative), and the Winter Term Coordinator as an ex-officio member. The committee should report to CAPP in the spring of every year. The responsibilities of the Winter Term Committee are the following: 1) review policies, procedures, and standards pertaining to all Winter Term programs; 2) oversee and make final recommendations about the staffing of Winter Term programs; 3) review and approve all proposed Winter Term projects and courses – both on-campus and off-campus; and 4) evaluate Winter Term on an annual basis, and make recommendations to CAPP regarding policy changes.~~
3. **[2.]** The First Year Seminar (FYS) Subcommittee is a subcommittee of CAPP. It is composed of four full-time faculty members (appointed for three-year staggered terms by CAPP in consultation with the FYS Committee and the Vice President for Academic Affairs with consideration given for representation of the academic divisions of the University and diverse faculty rank), and three representatives of Academic Affairs. Non-voting members may include people invited to participate on the committee in an advisory capacity by the Vice President for Academic Affairs. The responsibility of the FYS Committee is the oversight of the FYS Program including such duties as: developing and articulating the goals of the program, soliciting and approving seminar proposals, training faculty members to teach seminars, coordination of seminars with academically-related social activities, evaluation of the seminar program, and reporting on developments in the program to CAPP and the faculty.

IX.C. ~~International Education Committee~~

1. ~~Function.~~ The purpose of the International Educational Committee is to make policy recommendations about international education. The IEC defines 'international education' as inclusive of the international components of off-campus study, winter term projects, on-campus curriculum, faculty development, admissions and recruitment, student life, student internships, campus programming, and inter-institutional collaborations. The IEC is committed foremost to ensuring the quality of international education opportunities at DePauw, with due attention to the number, diversity, and accessibility of these opportunities. The IEC will act as a liaison between the Center for International and Experiential Education (CIEE) and coordinating committees and administrative bodies at DePauw. The IEC will consider all aspects of international education at DePauw, including:

- a. ~~Establishing and refining an international education philosophy that includes a set of criteria by which the success of international education at DePauw may be assessed;~~
- b. ~~Setting standards for international education opportunities, such as approval of off-campus study programs;~~
- c. ~~Advising CAPP on admission standards for international students;~~
- d. ~~Advising on administrative issues that affect international education, such as off-campus study costs and international student recruitment;~~
- e. ~~Promoting international education throughout the on-campus curriculum;~~
- f. ~~Promoting international learning opportunities for DePauw faculty, staff, and community members;~~
- g. ~~Reviewing the on-campus support structures for international students at DePauw;~~
- h. ~~Reviewing policies related to the recruitment and support of international faculty members;~~
- i. ~~Approving programs for off-campus study opportunities for students; and~~
- j. ~~Reviewing off-campus study applications and monitoring the off-campus study application process.~~

~~The IEC shall report each semester to the Committee on Academic Policy and Planning.~~

2. ~~Membership.~~ Voting Members: the President of the University, the Vice President for Academic Affairs (or his or her representative); the Director of Global Opportunities; the Director of International Student Services; six elected faculty members (one elected from each division and two at-large faculty members); of which no more than two may be from one department; and three students, including one international student and another who has studied abroad. Non-voting members: the Registrar; and a representative of both the Admission and Financial Aid Offices.

Table of Contents

Executive Committees

- A. Athletic Board
- B. Faculty Development Committee
- C. ~~International Education Committee~~
- C. Committee on Experiential Learning**
- D. Academic Standing Committee
- E. Petitions Committee
- F. Grievance Committee
- G. Teacher Education Committee
- H. Public Occasions Committee
- I. Library Advisory Committee
- J. Academic Technology Advisory Committee

IX.C. Committee on Experiential Learning

- 1. Function:** This committee shall make policy recommendations related to on-campus and off-campus experiential learning opportunities, both domestic and international, for courses or programs that occur during the semester, during winter term, or during summer or other breaks. Experiential learning is defined broadly to include community-based research, service learning, community and civic engagement, internship opportunities, international and domestic study opportunities, and graduate and career development.

The Committee on Experiential Learning considers all aspects of experiential education at DePauw, including:

- i. Establishing and refining an educational philosophy of international, experiential, civic, and career development at DePauw University;
- j. Designing guidelines and initiatives that enhance DePauw's on- and off-campus curriculum;
- k. Setting and defining standards for experiential learning opportunities, and ensuring that those standards are applied to the approval of off-campus study programs, winter term courses, and internship programs;
- l. Reviewing policies, procedures, and standards pertaining to all Winter Term programs, off-campus study experiences, service learning, and community based research opportunities;
- m. Advising on administrative issues associated with the ongoing functions of the Kathryn F. Hubbard Center for Student Engagement;
- n. Promoting international, civic, and graduate education and career planning opportunities throughout the on-campus curriculum;
- o. Promoting experiential learning opportunities for DePauw faculty, staff, and students locally, domestically, and internationally;
- p. Conducting periodic evaluation and assessment of the various programs under the purview of the committee.

The Committee on Experiential Learning shall report each semester to the Committee on Academic Policy and Planning.

- 2. Membership. Voting Members:** the Vice-President of Academic Affairs (or his or her representative); the Dean of Experiential Education; 6 elected faculty members (one elected from each division and two at-large faculty members) of which no more than two may be from one division and no more than one from one department; and 2 students selected by the DePauw Student Government. **Ex-officio members (without vote):** two staff members from the Kathryn F. Hubbard Center for Student Engagement.

(Final editorial note – A search of the handbook will be done and all reference to the WT Subcommittee and the International Education Committee will be changed to the Committee on Experiential Learning.)

DePauw University Faculty Meeting Minutes
March 4th, 2013

1. Call to Order – 4 p.m. Union Building Ballroom (Bridget Gourley, chair of faculty)

Hi everyone, welcome to our March faculty meeting. I know it feels like we are now in full swing and we have some busy weeks coming up so let's get started.

2. Verification of Spring Semester Quorum

The quorum was reached at 4:18 p.m.

3. Approval of Minutes from the February 2013 Faculty Meeting

There were no corrections to the February minutes. The minutes were approved by unanimous consent.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

4. Committee on Academic Policy and Planning – CAPP (Fred Soster)

- A. CAPP gives advance notice of intent to have the faculty vote on the following motion at the April 2013 Faculty Meeting.

Motion:

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 A of this agenda.

Rationale: (provided by the Department of Mathematics)

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.

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.

There were no questions about the motion.

Written Announcements –

1. CAPP has completed its work on the RAS documents and forwarded them to Vice President Harvey for inclusion with the call for position requests for consideration by the 2013 RAS. Thank you to the faculty members who have given us advice and feedback on the RAS documents. You will see that your comments have been incorporated into the RAS documents.
2. CAPP would like to have a sizeable pool of candidates willing to serve on this year's RAS from which to select the committee membership. We need to appoint seven representatives this year: one three-year term representative from Division 2, one three-year term representative from Division 3, two one-year term at-large representatives, and three one-year term representatives from current or recent members of CAPP. 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 (the week after commencement), and Tuesday, May 28 (the day after Memorial Day). Service on RAS is one of the most important roles in the University because the decisions made by this committee help preserve the traditional strengths of DePauw's curriculum, shape course offerings in individual departments and programs, and promote curricular change. 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.
3. As we prepare for this semester's advising meetings and course registration for Fall of 2013, CAPP would like to remind advisors that all current first-year students are now required to complete a W course during their sophomore year. A first-year student completing a W course in this academic year is still required to complete a W course during the sophomore year.

There were no questions for CAPP.

5. Management of Academic Operations – MAO (Brian Howard)

- A. MAO gives advance notice of its intent to ask the faculty to amend the policies on Examinations in Courses, as found in both the Academic Handbook and the Student Handbook. The full text of the proposed revisions is attached as Appendix B. In addition to some clarifications to the policy on exams and large assignments in the final week of classes, the major change is to add guidelines concerning conflicts when in-term exams are given outside of the course's regularly scheduled time (e.g., evening exams).

There were no questions about the motion.

- B. Motion (to be voted on) that the faculty approve the following new course and associated changes to the Sociology and Anthropology majors:

SOC 240/ANTH 250: Pro-Seminar in Anthropology and Sociology (0.25 credit)

In order to demonstrate the ways that sociology and anthropology overlap, intersect and inform one another, faculty members in both disciplines will formally present current research projects to student majors. Students are required to complete reflective writing assignments that synthesize and connect presentations. No prerequisites needed. Course can only be taken once, preferably before senior seminar.

ANTH 250 is added to the list of core courses required for the Anthropology major, and SOC 240 is added to the list of core courses required for the Sociology major. For each major, the total number of courses required increases from 9 to 9.25.

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

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

SOC 242: Medical Sociology (1 credit)

Are you healthy or ill? How do you know? Can your race, class, and gender really affect your health? How has medicine as an institution changed? How do health care providers' decisions affect your health? Is the health care system able to take care of our country's citizens? These and many, many more questions will be explored in Medical Sociology. The course is divided into four sections. In the first section, we will explore how macro level factors affect health. Next, we will address the cultural meanings and interpersonal experiences of illness. We will then shift to looking at health care providers followed by a brief evaluation of health care service and reform in the United States.

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

D. MAO announces the following changes in title, course number, prerequisites, and/or description:

HIST 281/BLST 281: History of the Black Atlantic: Change of title from "Africa and the Black Diaspora"; change of distribution area from AH to SS

SOC 410: Senior Seminar in Sociology: Change prerequisites to add SOC 240 [contingent on MAO agenda item B above passing]

ANTH 452: Senior Seminar in Anthropology: Change prerequisites to add ANTH 250 [contingent on MAO agenda item B above passing]

GER 309: German for Business: Change prerequisites from "GER 304" to "GER 212 or permission of instructor"

GER 314: German Cultural Studies: Change prerequisites from none to "GER 212 or permission of instructor"

GER 411: Twentieth Century German Literature and Culture: Change prerequisites from "GER 307 or permission of instructor" to "any 300-level German course or permission of instructor"

GER 412: Topics: Change prerequisites from "permission of instructor" to "any 300-level German course or permission of instructor"

GER 415: Senior Seminar: Change prerequisites from "permission of instructor" to none [matches French and Spanish]

GER 448: Advanced Readings and Projects in German: Change prerequisites from none to "Open to advanced students in German with permission of chair"

Written Announcements –

MAO has no general written announcements.

There were no questions for MAO.

6. Committee on Faculty – COF (Nachimuthu Manickam)

A. COF's report consists of an offer to answer questions.

Written Announcements –

COF continues its work reviewing personnel cases.

7. Student Life and Academic Atmosphere Committee – SLAAC (David Alvarez)

A. SLAAC will share a new initiative designed to increase interaction between SLAAC and student groups.

SLAAC will be inviting student leaders to come to SLAAC meetings on a rotating basis. Cindy Babington will provide names of students to attend the meetings. The Chair of SLAAC also welcomes faculty members to forward names of students or groups the committee should meet with to him.

Written Announcements –

SLAAC continues its work for the semester.

There were no questions for SLAAC.

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

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

Written Announcements –

FGSC has met once and is using various Tuesdays at lunch for meetings.

There were no questions for FGSC.

Reports from other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

9. Faculty Development Committee – FDC (Sherry Mou)

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

Written Announcements –

1. Please sharing teaching tools and tips with Terri Bonebright for inclusion on the new Center for Teaching and Learning website: <http://www.depauw.edu/academics/centers/ctl/>
2. Deadline for Summer Stipends for Faculty: APRIL 3 (just after we return from spring break).

There were no questions for FDC.

10. Committee on Administration – COA (Kent Menzel)

A. COA reported on the status of their work so far this semester and will discussed their survey of faculty concerning 3-2 workload.

Comments from Kent Menzel

COF has analyzed the data from the survey conducted last semester on faculty workload. The survey was sent to 190 full-time tenure or tenure-track faculty and asked about advantages and concerns of the shift to a 3-2 teaching load. We received 87 responses. We have completed the analysis for the first question that asked about the advantages of shifting to a 3-2 load. 25% of the responses were related to having more time for

scholarly artistic development and working on projects. Specific comments addressed improvements in faculty culture and intellectual liveliness, spending more time in reflection, and having more time available for meetings. The next three items were related to teaching. 13% of the comments were related to more quality time spent with students outside of the classroom, 11% were related to more time for course development, and 10% felt that the time would improve their ability to teach. These three items add up to a total of 34% of comments related to teaching, although not all comments addressed the same aspects of teaching. 10% of the responses were in terms of how we can attract and retain new faculty. 9% of the responses were regarding raising the prestige of DePauw, bringing us in line with other top liberal arts colleges in the U.S. 5% of the comments addressed creating a more equitable distribution of workload. An additional 5% of the comments addressed fitting service more comfortably into our everyday lives. We are still working on analysis of data from the other questions.

We have received the request to investigate the possibility of adding long term care insurance to options through Human Resources.

Written Announcements –

COA has no general written announcements.

There were no questions for COA.

11. Athletic Board – AB (Tim Good)

A. AB gives advance notice of its intent to ask the faculty to vote on the following changes **to Section IX. Executive Committees A. Athletic Board** of the By-laws and Standing Rules of the Faculty at the April 2013 Faculty Meeting.

Motion:

That the faculty approve the reconfiguration of the function and membership of the Athletic Board. The exact wording can be found in Appendix C 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.

There were no clarifying questions about the motion.

Written Announcements –

The AB is has no general written announcements.

There were no questions for AB.

12. 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 wine and cheese discussions.

All discussions are 4 to 6 p.m. in Social Center B at the Inn at DePauw.

Thursday, March 21: What is scholarship? What are the Boyer models (used in our tenure and promotion criteria), what do they mean in your discipline, and what do they mean in other disciplines?

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?

13. Vice-President for Academic Affairs Search Committee – VPAA Search (Wayne Glausser)

A. Update on the search.

Comments from Wayne Glausser

I trust you all received my email regarding the campus visits by each of the four candidates. Our first candidate comes to campus tomorrow. We are trying to get this wrapped up by spring break. I don't know if we will choose a Vice President before the Vatican chooses a pope, but I know there's no overlap in the candidate pool.

Question from Bridget Gourley

Will there be a way for people to provide feedback after the open sessions with the VPAA candidate.

Response from Wayne Glausser

Yes, there will be a survey monkey for each candidate.

Written Announcements –

VPAA Search has no general written announcements.

14. Sustainability Committee (Christopher Wells)

A. The Sustainability Committee provided a brief update on their work.

Comments from Christopher Wells

Knowing that some faculty members have expressed concerns about a culture of “busy-ness” on our campus, I presented my initial invitation to this body for faculty members to join in the Sustainability Committee with something like a spirit of apology. Having experienced working with this faculty-staff-student Sustainability Committee thus far this academic year, I regret having used that tone. The truth is that the committee thus far has managed to bring together voices from diverse perspectives, and with different backgrounds and agendas in such a way as to make possible constructive changes in the way we do things on our campus. My time in this committee has been well spent, and it has done what some committees never do, which is to make the time I spend outside its meetings more productive.

Quickly, then, let me share with you some of what the committee has been working on:

- 1.) We have been working closely with Dick Vance and the folks in facilities to push towards legitimate interventions in the renovation of the Lilly Center to ensure LEED certification, and more importantly, to make clear to contractors and ourselves that we are committed to exploring all possible interventions towards sustainable design when we renovate old buildings and construct new ones. This involvement of sustainability concerns from day one in all campus projects will be required to move towards our ambitious goals for carbon reduction, so I am pleased that we have made a good start on this front. I'd also like to thank Dick Vance and Jim Ruark for their support. We will continue to report as we move towards planning for future projects, like the Hubbard Center for Student Engagement and the Hoover Dining Hall.
- 2.) We are researching investments in solar, geothermal, energy efficiency, and co-generation that we believe can serve our environmental goals while helping the long-term financial outlook for the University. We've been talking with Brad Kelsheimer about the possibility of a green revolving fund to help support these kinds of projects, and also about the possibility of larger scale investments in green projects with a strong capacity to pay back the investment over the medium term.
- 3.) We are working to improve recycling education and programming to make our efforts on this front more effective in changing both behavior and thinking about our waste stream. One example of this is the inclusion in next year's freshman orientation of education on this front (as well as other aspects of environmental

responsibility on the campus we share).

4.) We have been working to recognize and catalog courses across the curriculum that include elements of sustainability. This is an aspect of the reporting called for by the President's Climate Commitment to which we are a signatory, but it will also be helpful for the Office of Admissions in directing interested prospective students towards the generous offerings we have in this area.

All of this is in addition to supporting the ongoing work of the sustainability staff on projects like the campus bikes, the campus farm, eco-reps, energy wars, and on and on. And of course, we will be working directly with the Board of Trustees on all of this starting in May.

So, though there is an awful lot yet to be done, we have gotten enough traction on some of the issues we identified early on that we have begun the project of exploring what we want to tackle next, so it's not too late to add your voice and vision to the work of this committee. If you've never had a strongly positive committee experience, or you'd like to see what it feels like to collaborate on something meaningful that appears to be picking up speed, I invite you again to our meetings. To quote Dr. Seuss, because someone bet me I wouldn't, "If you never did, you should. These things are fun, and fun is good."

If you are interested in joining us, send me an email and I will send you our meeting schedule.

Written Announcements –

The Sustainability Committee has no written announcements.

There were no questions for the Sustainability Committee.

Additional Business

15. Remarks from the President (Brian Casey)

President Casey's report consists of an offer to answer questions.

Question from Howard Brooks, member of COF

It has come to the attention of COF that perhaps the School of Music faculty will no longer be part of the traditional review process and the reviews will instead be under the Dean of the School of Music?

Response from President Casey

No, the shift will be in terms of the DPC, not in terms of COF.

Response from Mark McCoy, Dean of the School of Music

There has been some conversation about how the DPC (or SPC works), but there has been no conversation beyond that.

16. Remarks from the VPAA (David Harvey)

I have three announcements.

1. This weekend I sent an email to the chairs of departments and the directors of interdisciplinary programs offering an outline of this year's RAS process. Proposals are due in Academic Affairs by Monday, April 22nd; RAS will begin its meetings on Wednesday, May 22nd.

2. If you have not seen the announcement on DePauw's website, I call your attention here to the news that a team of DePauw students emerged as national champions at the 17th Intercollegiate Ethics Bowl in San Antonio, TX. The team was coached by Marcia McKelligan, Professor of Philosophy, and Bob Newton, Professor Emeritus of Philosophy. This is the eighth time in the last nine years that teams coached by Marcia and Bob have made it to the national finals. In 2008, the team reached the quarterfinals, and last year's team reached the semi-finals. Among their competition at this year's Ethic Bowl were teams from 31 institutions, including, among others, Colgate, Villanova, Georgetown, the U.S. Naval Academy, and St. Olaf.

3. Pedar Foss' term as Dean of Academic Life comes to an end this year, and although we will have a chance later this year to acknowledge his service as Dean, I want to let you know, now, that Dave Berque has agreed to serve a two-year term as Dean of Academic Life, beginning this summer.

There were no questions for David Harvey.

17. Old Business

There is no old business to come before the faculty.

18. New Business

Question from a faculty member

We should ask COF about reviewing the requirements for tenure and promotion. David Harvey, in his report, suggested that if the faculty are interested in this, we should bring it to COF's agenda.

Response from Nachimuthu Manickam

COF would not have time to discuss this topic this year given our workload.

Response from Bridget Gourley

Perhaps we might come up as part of at the wine and cheese discussion. Depending on how that discussion played out perhaps the faculty would have an interest in making a formal request of COF to move forward on this topic.

Question from another faculty member

Have the VPAA candidates been given a copy of David Harvey's report?

Response from Bridget Gourley

Yes, the report has been shared with each of the candidates.

19. Announcements

A. Next Faculty Meeting (Bridget Gourley)

As a reminder, our April meeting, to avoid holding it the first day back from spring break is Monday April 8th. Agenda items will be due the first day back from spring break, April 1st (no fooling!).

B. Alcohol Survey (Pam Propsom)

Pam Propsom from the Psychology Department would like to ask for your assistance in proctoring an in-class alcohol survey during the first week of March. We sample classes so you may or may not be asked to participate. This is the eighth (and final) year of the student-faculty research project. This survey has been one of the primary sources of data for the university regarding students' alcohol attitudes and behaviors.

C. Relay for Life (Jackie Roberts)

On Saturday, April 27th, DePauw University and Putnam County are hosting Relay for Life (an event sponsored by the American Cancer Society). Since the first time we hosted Relay in 1996, DePauw and Putnam County have raised over 2 million dollars for the fight against cancer. Not only does this event raise much needed money for research to find a cure, it also brings the college campus and the town together for a great cause.

For the past 12 years, Pam and I have co-captained the Cool Prof relay team. We are now the faculty sponsors for the event. This year we would like to have greater faculty and staff participation in Relay for Life.

Because of the various projects occurring at the football field, the event will be at the Indoor Tennis and Track facility and will only last 12 hours (noon until midnight).

If you are interested in walking with the Cool Profs on April 27th, please send either Pam or I an email. We will be sending this message out to all faculty and staff.

Please help us by participating in Relay!

D. Library Advisory Committee (Jonathan Nichols-Pethick)

The Library Advisory Committee is starting to talk about an open access policy. We are collecting information from our peer institutions to establish a framework. We haven't made any decisions. If you have any input, feel free to contact me.

E. Visiting speakers (Brett O'Bannon)

We started a new lecture series last year in honor of Russell Compton. Jody Williams will be visiting and giving a talk on Tuesday, March 19th in Moore Theater. She is a very dynamic speaker. Please try to come and encourage your students to come.

F. Athletics (Stevie Baker-Watson)

The women's basketball team is currently undefeated. We had two very successful games on Friday and Saturday nights. We have now been given the honor of hosting again this weekend, this Friday and Saturday. Our Friday night game will be against Washington University. We had a great turnout last weekend with close to 800 folks on Friday. We will also be hosting Special Olympics basketball this weekend. Hopefully you all can come out for these events.

G. Prindle Advisory Committee (Sharon Crary)

Funds are still available from the Prindle Institute for Ethics for visiting speakers. Let me know if you would like to invite a speaker for the spring.

Written Announcement

3rd International Student Research Forum, March 6, 4:00 p.m., Watson Forum

Returning fall semester off campus study students will present their field-based and independent research to the campus and Greencastle Community. The Center for Student Engagement formally invites the faculty to hear what our students accomplished during their semester away. (Contact Mandy Brookins Blinn for more information)

Presenters and Topics:

- **Abby Prine: "Identity in Fiction: Exploring *Heart of Darkness* and South African Identity"** Multiculturalism & Human Rights in South Africa - School for International Training
- **Jocelyn Jessop: "Women at Risk: Gender Violence, Available Service, & Future Objectives in the Fight for Women in Ecuador"** Culture & Development in Ecuador - School for International Training
- **Caitlin McKinley: "Treating the Spirit: An Ethnographic Portrait of Senegalese Animist Mental Health Practices in Dakar"** National Identity and the Arts in Senegal - School for International Training
- **Phua Xiong: "Urban Versus Rural: Hmong Language Proficiency and Ethnic Identity"** Culture and Ethnic Minorities in People's Republic of China - School for International Training.

20. Adjournment

Appendices

Appendix A. 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 B. Handbook language for MAO's proposed change to the examination policy

(Text to be deleted is shown in ~~strike-through~~; text to be added is underlined.)

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).

Examinations Held Outside the Scheduled Class Period.

Instructors may hold examinations outside the course's regularly scheduled time but should follow these guidelines:

- Add a course footnote to the Schedule of Classes listing that says the course will have examinations outside the scheduled class period and note the day and time of the exams – e.g. "Examinations will be given on Wednesday evenings."
- Announce the dates and times for the examinations on the course syllabus and during the first day of class.
- Provide an alternative testing time and date for students who have a conflict with another course.
- Consider an alternative testing time for students who have conflicts with approved extracurricular activities (see Conflict Between Class and Extracurricular Activities).

Final examinations. An examination period is provided at the end of each semester for instructors to give such examinations as they deem proper to cover the course work. Normally, a final examination should not exceed three hours. Final examinations are not to be given at any time other than that announced in the official schedule, although the laboratory portion of final examinations in science courses may be given in a regularly scheduled lab period in the last week of classes. The Vice President for Academic Affairs must approve any requests to move an exam time for a whole class. Instructors may allow individual students with unusual circumstances (such as a death or serious illness in the family, postseason athletic events, or having three exams in one day) to take an examination at another time; problems involving transportation, family occasions and/or jobs, for example, are not sufficient grounds for changing an examination. No student may be excused from taking the final examination in any course in which an examination is a requirement for credit in the course.

Multiple or Conflicting Exam Policy. No student may be required to take more than two in-class final exams on the same day or choose between exams offered at the same time. Any student with three final exams in one day is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If none of the professors involved voluntarily agrees to give the student his/her exam on another day, the professor whose exam is scheduled second in the day will offer an alternative date for the exam. The student should obtain a multiple exam form from the Registrar's Office (or on the Web) to provide written verification to the professors involved that three final exams are actually scheduled and being given on the same day. When a student is in two courses whose designated final examination periods conflict, the student is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If neither of the professors involved voluntarily agrees to give the student his/her exam on another day or time, the professor whose course carries the lesser credit will offer an alternative time for the exam. If both courses carry the same credit, then the professor of the course that meets latest in the week will offer an alternative time for the exam.

(approved by the DePauw University faculty, May 1, 2000; last modified, ~~Sept. 7, 2008~~, April 8, 2013)

Appendix C. 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.)

(New language to be inserted)

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.~~

**DePauw University Faculty Meeting Minutes
April 8th, 2013**

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

2. Verification of Spring Semester Quorum

The quorum was reached at 4:12 pm.

3. Approval of Minutes from the March 2013 Faculty Meeting

There were no corrections to the March minutes. The minutes were approved by unanimous consent.

4. Faculty Remembrance for John McFarland

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.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

5. Committee on Academic Policy and Planning – CAPP (Fred Soster)

- 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.

Motion:

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.

Rationale: (provided by the Department of Mathematics)

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.

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.

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

Wound of Christ), new ways of seeing (realism, symbolic and otherwise), and new identities (the new prominence of the artist through signature and commissioned work. The fundamental questions of the course are: 'How does painting create presence?' and 'What are the consequences of this creation?' This course counts towards the WIM (Writing in the Major) requirement of the department. *May count towards European Studies minor.*

COMM 491: Projects in Communication:

Description change to add another section: "M. Senior Capstone Thesis or Project"

Written Announcements –

MAO had no written announcements.

7. Committee on Faculty – COF (Nachimuthu Manickam)

A. COF's report consists of an offer to answer questions.

Written Announcements –

1. COF has begun discussions of VPAA Harvey's Overview of the Academic Enterprise with particular emphasis on the sections relating to promotion and tenure.
2. COF continues its work on both personnel cases and a remaining chair review.

8. Student Life and Academic Atmosphere Committee – SLAAC (David Alvarez)

A. 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**.

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/academic-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.

12. Athletic Board – AB (Tim Good)

- A. Motion (to be voted on) that the faculty approve the proposed changes to **Section IX. Executive Committees A. Athletic Board** of the By-laws and Standing Rules of the Faculty. Advance notice was given at the March 2013 Faculty Meeting.

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 Glusser 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 22nd. RAS will begin its meetings on Wednesday, May 22nd.

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

given to one or more faculty members who "exemplify excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution and the community."

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.

Appendices

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 YMCAs, 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

Appendix D. Catalogue language for MAO's proposed change to Communications and Theatre majors

In each case, the affected language is in the section describing the Senior Requirement and Capstone Experience. Text to be deleted is shown in ~~strike-through~~; text to be added is underlined.

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~~ required 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).

Theatre 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 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****

<u>ANTH 151</u>	<u>Human Cultures</u>
<u>ANTH 251</u>	<u>Latin American & Caribbean Cultures</u>
<u>ARTH 132</u>	<u>Introduction to Art History Renaissance to Modern</u>
<u>ARTH 134</u>	<u>Art of India</u>

<u>COMM 227</u>	<u>Intercultural Communication</u>
<u>CFT 100</u>	<u>Introduction to Conflict Studies</u>
<u>ECON 320</u>	<u>Development Economics</u>
<u>HIST 108</u>	<u>Modern China and Japan</u>
<u>HIST 110</u>	<u>Modern Africa</u>
<u>HIST 112</u>	<u>European Civilization II 1789-present</u>
<u>HIST 116</u>	<u>Modern Latin America</u>
<u>HIST 122</u>	<u>Modern Middle East</u>
<u>POLS 170</u>	<u>International Politics</u>
<u>POLS 253</u>	<u>China and India in the 21st Century</u>
<u>POLS 254</u>	<u>Government and Politics of Western Europe</u>

* 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.)

(New language to be inserted)

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.

**DePauw University Faculty Meeting Minutes
May 6th, 2013**

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

2. Verification of Spring Semester Quorum

The quorum was eventually reached.

3. Approval of Minutes from the April 2013 Faculty Meeting

There were no corrections to the minutes. The minutes were approved by unanimous consent.

4. Faculty Remembrances

Shanker Shetty, retired Professor of Economics and Management served DePauw as a faculty member from 1979 to 1994. Shanker passed away on April 8th, 2013. A tribute to Shanker was written and read by Gary Lemon, Economics and Management, and may be found in Appendix A of this agenda.

James Martindale, retired Librarian and Director of Libraries served DePauw from 1962 to 1983. Jim passed away on January 30, 2013. A tribute to Jim was written and read by Rick Provine, Director of Libraries, and may be found in Appendix B of this agenda.

David Klooster, former Professor of English and Director of the Writing Center served DePauw from 1984 to 1989. David passed away on June 2, 2012. A tribute to David was written and read by Tom Chiarella, English, and may be found in Appendix C of this agenda.

Ann Burlin, former Associate Professor of English and Director of the Writing Center served DePauw from 1962 to 1983. Ann passed away on February 23, 2013. A recognition of Ann's passing was written Ken Owen, Media Relations, and read with permission by Bridget Gourley, Chemistry and Biochemistry, and may be found in Appendix D of this agenda.

5. Motion to Confer Degrees for May Graduates (Ken Kirkpatrick)

- A. Motion (to be voted on) that the faculty authorize the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in May 2013.

The motion carried.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

6. Committee on Academic Policy and Planning – CAPP (Fred Soster)

- A. Motion (to be voted on) that the faculty approve the following changes to majors and minors in Department of Kinesiology. Advance notice was given at the April 2013 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 E 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.

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

Written Announcements –

1. CAPP has completed making appointments for the 2013-14 RAS

RAS Membership 2013-14

Divisional Members (3-year terms)

Tim Good (D1, returning, 2015)

Meryl Altman (D2, 2016)

Vanessa Fox (D3, 2016)

Manu Ragav (D4, returning, 2015)

At-Large Members (one-year terms):

Pat Babington (D3)

Bridget Gourley (D3)

Current or Recent CAPP Members (one-year terms)

Alejandro Puga (D2)

Nicole Brockmann (D1)

Rich Cameron (D4)

CAPP would like to thank the above faculty members for agreeing to serve on the 2013-14 RAS.

2. CAPP endorsed a proposal from the Writing Program Coordinating Committee and the FYS Committee to form a single committee with oversight over the entire writing program. This new committee will be named the Writing Curriculum Committee (WCC) and will be charged with oversight of the entire writing program, including First Year Seminars, W courses, and Writing in the Major courses. The rationale for this change in guidelines, specific charges of the WCC, and committee membership can be found in the full text of the proposal, which is provided in Appendix F.

Question from a faculty member

Did CAPP make any significant changes in the guidelines or procedures?

Response from Fred Soster

We wrote some new language in the guidelines but there were no substantive changes.

Question from another faculty member

Can you clarify the writing requirement? A student has petitioned to not take a W class during their sophomore year.

Response from Fred Soster

If you look at the language in the motion that we passed, all students are required to complete a W course during their sophomore year. The idea behind that is that the literature clearly pointed out that students develop as writers over their entire four year career at a university. We thought it was very important for students to write in their first year through the FYS, and continue writing in their second year through the W course. We added the third piece, that students will continue writing in their junior and senior years through the writing in the major requirement.

Comment from Nicole Brockmann

I am speaking as the chair of the first-year seminar committee. In the fall, CAPP will present a proposal that the FYS committee be allowed to dissolve. This will require a vote from the faculty. The new committee would take over the work of the FYS committee.

Follow-up comment from another faculty member

Some students are taking a W course during their freshman year. Can we change the policy to allow students to complete the W requirement by the end of their sophomore year? Can the committee consider this option? Perhaps this would reduce the burden on our W courses.

Response from Fred Soster

I will put this on the agenda for CAPP so we don't need to make a formal motion. I would just like to point out that this year's CAPP contributed to the demise of two faculty committees.

7. Management of Academic Operations – MAO (Brian Howard)

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. In April 2013 MAO brought forward a portion of the original proposal and the faculty asked MAO to revisit the language for clarity. Revised language appears below.

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 except for laboratory portions of final exams. (Note: If Thursday is the last day of classes, this period includes the previous Friday.) Only assignments that substitute for a final exam should be given a due date during finals week. In addition, assignments for papers and projects instructions for paper and project assignments due in the last five days of class class days of the semester should be provided well in advance at least 14 calendar days prior to the due date.

Rationale:

The parenthetical note clarifies the much-misunderstood situation in the spring, where the intention is that

the “last five class days of the semester” should extend into the previous week because of the Friday study day. Emphasizing that instructors should provide *instructions* for assignments due in this period deals with situations where an assignment has been announced, perhaps in the syllabus, but details such as a specific prompt are not made available until close to the deadline. Finally, the vague phrase “well in advance” is replaced with the unambiguous “14 calendar days prior to the due date.”

There were no questions or comments. No one spoke in favor of or against the motion. The vote was taken and the motion carried.

B. MAO announces the following change in description:

ARTS 160: Introduction to Digital Arts:

This course investigates software as artistic material and cultural form. Using different platforms and technologies students will gain a tool set of different approaches to begin an art practice in new media/digital art. Students will learn to conceptualize and design their own projects, as well as learn to utilize a variety of software-based art-making strategies in order to resolve these ideas as artworks. No prerequisites are required.

C. MAO announces the following new experimental course:

UNIV EXP: Workshop: Proposal Writing (0.25 credit)

A quarter-credit course for students applying for competitive national awards (Fulbright, Gilman, Udall, Truman, and so forth). The first seven-week block in Fall 2013 will be designed for applications with October due dates; the second seven-week block will be for applications with early spring deadlines. Students will draft, revise, and workshop personal statements and research proposals; they will do practice interviews; and they will research the history and funding sources for relevant fellowships and awards.

Written Announcements –

MAO has no general written announcements.

There were no questions for MAO.

8. Committee on Faculty – COF (Nachimuthu Manickam)

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

Written Announcements –

COF is still working on promotion and tenure reviews. COF hopes (only hopes) to complete all reviews by May 8th, 2013.

There were no questions for COF.

9. Student Life and Academic Atmosphere Committee – SLAAC (David Alvarez)

A. Motion (to be voted on) that the faculty approve 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. Advance notice was given at the April 2013 faculty meeting. Text to be inserted is in **bold**.

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.

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

B. SLAAC will present the main findings and their recommendations from the Academic Integrity Policy Student Survey. An executive summary can be found as Appendix G of this agenda.

The findings of the survey are disheartening. I will briefly summarize them and SLAAC's requests for action.

1.) 32 percent of respondents – about one out of three students – admitted to academic dishonesty (218 out of 674 students; 53 did not answer). 72 percent claim knowledge of other students violating academic integrity policies (480 out of 672 students; 55 did not answer). And 36 percent admitted to having violated academic integrity policies and not having been caught (215 of 605 students; 122 did not answer).

2.) Our efforts to educate DePauw students about academic integrity are succeeding. Students understand what counts as academic dishonesty, but they discount some forms of it (e.g., cheating on homework).

3.) Students lack information about the hearing process for academic integrity cases, and they do not know enough about these cases to have an opinion about whether the hearings are fair or unfair.

In response to these findings, SLAAC is requesting the following:

1.) SLAAC is requesting that the Prindle Institute for Ethics coordinate with faculty and students to draft a statement that lays out our justification for our Academic Integrity Policies. The goal would not be to explain what types of academic dishonesty DePauw prohibits (students have this knowledge) but to articulate why we

prohibit them.

2.) To ensure that students continue to be aware of DePauw's academic integrity policies, SLAAC encourages DePauw faculty members to keep spending class time educating students about academic integrity issues.

3.) SLAAC recommends that faculty members develop exam practices (e.g., changing exam questions) and assignment procedures (e.g., clearly defining group work) that will make cheating more difficult. SLAAC also requests that the Office of Academic Affairs and the Dean of Faculty develop general suggestions for faculty members to help them prevent academic integrity violations.

4.) To provide students with a fuller understanding of the Academic Integrity Violation Hearing Process and the outcomes of these hearings, SLAAC requests that the Office of Academic Affairs develop a webpage that provides a summary of anonymous information about the number of settlements, number of University Review Committee hearings, and the penalties for both. SLAAC also requests that this information should be made available to *The DePauw* at the beginning of each academic year.

SLAAC has already been informed by Dave Berque, who will be Dean of Academic Life next year, that he will be working with SLAAC to address the issues raised by this survey.

Comment from Pedar Foss, Dean of Academic Life

The national rate of students who self-report that they cheat is about 65 percent. There is never a percentage that will make us happy.

C. SLAAC has two other brief announcements.

First, SLAAC would like to announce that it is considering policies related to on-campus speakers who have a history of academic integrity violations (e.g., the recent case of Jane Goodall and plagiarism). SLAAC is concerned that we may be sending a mixed message to our students about the importance of academic integrity. We will therefore be working with the Public Occasions Committee to develop appropriate policies for such circumstances.

Second, SLAAC has already begun discussing issues related to international student life on campus. It has gathered information from various sources, including student organizations, about the issues our international students are most concerned about. SLAAC will be addressing these concerns more fully next year, but the committee felt strongly about the need now to emphasize to the faculty our responsibilities as model cultural ambassadors for our students. Our international students have come long distances to study here, they are strangers in a strange land, and SLAAC urges us to do all that we can to make these students welcome, especially by promoting a comfortable classroom environment, and by refraining from discriminatory or culturally insensitive remarks. SLAAC also welcomes any suggestions from the faculty for promoting cultural exchange and fostering a more cosmopolitan ethos on campus.

Written Announcements –

SLAAC has no general written announcements.

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

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

Written Announcements –

FGSC had a quiet year with only minor needs to consult on governance issues spanning multiple committees.

The most significant work was coordinating with various groups proposing by-laws changes through the year to streamline our committee structure and workload.

There were no questions for FGSC.

Reports from other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

11. Faculty Development Committee – FDC (Sherry Mou)

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

Written Announcements –

Please join FDC, on Thursday May 9 from 4-6 pm in Social Center B at The Inn at DePauw to celebrate the scholarly and artistic achievements of the entire faculty as well as reviewing specific significant achievements of selected colleagues.

There will plenty of good food and drink, and we will also have time to converse with each other informally. Please join us on the last day of class to celebrate the successes of our colleagues! No RSVP is necessary!

There were no questions for FDC.

12. Committee on Administration – COA (Kent Menzel)

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

COA has completed examination of the 3-2 workload issue and is preparing its complete report to share with the faculty. In the recent survey of faculty, respondents by 2/3 majority favored moving to a 3-2 workload for all faculty at DePauw (78-34, 6 abstentions). The most prominent advantages to a 3-2 workload were seen as improved quality of faculty life, higher quality teaching, and more time for research and professional development. The most prominent concern was toward maintaining support for full-year sabbaticals, with the potential for a burden on small departments and higher course enrollments as other concerns.

B. COA will be working on salary and insurance as we move toward the end of the year.

Written Announcements –

COA has no general written announcements.

Question from a faculty member

Who makes the ultimate decision on the 3-2 workload issue? The incoming VPAA? The faculty? COA? What is the next step?

Response from David Harvey, Vice President of Academic Affairs

The decision will be made by President Casey and the Board of Trustees

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 –

The committee is planning to meet during finals week to finalize a written summary of our perspective on what was learned from our discussions with the VPAA over the last year and the wine and cheese discussions this spring. Faculty should anticipate a short report, as requested by the FGSC when they appointed us, by the end of May 2013. In addition to being sent via email it will be posted to the Faculty Governance Moodle Site.

There were no questions for the ad-hoc committee.

Additional Business

14. Remarks from the President (Brian Casey)

Report on Admissions

As of the end of the Admissions cycle, the University has received 675 deposits from new students who will enroll in August. This is a 12 percent increase in the number of students who had submitted deposits at this time last year (601).

The make-up of this class:

- 10 percent are international students (10 percent in 2012). In absolute terms this means there will be 66 in 2013 vs. 67 in 2012.
- Domestic students of color will make up 22 percent of the new class (147), which is a 39 percent increase from last year when 106 students enrolled.
- The class is approximately 55 percent female, and 45 percent male, which is on par with previous years.
- The median high school GPA of the incoming class is 3.74 (compared to 3.64 in 2012), with SATs and ACTs flat with last year.

As an additional marker of the academic quality of this class, the Office of Admission significantly decreased the number of students admitted with a high school GPA of less than 3.0. Whereas last year the University offered admissions to approximately 175 of these students, this year less than 50 were offered admissions, with even fewer choosing to enroll.

It's important to note that this incoming class is the first for which our new communications and marketing efforts were in place for the entirety of the recruitment cycle (junior and senior year of high school).

Board Activities and Actions

The Board of Trustees heard two major presentations.

The first was a presentation on how the institution can adopt a strategy of targeting financial aid such that it continues to increase the academic qualifications of DePauw students, meet greater amounts of demonstrated financial need, and support increasing student diversity.

We believe that we should adopt a need-based program for the most meritorious students. To do this, we must raise over \$125 million in new endowment that can be targeted to student financial support. This presentation was made in connection with a five-year admissions plan that calls for significant efforts to expand the national profile of the institution, attracting and enrolling strong students from a wider geographic

footprint.

The Board also heard a presentation on the future direction of the School of Music. Dean Mark McCoy has been working with the faculty to develop an approach to the training of musicians within a liberal arts context. Further developments of this plan will absorb a significant amount of the SOM faculty's time next year. The Board is extremely excited about the energy in the School of Music and its potential future direction.

Board Actions

The Board re-elected Sarah Wallace for an additional year as Chair of the Board of Trustees.

The Board approved the 2013-2014 operating budget (\$92.5 million in operating expenses, outside of financial aid). The Board approved the 2013-2014 endowment draw at 5.5 percent. We are now in line with industry standard endowment draws.

The Board approved the Capital Renewal and Replacement Budget (\$1.25 million). This is the first time since I have been here that we are beginning to see a capital budget approaching what is required.

The Board approved \$1.6 million in investments in the Admissions Office as well as in Development / Alumni Relations efforts. These were in response to the Admissions Plan and the need to raise significant resources for the endowment.

The University is heading toward its fourth balanced budget in a row, though with this year being tight.

The Board heard updates regarding the progress of construction efforts at the Lilly Center and Blackstock Stadium. Both projects remain on schedule with the Blackstock Stadium to be ready for the fall football season and the roof over the pool to be in place by August 1.

The Board also heard from new VP Melanie Norton and Associate VP Steve Setchell about alumni efforts.

The Academic Affairs Committee received and reviewed the Harvey Reports and looks forward to working with Larry Stimpert as the new VPAA. The Board, at its business meeting on Friday recognized and thanked David Harvey for his service to the University.

Campus Sustainability Committee

The Sustainability Committee reported on its recent activities and offered a series of recommendations to the Buildings and Grounds Committee of the DePauw Board of Trustees. The Buildings and Grounds Committee formally accepted the following four recommendations:

- The Buildings and Grounds Committee will support funding for a comprehensive sustainability assessment.
- The Buildings and Grounds Committee will support the administration's pursuit of new external funding to allow for one or more near-term highly visible sustainability projects on campus. In other words, they called on the Development Committee to make this an early campaign priority.
- The Buildings and Grounds Committee will support the administration's move to explore the use of a "green revolving fund," an endowment for investing in sustainability projects with high ROI (return on investment). These projects would be designed to support future projects with the savings returned by current ones.
- The Buildings and Grounds Committee will support the development of building standards to guide

future renovation and construction projects. (It should be noted that the University maintains its commitment to ensuring that future construction efforts are LEED certified.)

Fossil Fuel Divestment

The Board's Investment Committee has formally taken the issue of divestment from the fossil fuel industry under advisement and will be reviewing the issue in concert with the University's new external investment advisors. The Cornerstone group (our investment advisors) has significant experience in this area, and they will be partnering with us to evaluate a variety of ways DePauw could respond to this issue. They'll also help us understand the implications of these options to ensure that we maintain a commitment to strong endowment growth.

Question from a faculty member

Will the faculty and staff be getting a raise?

Response from Brad Kelsheimer, Vice President of Finance and Administration

Yes, salaries will increase 3 percent.

Comment from Pres. Casey

Thank you to the Campus Sustainability Committee for their report to the Board of Trustees.

Comment and question from Carol Steele, chair of Sustainability Committee

Thank you for creating the committee and allowing us to report to the Board. With respect to diversity, are most of the incoming students in Posse?

Response from Pres. Casey

Of 147 domestic students of color coming in, 20 students are in Posse and 127 are not in Posse. Aliya Beavers has been very effective recruiting students. Much kudos go to Dan Meyer, Vice President of Admissions. This entire cycle of admissions is different thanks to Dan's efforts.

Follow-up comment from Carol Steele

I had a phone call from a mother whose child received an award at the Academic Awards Convocation. This student couldn't say enough nice things about Dan Meyer.

15. Remarks from the VPAA (David Harvey)

This year the Office of Academic Affairs received ten proposals for tenure-track lines from six departments. Of the ten proposals, eight are requests to replace tenured faculty members who have retired or resigned their positions and two requests are for new tenure-track lines. Last year RAS considered 15 proposals from 12 departments and programs.

The Board's Academic Affairs Committee met last Thursday afternoon. At the meeting they received a report from Pedar Foss on the State of Student Learning at DePauw, which included, among other topics: an update on the co-curricular inventory, a cooperative project between Academic Life, the Center for Student Engagement, and the Registrar's Office supported by the Council of Independent Colleges through a grant from the Lumina Foundation; a report on last summer's Sophomore Institute; a summary of this year's nationally competitive fellowships and awards; a five-year summary of academic probations and suspensions, which shows that on average more than 96% of our students are in good academic standing in any semester, with slightly more than 3% on academic probation and less than 1% on academic suspension; a report showing improved graduation rates in the last two academic years for students who visit the Student Disability Services office, a period of time in which we have increased the net staff FTE in this area; a report on the summer

English Immersion Institute for incoming international students, which was piloted last summer, and plans for this summer's institute; and a summary of academic integrity violations over the past seven years.

The committee also received a report from Raj Bellani on work in the Center for Student Engagement, which highlighted planning for the next Sophomore Institute and a new program connecting our students with off-campus summer internship opportunities, including funding for students completing internships at non-profit organizations.

Finally, I want to take this opportunity to acknowledge Pedar Foss for his four years of service as Dean of Academic Life. In this role, Pedar and the staff in Academic Life have made significant improvements in many areas, particularly in the areas of academic support for students with disabilities and for international students. In addition, Pedar's patient and careful work with individual students and their parents on a range of academic issues has been of immense value to me. Please join me in thanking Pedar for this service.

There were no questions for David Harvey.

16. Old Business

There is no old business to come before the faculty.

17. New Business

There is no new business to come before the faculty.

18. Announcements

Written announcement from the Faculty and Staff Campaign (Michele Villinski and Erik Wielenberg)

The annual Faculty & Staff Campaign is officially underway and we encourage you to review the materials provided by your department volunteer. Participation is the number one goal and every gift, no matter the amount, makes a difference.

Please mark your calendars for the 2013 Faculty & Staff Campaign Ice Cream Social: May 10 from 1-3 p.m. in Bowman Park. Come enjoy free ice cream and good conversation with the campaign Executive Committee and all of our colleagues across campus.

19. Adjournment

Appendices

Appendix A: In Memory of Shanker Shetty (1924-2013) **Written by Gary Lemon**

Professor Emeritus Shanker Shetty taught Economics and Management at DePauw for over fifteen years; his dedication to DePauw continued beyond retirement as he taught part time for several more years. Prior to his formal education, Shetty had a humble beginning. Born in India, he worked in his uncle's Udipi restaurant in Bombay as a dish washer, where he said he often stood in ankle deep water while washing dishes and at the end of his long work day pushed tables together so he would have a place to sleep.

Later in Shetty's life he worked as a personal assistant to Indian independence activist and political leader Jayaprakash "JP" Narayan. Narayan, while not well known in the United States was the leading political alternative to Ghandi for many years. Among other duties, Shetty handled press releases and Narayan's scheduling; because of his dedication to the cause, he worked without pay. At one point during this phase of his life he was arrested by British authorities. Narayan went on to lead the anti-Indira Gandhi opposition movement in the early 1970's. During the time Shetty was working for Narayan, an American professor travelled to India to meet Narayan, and in turn met Shetty. He encouraged Shetty to pursue higher education in the United States and helped him make arrangements to get there. He began his graduate work at the University of Chicago and ultimately received his Ph.D. in Economics from the University of Minnesota. Shetty's determination to complete higher education was inspiring as he pursued these ventures at a much later age than traditional students receiving his Ph.D. in his late 40s.

After completion of his formal education Shetty taught in the Economics Department at Hiram College in Ohio before coming to Greencastle to teach at DePauw. After arriving at DePauw in 1979, Shetty fully invested himself in the DePauw community. In an effort to bring a new perspective and cultural diversity to the DePauw Winter Term experience, he initiated a Winter Term trip to his native India, a culture vastly different from the European countries commonly visited during Winter Term. He also formed and led a committee on campus to raise funds for starving citizens in Ethiopia, increasing the awareness on campus of the plight of Ethiopian and enhancing philanthropic efforts. He spent time in Japan developing a new course for the University comparing management approaches in the US, Japan, West Germany and Yugoslavia. While interested in diversifying the University, Shetty was also interested in culturally diversifying himself. He adapted very well to American living and developed a love for American football and WWF wrestling.

Throughout his years, Shetty helped numerous family members pursue higher education by helping fund tuition at a variety of universities. Shetty was a generous man who was open and always willing to help others. He was often the one to say "Just tell me what to do, and I will do it." This was true in his teaching, as displayed by his ability to teach a wide variety of topics. Shanker was always looking for ways to broaden his education.

Shanker was married to Jijayya Shetty his lifelong partner who contributed greatly to Shanker's success.

Appendix B: In Memory of James Martindale (1922-2013)
Written by Rick Provine

James A. Martindale was the Director of University Libraries with rank of professor, from 1962 until his retirement in 1983. Jim took over the directorship following the unexpected death of director, Russell Dozer. Jim was quickly accepted by both long-time and younger librarians and library staff. He was energetic, enthusiastic and thoroughly enjoyed his job, often joining librarians for coffee and conversation. Following graduation from Wabash College and receipt of his master's degree in library science from the University of Michigan, Jim went on to posts as an instructor in the history department at Earlham College, and as a librarian at Purdue, Ball State and the University of Michigan.

Professor emeritus of history, John Baughman, notes that during Jim's interview, librarian, Betty Baughman, hosted a dinner at the Old Trail Inn on U.S. 40, then a popular restaurant. Jim impressed the search committee with his affable nature and knowledge of librarianship. He was the obvious choice.

During the years that Jim Martindale was director of libraries at DePauw, many changes took place. The library collection was greatly enlarged and all of the collections were reclassified from the Dewey Decimal System to the much more flexible Library of Congress system – no small undertaking. Examination of back issues of the DePauw newspaper reveal that Jim kept the library in the DePauw community's eye through interviews with staff reporters on subjects ranging from changes in the library hours to important additions to the collection, such as the Pentagon Papers. He participated in early Winter Term offerings by providing instruction in the use of library resources. Jim didn't shy away from controversy. He defended the "no food and drink" policy amid opposition from students. A compromise was reached with a food and drink area...a predecessor to our present Café Roy.

Jim Martindale was a lover of books and collected the writings of Indiana authors, holding an impressive first editions and autograph collection. He loved to visit rare and used bookshops, a past time he enjoyed with assistant director of libraries, Dan Smith. Jim loved being outside and was an avid gardener. His daughter, Lynn Sullivan, who lives in the family home on Franklin Street, relates that many of the plants and shrubs that her father planted decades ago are still there and making a come-back as she works to uncover them in the yard. Lynn also reminisced about family trips to Michigan beaches and Cape Cod. She left Greencastle for Minnesota following high school, but her childhood memories of home drew her back decades later.

Jim was a dedicated librarian and Director of Libraries. He inspired the staff as colleagues and friends. Archivist, Wes Wilson, remembers when he first arrived at DePauw in 1984, library staff still talked fondly of Jim who had retired the previous year. He was missed by them and is still by those who remember and worked with him those many years ago.

Appendix C: In Memory of David Klooster (1954-2012)
Written by Tom Chiarella

David Klooster taught here at DePauw as director of the writing center, and a professor of American literature in the English department for four years, between 1984 and 1989. He moved on from here to John Carroll University, and finally on to Hope College, in his beloved home state of Michigan, where he was by all account a legendary professor and an excellent department chair.

Four years is not long in the scheme of things, and my bet is that not many people here remember David well. I remember him as a lousy basketball player, a remarkable father, of two, and later three sons, a devoted husband and a guy who loved novels—hard novels, dense novels, the reading of them and the teaching of them. He liked to quote Whitman and he liked to see his students capable of the same, often and without his prompting. David was a strong and steady hand, who, helped lead the schools' writing program through important changes, and who also rebuilt porches, hung sheet rock, and helped to wend through complicated plumbing projects. I remember that he was also fond of the gesticulation of baseball umpires, loved to eat with his family and friends, and always had a question about teaching or life to occupy the longest car ride. He loved and respected his dogs. He lived with love in his heart for his wife, another former colleague of ours Pat Bloem, and with pride in the men his boys became.

David's contribution to the life of the school, may have been brief, but it was profound. I always considered him my most conscientious and ethical colleague, a man made to teach, to teach here first and to carry on, just as he had—with grace, with kindness and professionalism—from the day left until he met his end. Those who knew him, will never forget.

Appendix D: In Memory of Ann Burlin (1954-2013)
Written by Ken Owen

Ann E. Burlin, who taught communication at DePauw University in the spring of 1981, died February 23 in Silver Spring, Maryland. She was 59 years old.

Born February 4, 1954 in Frankfurt, Germany, Burlin did her undergraduate studies in speech communication and economics at the University of Virginia and served as the first female editor-in-chief of **Corks & Curls**, the school's yearbook. She was awarded a graduate fellowship to Indiana University in Bloomington in 1975, where she completed her M.A. degree in communication and served as a graduate teaching assistant.

She came to DePauw in 1981 to take over the communication classes of Ralph Knupp, who resigned in February of that year. Larry Sutton, who chaired the communication department at the time, remembers Burlin as "a very good teacher." She also taught in the communication departments at Stetson University, Stonehill College, The College of Wooster and Berea College. Her scholarship focused on American public address and the rhetoric of economic policy.

After nearly two decades of teaching, Burlin joined Discovery Communications in Washington, D.C., as a photo editor and librarian. She also enrolled part-time at the University of Maryland, earning her Masters of Library Science Degree in 2008.

Appendix E. 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 YMCAs, 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

Appendix F. Writing Curriculum Committee Proposal from the WPPC and FYS to CAPP

Date: April 25, 2013
To: Committee on Academic Planning and Policy (CAPP)
From: Writing Program Coordinating Committee (Michael Sinowitz, Writing Program Coordinator) and First-Year Seminar Committee (Nicole Brockmann, Chair)
Subject: Proposal to CAPP regarding oversight of the Writing Program and first-year seminars.

The desire for a change in the committee oversight structure for the First-Year Seminar begins with the following: our current committee structure was established in 1998 for a different program than we have now. With the new structure of the writing program, particularly the increased significance of the writing component in the FYS program, we should re-imagine the committee structure.

As it currently stands, the WPPC oversees the writing aspects of the course, the FYS Committee oversees other aspects of the course, and the First-Year Experience Committee oversees the co-curricular aspects of the program. We believe that this current situation is unwieldy, makes coordination of oversight and faculty development for the course difficult and inefficient, and misuses faculty time.

Our recommendations are based on the following principles:

1. Oversight of the curricular aspects of the writing program, including the FYS program, should be housed in only one committee.
2. There should be as little overlap as possible between committees.

We believe the most straightforward way to accomplish this is to bring together the FYS Committee and the WPPC in order to create a new committee that eliminates unnecessary overlap and unhelpful fragmentation of these committees' existing charges.

We propose that this new committee be called the Writing Curriculum Committee.

The Writing Curriculum Committee would be charged with:

1. overseeing all aspects of the writing program
2. overseeing and supporting the W competency, including faculty development, reviewing guidelines, and reviewing the program more broadly
3. overseeing and supporting the Writing in the Major (WIM) programs, including review of proposals, review of the program, and support of departments in the development of new approaches to the requirement and the teaching of writing in the major
4. overseeing and supporting the curricular aspects of the FYS program, including:
 - a. making the call for proposals for FYS courses
 - b. reviewing proposals for FYS courses
 - c. reviewing FYS syllabi
 - d. providing faculty development support for faculty members who are teaching and/or developing FYS courses
 - e. coordinating and evaluating other aspects of faculty development related to FYS
5. providing training and instruction on writing pedagogy, including the use of sources and issues of academic integrity in writing
6. reporting on developments in the program to CAPP and the faculty

In approving courses for the FYS program, the Writing Curriculum Committee would be responsible for maintaining the existing mission of the First-Year Seminar program as outlined in the catalog under graduation requirements:

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. As seminars, these courses emphasize and nurture discussion and other skills essential to active student participation in their own educations. They are also each student's gateway into DePauw's writing curriculum and emphasize writing skills that will be taken up and built upon across the curriculum.

The members of this new/revised committee should include the following:

1. Director of the Writing Program
2. VPAA or a representative (currently the Registrar) (ex officio)
3. Administrator of the FYS program
4. Writing Center Director
5. Four faculty members, each representing one division
6. A librarian (ex officio)

The Coordinator of English for Academic Purposes would be considered an affiliated member of the committee.

In this model, the WPCC's responsibilities would transfer to the Writing Curriculum Committee. These responsibilities include all of the regular functions of arranging W Workshops, W speakers and events, and other training necessary for the development and support of W and WIM.

The FYS Committee's non-curricular responsibilities will be redistributed as follows:

1. The Advising Committee will oversee advising-related issues in first-year seminars.
2. The First-Year Experience Committee will oversee co-curricular aspects of the FYS Committee's responsibilities, such as coordinating with Student Life on the student mentor program and New Student Orientation. Should the University faculty feel that faculty representation on this committee is desirable, the First-Year Experience Committee is happy to broaden its membership to include two faculty representatives (selected from within the Writing Curriculum Committee or by CAPP) and Academic Affairs administrators.

This new committee structure would relieve several faculty members and administrators from committee service (whether they would be freed up completely or relieved of serving on two committees with overlapping or duplicating work).

Appendix G. Executive Summary: Academic Integrity Survey of DePauw Students (AY2012-13)

The results of the Academic Integrity Survey are disheartening: the survey indicates that cheating is commonplace on campus. As one student wrote, "I'm sure professors are aware of academic dishonesty on DePauw's campus, but I don't think they realize how often it is happening in THEIR class." The survey suggests that students are cheating more often than faculty members realize.

The Survey

727 students completed the survey, which was administered during the fall of 2012. We have no reason to think that extrapolations based on its sample size or constitution are distorting. SLAAC would like to thank the Department of Psychology, especially Pamela Propsom and Sharmin Tunguz, for assistance with the survey's design and interpretation of its results.

Findings

The most significant finding is that 32% of respondents admitted to academic dishonesty (218 out of 674 students—53 did not answer). 72% claim knowledge of other students violating academic integrity policies (480 out of 672 students—55 did not answer). And 36% admitted to having violated academic integrity policies and not having been caught (215 of 605 students—122 did not answer). These are troubling numbers.

Despite such numbers, 43.5% of respondents indicated that they thought DePauw's academic integrity policy "does a good job" deterring students from cheating. The survey findings, however, clearly indicate otherwise. Our current academic policies and practices designed to prevent academic dishonesty on campus are not succeeding well enough.

The survey reveals that although DePauw students understand what counts as academic dishonesty, they discount some forms of it (e.g., cheating on homework). Students also lack information about the hearing process for academic integrity cases, and they do not know enough about these cases to have an opinion about whether the hearings are fair or unfair.

Finally, while 24% (18 out of 76 responses) of the written responses to the survey were critical of implementing an honor code at DePauw University, this contrasts with 13.4% (80 of 597) who answered the question "Do you think DePauw should implement an honor code?" with "no." Students seem more open to implementing an honor code than the written responses suggest.

Students' Knowledge of Academic Integrity Policy

Students understand what constitutes academic dishonesty. DePauw's efforts to educate them about honest college work are succeeding: the highest figures for uncertainty about forms of academic dishonesty are only 4% (summarizing work without a source and dishonest group work).

Students do not, however, judge all violations as equally significant. They consider some violations as "not at all" or only "slightly" severe: resubmitting work from another class (253 of 611), summarizing work without a source (222 of 611), cheating on homework (189 of 606), and dishonest group work (180 of 606). Students also believe that these kinds of violations happen more frequently than other forms of academic dishonesty. They report that cheating on homework is by far the most prevalent form of academic dishonesty on campus, followed by summarizing without a source and rewriting a source's work with minor word changes. Cheating on a test and copying a source's work word for word without attribution were considered "extremely severe" forms of academic dishonesty.

Knowledge of the Academic Integrity Policy Violation Hearing Process

Most students lack knowledge about the frequency and severity of penalties for academic dishonesty. Nearly

58% of students (342 of 591) reported that they were “not familiar with the decisions” reached by university hearings and could therefore not indicate whether they thought those decisions were “fair or unfair.” An additional 18.7% (136 students) skipped this question. Similarly, 63.5% (378 of 591) were not familiar with the hearing process and so were unable to offer an opinion about its fairness. An additional 18.1% (132 students) also skipped this question. Finally, 51.1% responded that they lacked enough information to assess the appropriateness of the penalties imposed by the university for academic dishonesty. An additional 19% (138 students) skipped this question.

Other concerns

The frequency of the following concerns and issues students raised in their written responses to the survey (a total of 75 out of 727) are tracked below:

Anxiety/confusion about what constitutes academic integrity policy violations: 22

Criticisms of a possible Honor code: 18

Pride or sense that DePauw atmosphere deters cheating: 5

No sense of academic integrity process/penalties: 4

Use of study drugs (Aderall) to improve student performance: 4

International student issues: 3

Stress issues: 3

Greek student issues: 1

Recommendations

Based on these findings, SLAAC recommends the following:

1) To explain why DePauw’s Academic Integrity Policy includes penalties for types of cheating that students think are not very important, SLAAC requests that the Prindle Institute for Ethics coordinate with faculty and students to draft a statement that lays out our justification for these policies. The goal would not be to explain what types of academic dishonesty DePauw prohibits (students have this knowledge) but to articulate why we prohibit them. SLAAC recommends that this statement from the Prindle Institute for Ethics be included in the Student Handbook and the proposed online report of academic policy violation hearings and penalties (recommendation #4).

2) To ensure that students continue to be aware of DePauw’s academic integrity policies, SLAAC encourages DePauw faculty members to keep spending class time educating students about academic integrity issues. SLAAC also applauds the successful efforts of our first-year seminar and student orientation programs to educate students about academic integrity. SLAAC urges faculty members and administrative staff involved in these issues to remind students that cheating is not the best way to handle stress: students should be encouraged to discuss these issues with their professor or the Division of Student Life.

3) To deter opportunities for cheating, SLAAC recommends that faculty members develop exam practices (e.g., changing exam questions) and assignment procedures (e.g., clearly defining group work) that make cheating more difficult. SLAAC requests that the Office of Academic Affairs and the Dean of Faculty develop general suggestions for faculty members to deter academic integrity violations, referencing the dominant types of violations at DePauw.

4) To provide students with a fuller understanding of the Academic Integrity Violation Hearing Process and the outcomes of these hearings, SLAAC requests that the Office of Academic Affairs develop a webpage that provides a summary of anonymous information about the number of settlements, number of University Review Committee hearings, and the penalties for both. This information should be made available to *The DePauw* at the beginning of each academic year.

